



HEADTEACHER'S UPDATE

"For I know the plans I have for you... plans to give you hope and a future"
Jeremiah 29:11

ISSUE NO. 17 : 12 JUN 2026

DIARY DATES



w/c 15 Jun	St Peter's Health & Wellbeing Week with Dance Workshops; Skipfit; and Health & Wellbeing Workshops
Fri 19 Jun	9am – 12noon "Bring Your Dad to School" & 1.30pm Sports Day - weather permitting
Thurs 25 Jun	9.15am Open Morning for Prospective Parents Sept 2027 Admissions
Fri 26 Jun	MUFTI Day: Fete donations
Mon 29 Jun	3.15pm Busy Bees Friendship Teas in Tandridge Village Hall
Tues 30 Jun	Transition Day
Thurs 2 Jul	Pause Day: St Peter
Fri 3 Jul	Busy Bees Class Trip to Gatton Park
Sat 4 Jul	St Peter's School Summer Fete
Wed 8 Jul	Ladybirds Class Visit to the Big Wood Estate
Thurs 9 Jul	Dragonflies Class Visit to Tilgate Park Nature Centre
Fri 10 Jul	Reserve Sports Day
Wed 15 Jul	FOSP Cinema Night
Thurs 16 Jul	2pm Leavers Assembly for Year 2 children and parents
Tues 21 Jul	9am End of Year Celebration Service at St Peter's Church—All welcome

Dear Parents and Carers,

Although a while ago now, we hope you all enjoyed the long Bank Holiday weekend (and half term). What a lovely welcome back to the final half term of the year – rain! However, I am ever the optimist, so when the weather forecast mentioned the longer-term prospects of a lovely summer, I am sure we will be absolutely fine for the many events coming our way. So, keep your fingers crossed and keep doing those sun dances! There is a lot going on in and out of school this term (with the Busy Bee Teatime, school and Village Fete), so please do keep a close eye on our diary dates.

The term has started very well; there is a lovely learning buzz in the air. It has been wonderful popping into all the classes and seeing the children in action. The Ladybirds wowed me with their use of adjectives in a great English lesson designing potions as part of 'George's Marvellous Medicine' linked learning. The Busy Bees have been working their socks off writing sentences about dinosaurs, and the Dragonflies have started their 'Africa' Topic. The designs for their African masks are beautiful. What a lovely start to this half term.

HEALTH AND WELLBEING WEEK AND SPORTS DAY

The children are very excited about the many events coming up, especially next week's Health and Wellbeing Week, which will end with our much-loved "Bring Your Dad to School" morning and Sports Day in the afternoon. Dads—don't forget if you are planning to attend our "Bring Your Dad to School" event please sign up: [Bring Your Dad to School 2026 – Fill out form](#)

Throughout the week, pupils will enjoy dance and skipping workshops, as well as practising their races for Sports Day. It promises to be a fun-filled and active week for everyone — and I suspect both the children and staff may be ready for a well-earned rest by Friday evening!

SPORTS DAY ARRANGEMENTS Sports Day will begin promptly at 1.30pm on the school field.

Parents are welcome to park at The Barley Mow. As the pub will also be open to the public, we kindly ask that you park considerately. If possible, please consider car sharing or using a suitable park and stride option nearby. Thank you for your support. And a gentle reminder — as is now tradition, parents will be invited to join in the warm-up with the children, so comfortable clothing and footwear are recommended!

A note about the weather—The forecast is currently looking promising for next week, and we are very much looking forward to an enjoyable and energetic Health and Wellbeing Week. However, should the weather change, the Bring Your Dad to School morning will still go ahead even if the Sports Day afternoon needs to be postponed. Please refer to the letter sent home for full details.

IMPORTANT REMINDERS FOR THE AFTERNOON

Siblings are welcome to attend the Sports Day afternoon but must remain with their parent or carer at all times. For safety reasons, siblings (and parents!) should not use the trim trail equipment or join the school children in their class areas.

Children will remain seated with their classes and supervised by their class teacher throughout the event—We kindly ask parents not to encourage children to leave their class groups during the afternoon, as this helps the event run smoothly and safely for everyone. Thank you very much for your understanding and cooperation.

To make the day a little easier for the children, they may **come to school in their PE kits on Friday**, so there will be no need to change in and out of uniform. We are looking forward to a wonderful week of activity, teamwork and celebration, and we hope many of you will be able to join us for the festivities.

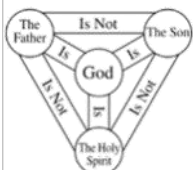
TRINITY

Although Trinity Sunday has recently passed, the children have explored this theme in our Collective Worship this week. We sometimes use the great analogy of a scrambled egg, how it is mixed, then how it changes, to explain the concept of God the Father, God the Son, and God the Holy Spirit. It takes 3 parts to make one egg, like it takes 3 "forms" or divine persons in order for the Holy Trinity to be complete and embody ONE GOD. Without all 3, neither one completely exists.

Christians believe God is named the Father as he is the creator of all things and watches over us, guiding us and loving us unconditionally. The Son is Jesus Christ, who is the form God chose when He came to Earth. Even though Jesus Christ is known as the 'Son of God', according to the doctrine He is the incarnation of God. The Holy Spirit refers to the active force of God, His power and His love.

We can also think about it as a tight plait with three equal strands all tied together to make one. This is how we like to think of the holy trinity.

Rather than God being split into three parts it is the idea that there is One God, who is Father, Son, and Holy Spirit. This means:



There is exactly one God

The Father is God

The Son is God

The Holy Spirit is God

The Father is not the Son

The Son is not the Holy Spirit

The Father is not the Holy Spirit



ONCE A WEEK, TAKE A PEEK



Unfortunately head lice are a fact of life in schools. They are annoying, but by following advice and being vigilant about checking your child's hair **every week**, they can be successfully treated. However, it requires **all** parents to be **regularly** checking their child[ren]'s hair to ensure that outbreaks are quickly dealt with. Please may I ask **everybody** to check hair this weekend and take any necessary action. We would encourage you to perhaps make Friday evening bathtime the time for a routine hair check. Thank you for your co-operation. >> [Once a week take a peek](#)



CLASS NEWS

BUSY BEES

What a roar-some week we have had in Busy Bees! Our classroom has been transported back to the prehistoric era as we dived headfirst into the wonderful story book, 'Dear Dinosaur' by Chae Strathie. Inspired by Max's letters in 'Dear Dinosaur', the children put their writing skills to the test and wrote their very own messages to their favourite dinosaurs. We also had a brilliant Bucket Time session filled with story-themed surprises that kept everyone captivated, and we put our observation skills to the test playing a custom, dino-style game of Guess Who! The children let their creativity shine by making some truly beautiful dinosaur silhouette art. Using black paper and vibrant crayons, they created stunning contrast pieces that are currently brightening up our classroom displays. In maths the children have been working hard on their number recognition, counting, and problem-solving skills with numbers up to 20. Our immersive dinosaur theme continued as the children have been fascinated learning all about different dinosaur species, what they ate, and how they lived.

LADYBIRDS

Ladybirds have had a great start to the half term, demonstrating all of our values. We have been very busy in Maths looking at odd and even numbers and deciding whether a number is odd or even. We also re-capped our multiplication and division methods. In English, we have been looking at newspaper reports, spotting the various features of a newspaper and writing our own. We learned that we need to have the 5 'W' questions answered in our report—who; what; where; when; and why? In DT we have designed a tomato drop contraption (a contraption to protect a tomato from squashing when it falls from a height). We had some really lovely ideas. All children did really well with their phonics this week, well done!

Please can we have junk modelling materials suitable for our 'tomato drop' experiment brought into school on TUESDAY.

DRAGONFLIES

Dragonflies have had a very productive first two weeks back. We have started our new topic of 'Go Wild' by looking at Kenya. The children have been learning traditional African tales in the form of the 'Tinga Tinga' stories. They have used their 'story telling hands' to re-tell the story of "How the Lion Found Its Roar". They then used this skill to plan their own versions of the stories. They came up with some very inventive story ideas – How the Octopus Got 8 Legs, How the Shark Found Its Fins, How Chameleon Learned to Change Colour! Their finished stories will be amazing! In Maths we have been investigating inverse operations e.g. If we know that $27 + 32 = 59$ then what else do we know? We have used bar models to help with this and had a real focus on presentation. In Art we have been researching African masks. We looked at examples of different existing masks and then planned our own designs. In a few weeks we will be making our designs using clay and decorating them. Maypole learning continues to go well—we have now learned all the dances, all that is left is to practise!

I hope you have a fabulous weekend. Enjoy the sunshine that is coming and get ready for a great sporting week ahead. God Bless, Lenia Greenaway



Friends of St Peter's News:

ST PETER'S FETE 4TH JULY

Thank you to those who have signed up to help us in the day of the fete. We still need a few more helpers to set up in the morning and on the cake stall and BBQ! You can enter your name in the sign up sheet here or let your class rep know, thank you!

<https://docs.google.com/spreadsheets/d/1mBJP3knZOCGxvWdxLXOZHAXIdqCSMIOSqZf5JQGd-HA/edit?gid=0#gid=0>

PEACE GARDEN UPDATE - CAN YOU HELP?

Work has been underway in the peace garden to clear trees and undergrowth, with special thanks going to Katie and Jasper (Summer's parents) for all their help. We now have a few specific areas where we need some expertise -

Laying turf - we'll be re-laying turf in part of the garden, does anyone have experience in doing this? We do have some budget for this if you have a business that provides this service.

Wooden Cross - There is a wooden cross within the peace garden, some of the wood has rotted and we're looking for a carpenter/someone who is able to cut and replace this part of the cross.

Reading Shed - some of the Perspex windows in the reading shed are broken and need replacing. Can you help?

We're also looking for creative people who'd be interested in **making and decorating "play elements"** for the garden, such as stepping stone logs and re-painting the reading shed!

If you can help, please email friends@stpetersinfant.org or contact Victoria on 07932 681140

The Great Tandridge Bake Off!

Reminder: The Great Tandridge Bake Off, taking place at St Peter's Fete on 4th July! We invite you to enter one of 3 categories:

- All age traditional Victoria Sponge cake
- Best decorated 4 identical cupcakes age 7 and under
- Best decorated 4 identical cupcakes age 8 and over

Entries should be brought to the Bake Off tent by 1pm on fete day. Full details can be found here: <https://tinyurl.com/TV-Bake-Off>

And if you don't fancy entering the competition, we would love your bakes for the tea and cake tent please! All cakes, cookies, traybakes and cupcakes welcomed! Contributions can be brought to the school at drop-off or pick-up on Friday 3rd July, or the morning of the fete from 10am. Thank you!



Every raffle ticket bought, cake sold and fete stall attended helps Friends of St Peter's raise vital funds that directly benefit YOUR child – join in, support the fun, and make a real difference together.

SUMMER
St Peter's Holiday Club Now OPEN!
23rd - 24th July 2026
27th - 31st July 2026

- ✓ All food included
- ✓ 8am-6pm - £55
- ✓ 8am-12pm/1pm-6pm - £27.50
- ✓ For children aged 3 - 11 years
- ✓ Fantastic activities to keep them entertained

Limited spaces available - don't miss out!
Contact us today to find out more and register your interest.
07778 020903

EMAIL US AT INFO.HOLIDAYS@THEHOLIDAYCLUBS.COM TO FIND OUT MORE

Most loving Heart of Jesus,
bring me health in body and spirit
that I may serve you with all my strength.
Touch gently this life which you have
created, now and forever.
Amen.



HAPPY JUNE BIRTHDAYS TO...

Henry, Skye, Toyah, Olivia M, and Alba (age 5), and Sebastian and Amelie (age 6)



HOUSE TEAM POINTS

 Well done! 89	 48	 63
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CHILD PROTECTION CONTACT CENTRE

At St Peter's we take the safety and well-being of every child very seriously. If you are ever concerned about a child please speak in confidence to our Designated Safeguarding Lead, Miss Greenaway or our Deputy Designated Safeguarding Leads, Mr Atterton and Mrs Vaquinhas or phone the contact centre on:

Tel: 0300 200 1006

"Safeguarding is Everyone's Business"

Emergency information regarding the school will be announced on HEART RADIO 102.7FM

01883 712439 | hello@stpetersinfant.org | www.stpetersinfant.org



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10 Top Tips for Parents and Educators

BUILDING SCHOOL-READY LANGUAGE SKILLS

Oral language is fundamental to children's learning, literacy, and social and emotional development, with long-term impacts. As language develops rapidly between the ages of three and six, early, evidence-based support is essential. This guide offers practical ways to help the children in your care become confident communicators, including through proven approaches such as the DfE-funded NELI programmes available to settings in England.

1 BUILD ORAL LANGUAGE

Support children to use language, not just hear it. Give them the time to talk, respond, ask questions, and share their ideas. Everyday conversations, shared activities, and reading together help children practise both speaking and listening. At nursery or school, programmes such as NELI can help build their vocabulary, storytelling, attention, and listening skills, helping children grow in confidence as communicators.

2 SUPPORT LISTENING SKILLS

Help children to listen and follow simple instructions during everyday routines. Break instructions down into short, manageable steps and check their understanding. For example, say, "Please put your coat on," rather than giving them several instructions at once. Strong listening skills support learning, attention, and participation at school.

3 GROW THEIR VOCABULARY

Talk with children about the world around them, naming objects, actions, and feelings. Use a wide range of words during everyday activities such as shopping, cooking, and playing. Repeating and explaining new words help children understand and use vocabulary more confidently, supporting their comprehension and communication.

4 SHARE STORIES TOGETHER

Read storybooks together regularly and talk about characters, events, and illustrations. Ask simple questions such as "What's happening here?" and validate children's responses with positive feedback. Acting out stories together, asking open questions, and giving children the chance to be the storyteller can all support their narrative skills and confidence.

5 NAME DIFFERENT FEELINGS

Help children learn to express themselves by talking about different feelings and naming them clearly, such as happy, sad, or angry. Visuals and role play can support their understanding of this. Being able to express their feelings verbally helps children build positive relationships with adults and peers, reduces frustration, and supports their social development as they prepare for school.

6 WORK WITH SETTINGS

Strong communication between home and the nursery, school, or early years setting can help children feel more confident and supported. Parents can visit the setting with their child before they start, helping them become familiar with the environment and key adults. Educators can share relevant information with families and colleagues, so each child's needs are understood. Newsletters can also help families continue language learning at home.

7 SPOT LANGUAGE NEEDS

Children develop their language and communication skills at different rates, so early conversations between home and settings are important. If parents have concerns, they should speak to their child's nursery, school, or early years setting. Educators can use tools such as LanguageScreen, included in the NELI programmes, to build a profile of a child's speaking and listening skills and help identify suitable support.

8 EVIDENCE-BASED SUPPORT

Prioritise language and literacy approaches that are underpinned by robust research evidence. Evidence-based programmes help ensure children receive support that is more likely to make a meaningful difference. The Education Endowment Foundation (EEF) provides guidance on the strength of evidence behind different strategies, supporting informed decision-making and effective use of school time and resources.

9 MEET INDIVIDUAL NEEDS

Settings can use evidence-based assessment tools to understand children's language skills and identify where support may be needed. These tools support SEND reforms, and strengthen whole-setting language development, helping children receive support that reflects their individual communication needs.

10 TAKE PART IN RESEARCH

Research trials can give schools, early years settings, and families a valuable opportunity to contribute to evidence construction and future policy. Parents may be asked to give consent, share feedback, or support activities at home, while educators help deliver and monitor approaches in practice. The EEF often has trials that settings can join, including whole-class oral language programmes designed to support children's communication development.

Meet Our Expert

OxEd is a University of Oxford spinout company specialising in early language and literacy assessment and intervention. They are the delivery team for the Nuffield Early Language Intervention (NELI) programme in reception, funded by the Department for Education for schools in England, and for NELI Preschool, which supports nurseries to strengthen children's early language development through evidence-based practice.



#WakeUpWednesday

The National College

See full reference list on our website

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