



Lympne Church of England Primary School Willow Class Newsletter Terms 1 and 2 2026

4th September 2026

Dear Parents and Carers

I would like to wish you a warm welcome to Willow Class and to all our new families, a special welcome to Lympne Primary School!

I hope your child is settling in well and enjoying their first few days with us. Starting school is such an exciting time, but it can also be tiring and a little overwhelming for children. Over the next few weeks, they may experience lots of different emotions as they get used to their new routines, surroundings and friendships.

It is completely normal for children to be tired, emotional or need a little extra reassurance during this time. Please don't worry if you notice this at home. They are getting used to lots of new experiences, and it can take a little while to find their feet.

I will telephone each family within the first fortnight to let you know how your child is settling and talk through any queries you may have. If you have any questions or concerns at any point, either now or throughout the year, please don't hesitate to get in touch. We are always happy to chat and support you and your child in any way we can.

Early Learning Goals

In Willow Class our learning works toward the 'Early Learning Goals'. These are developmental targets that have been set by the Department for Education. I have attached a copy below so you can see what we are working towards this year.

English (reading, phonics and Drawing Club)

Reading

To begin with, all children will have a picture-only book to take home. These books are a great way to develop your child's speech and language skills, while also helping them to build confidence and a love of books. As they progress with their phonics, they will move on to books that match the sounds they are learning in class.

Your child will also be able to choose a book from our carefully selected enrichment books. These books are for you to enjoy together at home and are designed to encourage a love of reading and help children discover the joy of stories.

As we introduce new phonics sounds and tricky words, your child will also bring home flashcards to practise. Spending a few minutes practising these at home regularly will be a huge help and will support their learning in school.

We really value the importance of reading regularly. Your child will be given a reading bookmark, where you can tick off each time you read together or practise phonics. There will be an internal whole school and whole class incentive that all the children will be working towards.

Your child will also have a reading record where you can jot down any notes or comments you feel are useful when reading with your child. We will also use it to record notes when we read with them in school and this provides a valuable dialogue between home and school.

We will change your child's books every Friday and books will come from 11th September. Please make sure their books are kept in their book bag each day so that they are available when they read with an adult in school.

Phonics

We use 'Monster Phonics' which helps make beginning to read and write fun and engaging through the colourful characters of Monster Phonics land. Please see below the order in which we will be learning our first sounds. I've popped a picture of all the Monster Phonics Monsters below for your reference.

Phonics Sessions for Parents

There will be a session in school for Reception parents to provide further information about how Monster Phonics will help the early stages of reading and writing and ways to support at home and some online Webinars too. The dates are:

- Thursday 24th September**

Monster Phonics- A Parent Guide (delivered by Monster Phonics – online webinar for 1 hour beginning at 7am, 10am, 3pm and 7pm)

Register here: https://www.eventbrite.co.uk/e/monster-phonics-parent-information-sessiontickets1997838937041?aff=ebdsoporgprofile&gl=1*dimbl3*up*MQ..*ga*MjA4MDM0MTc4MC4xNzg3ODMzNzE2*ga_TQVES5V6SH*czE3ODc4MzM3MTUKbzEkZzAkDE3ODc4MzM3MTUKajYwJGwwJGgwJGRFZDJKQW9QZnRuZUZsSmlwNWhyUTFPNDBHRFZqb0duLXB

- Monday 21st September**

Introduction to Monster Phonics Parent Session at 3:30 run by Miss Bell in school.

There will be a film and some activities available in another classroom for the children of parents coming to this session.

Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th ^(v) th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	
							ASSESSMENT 1					ASSESSMENT 2

Drawing Club

Each week, we explore a new story through 'Drawing Club', an approach which helps children explore new vocabulary and ideas in stories but also allows them to show their own creativity and imagination. Drawing Club sessions will start later in term 1.

We will also be doing lots of storytelling to support our Literacy and Commination and Language development through 'Storytelling Time'.

Maths

Maths is naturally woven into our Early Years learning and play. Through everyday experiences and our 'Let's Explore' time, children will explore numbers, shapes, patterns and problem-solving in fun and meaningful ways.

Our aim is to develop confident mathematicians with a strong understanding of number and calculation, ready for their next steps in Year 1. Our adult-led sessions follow the White Rose Maths and Mastering Number programme, helping children develop their 'number sense', number facts and confidence when solving mathematical problems.

Please see our [Calculations Policy](#) for more information about the methods we will be teaching this year.

Curriculum Overview

In Willow Class our learning is mostly child-led, allowing children to develop and learn through play. However, in term 1, our adult-led learning will focus on the topic 'Marvellous Me.' The children will be learning about and celebrating their selves and their feelings and by focusing on **Personal, Social and Emotional Development** and **Communication and Language**.

We will also be having lots of fun getting to know our Monster Phonics friends who will be helping us learn to read and write!

In term 2 we plan to theme our learning around celebrations such as Diwali and, of course, Christmas! Although please be aware these themes can change as we get to know the children better and try to plan for their interests.

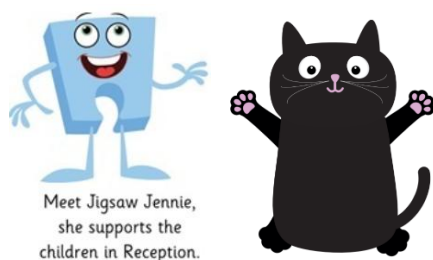
RE

Each term in RE we help 'Tom and Tessa' answer a key question. In term 1 our learning will focus around the question '**Why is the word God important to Christians?**' and in term 2 we answer the question '**Why do Christians celebrate nativities?**'.

In addition, we will give the children a wider understanding of other religions and cultures through their celebrations. Over the year we learn about the celebrations of Diwali, Ramadan, Holi and Chinese New Year.

Jigsaw

Jigsaw Time is a whole school approach and is when we work most on our **Personal, Social and Emotional Development**. 'Jigsaw Jennie' helps us focus on one area each term and share our thoughts, feelings and experiences. In term 1 the focus is 'Being Me in My World' and in term 2 it's 'Celebrating Differences'. In Jigsaw sessions we are also joined by 'Jerrie Cat' who helps us 'paws for thought' and be mindful and reflective.



PE Days

In PE, we focus on developing the children's gross motor skills, including coordination, balance and agility. During term 1, these skills will be developed through activities during 'Let's Explore' time, so there is no need for a PE kit on a specific day.

From term 2, we will have PE sessions in the hall or playground on Tuesdays, so please send your child to school wearing their PE kit.

We also develop fine motor skills through activities such as drawing, cutting, building and practising everyday skills like buttons and lunch boxes. These activities are built into our 'Let's Explore' time.

Home Learning

Home learning will be sent home every Friday (from 11th September) and to be returned by the following Wednesday on Tapestry. Please continue to read daily.

Tapestry

We use Tapestry as a shared learning journal so please use it to share developmental 'wow' moments from at home or anything special your child might wish to share with their friends. We will use it to post class updates and messages.

Diary Dates

All diary dates, including those for Forest School, can be found on the [school website calendar](#).

If you have any queries, please feel free to get in touch and thank you for your ongoing support.

Kind regards,

Miss Bell

Class teacher

Early Learning Goals

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Maths	Number	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.