



## SURREY HILLS ALL SAINTS

Our school offers a happy and nurturing environment at the heart of the community. Our children thrive within a setting that values them as individuals so that their academic potential is reached.

Our **inclusive** curriculum provides a wealth of experiences to encourage children to be **curious**; to answer questions that they have about the world around us and to develop a healthy mind and body.

Through a range of learning opportunities and wow moments, including the adventures of forest school; exciting off-site experiences, **immersive** workshops and a wide variety of extra-curricular learning; children **thrive** in our beautiful, rural environment.

Children leave our school with a sense of belonging to a community, where they have developed the knowledge and skills to enjoy a lifelong **love of learning** within multi-cultural Britain.

### Our curriculum:

- Is inclusive
- Develops curiosity
- Provides immersive opportunities
- Encourages children to thrive
- Develops a love of learning



## GOOD SHEPHERD TRUST

In December 2018, Surrey Hills All Saints joined The Good Shepherd Trust (GST), a multi academy trust. The GST is a family of church school academies, within the Diocese of Guildford. The Trust believes in the value of each young person and the importance of holistic education at all of its schools.

In partnership with schools, the Trust strives to provide transformational education by setting high standards, encouraging and recognising positive achievement in everyone, raising aspiration, increasing opportunities and improving standards.

<http://www.goodshepherdtrust.org.uk/>

During school closure the Westcott site office is available between 9am-3pm.

### Surrey Hills All Saints Primary School

Westcott	Abinger
School Lane Westcott Dorking Surrey RH4 3QF	Abinger Lane Abinger Common Dorking Surrey RH5 6HZ
01306 881136	01306 730747
<a href="mailto:westcott@surreyhillss.surrey.sch.uk">westcott@surreyhillss.surrey.sch.uk</a>	<a href="mailto:abinger@surreyhillss.surrey.sch.uk">abinger@surreyhillss.surrey.sch.uk</a>

<b>Headteacher</b>	Mrs Ratcliff
<b>Assistant Heads</b>	Miss Lucas and Mrs Garrick
<b>Inclusion Manager</b>	Mrs Sawyer
<b>Business Manager</b>	Mrs Jeffers



## WHAT WE HAVE TO OFFER

- Nurturing and caring staff.
- A broad curriculum that includes Forest School, computing, French, music and drama productions.
- 'Wow' moments with awe and wonder to enthuse and engage children.
- Regular visitors, educational visits and residential trips.
- Support and challenge to develop self esteem, perseverance and resilience.
- Close partnership with parents/carers.
- Parent/carers curriculum workshops.
- Wrap around care—breakfast and after school club.
- Children care about each other within our Christian Values, positive behaviour and self belief.

## DATES FOR YOUR DIARY

19<sup>th</sup> June Virtual Teddy Bears Picnic

26<sup>th</sup> June Virtual Jungle Story Time

3<sup>rd</sup> July Pirate themed virtual story time

Ongoing links with nurseries

September Home Visits TBC

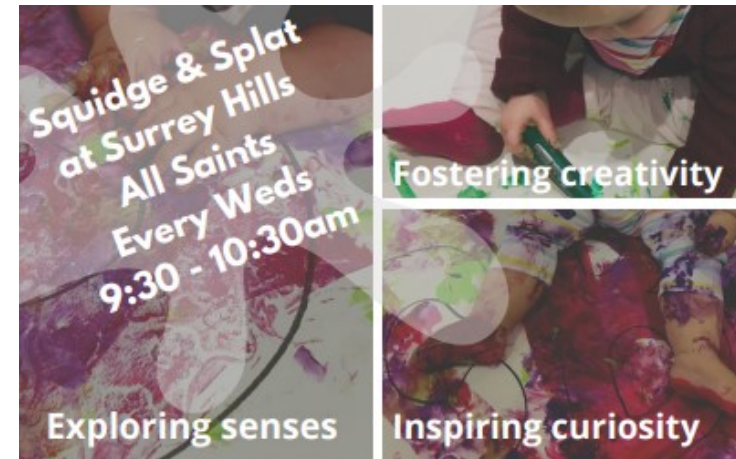
## PARTNERSHIP WITH PARENTS

We highly value working in partnership with parents/carers. There are many opportunities for parents/carers to become involved in the life of the school and to gain a greater understanding of its work.

Our open door policy allows us to liaise with parents/carers regularly, in the best interest of the children. In addition, we invite parents to practical curriculum workshops which give parents a deeper understanding of the strategies we use to help children learn. We have recently provided e-safety, mindfulness, reading, phonics, SPAG and mathematic workshops.

Throughout the school year there are many opportunities to see the school in action. Each class hold an assembly to present their learning for the school and parents, we have our Mothers and Fathers' afternoons' where you are able to come and work alongside your child, sharing in some fun activities. We also celebrate Harvest, Easter and, of course Christmas, where you can watch the children perform a Christmas play. During the Summer there is also sports day where you can watch your child and then share a picnic afterwards. There is the chance to sample a school dinner alongside your child. You can become a volunteer and hear readers. There is even the chance to be a mystery guest and surprise EYFS!

Other activities also include the Medieval Fair, The Teddy Bear Picnic at Abinger Stream and the annual pumpkin competition!



Join us at Surrey Hills All Saints for Messy Play  
Time every Wednesday during term time  
9:30 - 10:30am

## CHILDREN LOVE TO MAKE A MESS

LEAVE THE TIDYING UP  
TO US! JUST REMEMBER A  
CHANGE OF CLOTHES.

For children aged 1 year +

ABINGER LANE, ABINGER COMMON,  
DORKING, SURREY, RH5 6HZ  
PHONE  
01306 730747

£2 suggested  
donation



@SurreyAllSaints



Surrey All Saints



## PHYSICAL DEVELOPMENT

### Health and Self-care

It is very important that your child can independently dress/undress themselves before they start school. They also need to be able to toilet themselves independently (including washing hands).

### Moving and Handling

This aspect of physical development includes fine motor skills (ie. scissor and pencil skills) and gross motor skills (ie. running, jumping, catching a ball). Encourage your child to ride a scooter or bike, play games with bats and balls and generally have fun outside in the natural environment as much as possible! Using large chalks or brushes outside to paint or write in some sand etc will help to develop the fine motor skills needed for writing and drawing.



## FOREST SCHOOL

Forest school gives children the opportunity to learn through experience, within our woodland setting. The learning is 'hands on', to develop their self-esteem and confidence.

Forest School enables children to develop an inquisitive and positive relationship with the natural world. Increasing confidence, self-esteem and respect in preparation for an ever changing world, and for every student to have the opportunity to achieve their potential.

The children are encouraged to discover, explore, investigate, problem solve, observe and question in our woodland copse by; making dens, using hand tools, cooking, making art work... and much more, in all seasons.



## CLUBS

Internal clubs— Construction, Board games, Singing

External clubs— Zumba, Football, Ballet

Breakfast Club is available Monday to Friday at Westcott and Abinger. Children will be offered a breakfast including cereal, toast and jam, fruit, yoghurt and fruit juice. This is followed by supervised activities, then the children will be escorted to their classrooms.

To help parents who are unable to collect their children at the end of the school day, SCL operate our After-School Club. The caring and stimulating environment offers the children a wide range of activities and play opportunities.

## VISION AND VALUES

**We are rooted in the love of God and others, we believe in ourselves and so, will aspire to grow in every part of our lives. Following the example from All Saints, we choose to respect and encourage one another and to be responsible citizens in our community and our world.**

Our values and ethos are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils to be confident and happy citizens.

### Values:

**Love.** We love and are loved as God loves us.

**Believe.** We believe in ourselves to discover our strengths and have the resilience to continue in that belief.

**Respect.** We respect ourselves, each other and our environment.

**Responsibility.** We are responsible for our wonderful world and are stewards to preserve it for future generations.

**Aspire.** We aspire to know that we are capable of achieving all that is possible.



## MATHEMATICS

### It's not just about numbers

The idea of mathematics for pre-school children can seem a bit daunting. However, at this age a lot of maths is about understanding ideas such as size, shape, and pattern - things that most adults would not think of as maths at all. If your child gains an early understanding of these concepts, then this can give him or her a flying start with number work.



### Counting

Children enjoy counting real objects. Counting the stairs as you take your child up to bed each night; count buttons on clothes; count the number of apples into a shopping bag; count 'pennies' in a money box and save up to buy something. Counting up to 20 is now an expectation for Reception-aged children.

Make up little games and ask your child to fetch, 3 books, 4 spoons or 5 claps, 2 jumps etc. Draw children's attention to numbers in everyday life.

Look for numbers on cars, buses, clocks, houses and telephones. Show your child how to write numbers in a tray of sand or salt.

### Counting rhymes

Recite counting rhymes such as '1,2,3,4,5 once I caught a fish alive' and read counting books such as 'The Very Hungry Caterpillar' by Eric Carle.

## ACTIVITIES

### Recipe for making playdough

1 cup of salt	2 tsp cream of tartar
2 cups of flour	2 cups of water
2 tsp oil	Few drops of food colouring

Cook on a medium heat, stirring continuously. Remove when the mixture leaves the sides of the pan. Knead well. Store in an airtight container.

### Mark making activities

Let your child use scissors to cut out pictures from old catalogues, magazines or cards, and glue or paste the resulting shapes on to paper. If your child has difficulty cutting paper let him/her try cutting playdough first - it's much easier.

Make shapes or patterns in shallow trays of dry sand, or with paint using fingers. Use wide brushes to make pictures with water on slabs outside on a dry day.

### Holding the pencil

Always encourage your child to hold the pencil correctly. The tripod grip is the usual and most comfortable hold. The child holds the pencil between the index finger and thumb with the other fingers underneath and the hand resting on the paper. Do not worry if your child is left-handed.

Model using lower case letters like your child will learn in school.



## RECENT PARENT QUOTES

"I just wanted to say how lovely today's trip to the Natural History Museum was. All the children were so well behaved and I saw a couple of children show superb manners to other members of the public." - KS2

"X comes home everyday exhausted but so enthused by what she has learnt that day. One of her highlight's of the week is forest school." - EYFS

"I would just like to pass on my congratulations to all involved in the Year 6 production. It was excellent and every single child contributed positively." - KS2

"X is so motivated to read her book, and she seems to be really enjoying it! Thank you for your help and support, it is wonderful to see her reading with such enthusiasm!" - Lower KS2

"I wanted to thank you for inviting us in for the parent lunch today. It was wonderful, it is so lovely to see the children eating a good, healthy meal." - KS1



## HELPFUL LINKS

Please remember children do not develop at the same rate, so do not be anxious if your child is not as engaged as you would like or if he or she tires easily or concentrates for a very short amount of time.

### What to expect, when?

This document sets out when children are set to learn new things and has great ideas on how to support your child's development.

[https://www.foundationyears.org.uk/files/2015/04/4Children\\_ParentsGuide\\_2015\\_FINAL\\_WEBv2.pdf](https://www.foundationyears.org.uk/files/2015/04/4Children_ParentsGuide_2015_FINAL_WEBv2.pdf)

### Parents Guide to the Early Years Foundation Stage Document

What is the Early Years Foundation Stage?

[https://www.foundationyears.org.uk/files/2015/01/EYFS\\_Parents\\_Guide-amended1.pdf](https://www.foundationyears.org.uk/files/2015/01/EYFS_Parents_Guide-amended1.pdf)

### Hungry Little Minds

<https://hungrylittleminds.campaign.gov.uk/>

Simple, fun activities from new born to five years old. Many little things light up hungry little minds. Kids take everything in, and even the smallest things you do with them can make a big difference.



## NURSERY RHYME TIME

Listen to music together and sing and, **most importantly**, recite nursery rhymes, finger plays and simple songs. Children enjoy the rhythm and repetition, and this is a key early reading skill.

## MARK MAKING

At first children need plenty of time to explore and experiment making marks on paper with a variety of implements. Try pencils, wax crayons, chalks, paint and felt tips. No formal instruction is needed at this stage. These 'marks' and scribbles have real meaning for children so it is important to praise and value each attempt. Point out bus or street signs and supermarket labels so that children come to realise that the funny squiggles all around them convey meaning. They may even start to say 'what does that say?' when they see print. Let children see you writing letters, shopping lists and filling in forms.

Make a name card for your child and use it to encourage name and letter recognition.





## SHARING BOOKS

**It is never too early to start** looking at books and sharing stories with your child. Children need to know that reading is fun and worthwhile, so it is important that they see adults reading and enjoying books, newspapers, magazines etc.

Choose a comfortable place while you read so that you can enjoy the story together. Let your child hold the book and encourage him or her to turn the pages in the correct order. Talk about the pictures first. Ask questions and listen to what your child has to say about them.

Try to **involve your child** in the story as you are reading. Relate events to things you have done together and let him/her talk about what they think will happen next. Sometimes point to the words accompanying the pictures.

Your child may be able to join in the words with you when the story is repeated and words are remembered.

Stories on CD, simple information books and carefully selected comics can add to your child's experience of 'reading'.

### **Use your local library**

Your child can join the library. Even the smallest libraries have a children's section with a range of books for pre-school children to borrow free of charge. A trip to the library to borrow some new books can quickly become a regular activity for your child. A lot of libraries run sessions like 'Rhyme Time' which are free and fun!

## PERSONAL DEVELOPMENT

### **Social Skills**

Social skills are probably the most important life skills your child will ever learn. We begin learning social skills from the moment we are born and we keep on learning all through our lives. They are the key to your child making and keeping friends and to the enjoyment of life.

At this stage your child is most probably still playing alongside other children. At times, they may be playing cooperatively. It is a great idea to have 'play dates'. Encourage your child to share toys and take turns, and give lots of praise when they do so. Simple board or card games such as Snap are good for practising turn-taking.

### **Encouragement and praise**

Give lots of encouragement and praise so that your child learns to feel positive about themselves and develops good self-esteem. It also supports our 'have a go' approach to learning.

### **Looking after things**

Encourage your child to tidy away their own toys and take care of their own and others' possessions.

### **Personal care and hygiene**

Before coming to school, children should be confident in going to the toilet by themselves, and washing their hands afterwards. Encourage them to dress themselves independently and to use a tissue.

## HOW WE LEARN

As you walk into our Reception class you will see a mix of activities, often all taking place at the same time. We use a mixture of adult led and 'in the moment planning' which takes us from interferences to interactors, privileged to play with the children in our setting. This allows the staff quality time with the children, ensuring that no teachable moment is missed.

Children are encouraged to select activities and the resources they need independently, to concentrate and to complete the task to the best of their ability. They are encouraged to talk about what they are doing, to look at ways to solve problems and to work co-operatively with one another and with adults.

***Play builds the kind of free-and-easy, try-it- out, do-it-yourself character that our future needs.***

**James L. Hymes Jr.**

***Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of the childhood.***

**Fred Rogers**



### Role Play

A collection of dressing-up clothes and dressing dolls and teddies can help develop valuable skills in an enjoyable way.



### Language for communication and thinking

Children need really good speaking and listening skills to learn. In the first five years they will learn more about speaking and more words than at any other time.

### How can I help my child to communicate?

#### Listen

- Encourage listening as well as talking.
- Listen to and read stories and rhymes.
- Go on listening walks and listen to everyday sounds.
- Ask them to retell a story
- Recall what you did on a day out.
- Ask them to remember some items you need to buy/have bought at the shops.
- Play Simon Says
- Ensure they can follow a one-step instruction.

#### Talk together and involve them in conversations

Whenever you are and whatever you are doing, talk about it. It is important for children to hear language. Always value what they say and respond to it. Top tip—a conversation is like a game of tennis—take turns speaking and listening!