

WELCOME!



STRIVE

SAFE

We uphold and protect each other's rights to be safe from harm

TOGETHER

We celebrate our place within local, national and global communities

RESPECT

We celebrate and embrace our differences

INTEGRITY

We are open and honest with one another

VALUED

We listen to and respect each other's views

EXCELLENCE

We try our best so that we may reach our full potential

Our vision as a Church of England school places Christian values at the heart of everything we do. The values are encapsulated in the acronym STRIVE - 'Safety, Togetherness, Respect, Integrity, Valued and Excellence'. As a school community, we aim to serve one another and work together for the common good, so that everyone can experience life in all its fullness. (John 10:10). The parable of the mustard seed (Mark 4:30-32) can represent our children, who are nurtured here, and enabled to live life in its fullness through our teaching and care. It can also represent our school flourishing within our community and the community connecting to our diverse world.




OUR HOUSE TEAMS



At Sutton Primary School, we have four house teams. These are based upon inspirational figures linked to nurturing and caring for our environment. When children join, they are allocated to a house team. For each house, we have a male and female house captain from Year 6. House Captains are responsible for promoting the ethos and values of their house, encouraging pupils to do their best in house competitions, and helping staff organise competitions. In line with our Behaviour Policy, throughout each day pupils can earn House Points for excellent effort in learning, excellent effort when completing home learning tasks, being an outstanding role model as well as many other opportunities. House Points accumulated each week are counted and in our weekly Celebration Assemblies the winning house for the week is announced. At the end of the academic year, the winning house is awarded the Rev. Mary Hancock House Cup.

Rewarding the Positive

We will be rewarding the children with praise focusing on positive behaviours.



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Behaviour Policy

In order to reinforce behaviour expectations, Sutton Primary School use the following staged approach from our draft policy

- Redirection – gentle encouragement to do the right thing.
- Reminder – after giving the child time to process the redirection they will be reminded of what is expected.
- Caution – calmly tell the child privately your expectations
- Time in – in peaceful place in classroom or the reflection garden
- Educational consequence – time spent during playtime to discuss the desired behaviour in class.
- Internal referral – time in – 10 minutes in a partner class with work provided by the class teacher.
- Reparation – for an educational consequence or internal referral. Chance to set positive goals for the future.

Adults in my child's class

Tigers

Teachers - Mrs Dockerill

Wolves

Teacher - Miss Turner

TAs now have a number of responsibilities across the school. This means they are not solely working alongside one class.

Our School Day

	Reception	Key Stage 1	Key Stage 2
Registration	08:40		08:45
Session 1	08:55 – 10:00		08:55 – 10:15
Break	10:00 – 10:15		10:15 – 10:30
Session 2	10:15 – 11:50	10:15 – 12:00	10:30 – 12:30
Lunch	11:50 – 12:45	12:00 – 12:45	12:30 – 13:15
Session 3	12:45 – 15:05	12:45 – 15:05	13:15 – 15:10
End of School Day	15:10		15:15

Pupils arriving after 8.55am are late and will be marked accordingly in the register. Please ensure your child comes to school on time. Pupils who are late should report to the school office. If you bring your child to school by car, we would ask you to note and respect the parking restrictions around the school site.

Fruit Snacks

Please encourage your child to bring piece of fruit for their morning snack if in KS2 - not fruit wipers or cereal bars). In KS1 fruit is provided by the government. Fruit is a great energy booster, and packed with vitamins to boost immunity, so makes a great mid morning snack!



Our Class Timetable

Each class has a slightly different timetable - Science/ PE/ART/DT/PSHE/RE/Computing/Music will usually take place in the afternoons

<u>Tigers Timetable - Autumn 1 2024</u>												
	8.45-9.15	9.15 - 10.15	10.15 - 10.45	10.45 - 11.00	11.00 - 12.00	12.00 - 12.30	12.30 - 1.15	1.15- 2.00	2.00 - 2.45	2.45- 3.00	3.00 - 3.15	
Monday	Arithmetic	Maths	DR	B r e a k	English	PPA -MS Spanish	L u n c h	PPA Music - HB	PPA PE - MS - Outdoor	Collective Worship	Story time	
Tuesday	Leadership time 8:45-9:45 PE - MS - Indoor	Leadership Time Art - TK and KF			English	DR		Grammar	Maths		Class Worship	Story time
Wednesday	Arithmetic	Maths	Handwriting		English	DR		RE	Computing	Collective Worship Singing	Story time	
Thursday	Arithmetic	Maths	Grammar/Handwriting		English	DR		History			Collective Worship	Story time
Friday	Arithmetic	Maths	Spelling rules		English	DR		Science	PSHE/ E-Safety	Collective Worship STRIVE	Story time	

Our Class Timetable

PE DAYS

Tigers

Monday and Tuesday

Wolves

Monday and Thursday

As children come to school in their PE kits, lessons may be swapped around if required (mainly weather related).

What are we learning?

Our Curriculum

Across the school, we follow the National curriculum and a cross curricular approach to learning. There is a clear focus on maths and English, but we strive to ensure that there is a broad, balanced and engaging curriculum across the school. Wherever possible clear links are made between subjects and each term classes have a different topic focus. Children develop their knowledge, skills and understanding and we provide a clear progression for these across the school.

At Sutton we have a carefully designed curriculum that promotes the curiosity of our pupils. We plan progressive learning with clear yearly objectives which build in small steps, recapping before moving on. More information can be found on our school website: https://www.sutton.cambs.sch.uk/web/curriculum_2/582663

Sutton School has now adopted a mastery approach to English and Mathematics. The mastery approach is a set of principles and beliefs on how children can best learn. We believe that all children are capable of understanding and doing the maths taught in their year group and that no child is 'just bad at maths'. With good teaching, appropriate resources, effort and a positive 'can do' attitude all children can achieve in and enjoy mathematics.

In practice, children will spend longer mastering each concept through small steps. Rather than pushing children onto larger numbers, or 'harder maths', those who grasp concepts quickly are encouraged to explore them in a variety of contexts and solve increasingly complex problems using them. This leads to a more thorough understanding of concepts taught and gives a firm foundation for the next year's learning.

Padlets

These are shared with you termly, to give you an overview of what your child will be learning in each subject.


Sutton CE VC Primary + 2 + 5mo

5/6 Topic Web Padlet Summer 1

Spring 2

Mathematics


+



In Maths this half term, we are going to be starting with decimals. In this we will be making sure we will focus on place value, addition, subtraction, multiplication and division. During this we will be applying this into different contexts.

English

+




In English we will be learning how to write:

- A Greek myth based around Theseus and the Minotaur
- A balanced argument where we compare the Athenians and the Spartans
- 'I'm a Greek, get me out of here' playscript
- A newflash on the Olympic games
- A diary entry as a Greek god

Science

+




Living things and their habitats

During this unit we will cover three main objectives:

- Learning about the life cycle of different living things, e.g. Mammal, amphibian, insect bird.
- Learning about the process of reproduction in plants.
- Learning about the process of reproduction in animals.

Topic

+




Ancient Greece

Children will be learning about the chronology of Ancient Greece and learning about the beliefs the Ancient Greeks had. We will then move our focus to the similarities and differences between Athens and Sparta, debating which city state we believe is greater and looking at the concept of democracy. We will also investigate about Greek theatre and link to English in writing our own Greek

Computing

+



Data and Information- Flat file databases

This unit looks at how a flat-file database can be used to organise data in records. The children will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.

Destination Reader

Reading wall (supports linking to previous learning of other texts)

Knowledge

Author info.

Book cover

Themes

Context

Vocabulary

Genres

Skills

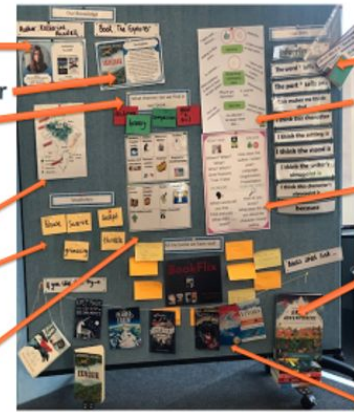
Strategies

Learning behaviours

Question types

Links to other texts

A washing line of core texts read



When working on reading, we use Destination Reader. This comprises of an independent reading day, 3 days of whole class reading and a reading comprehension day. Throughout all of these sessions, the children will practice learning behaviours, the 7 strategies and reading to a partner and adult.

Reading a class text, linked to our topics, puts learning into context for the children, which they can transfer to other curriculum areas.

Reading Records

- Children are to record each time they read
- They can record their Destination Reading book in there
- Please read at least 4 times a week (50 pages a week).
- Every child should be have access to an independent book at their level and a free choice book, which can be brought to and from school.

READING LOG		
Date	Name of book and page number	Comments and signature
17-9-18	The Big carrot	Read all. Bit stuck on were /where FM
18-9-18	A dog's day	p1-7 Read well. Talked about the pictures) FM
19-9-18	A dog's day	P 7-end Re-told the story FM.
20-9-18	Diggers	Read the word 'equipment'! FM.
21-9-18	Diggers	Tried really hard to use some expression. F.M.

Spelling

- Each week, your child will be given spellings to learn, focused around a spelling rule which will be tested during the week.
- Spellings will be set and sent home on a Friday and tested the following Friday.



New spellings go out: Friday

Spelling test on: Spellings

Log On: Stuck into reading record book.

**Spelling made
awesomer!**

Every child will also bring home a weekly spelling list to practice the rule being taught. These can also be accessed via Spelling Shed.

Handwriting

The screenshot shows the Letter-join website interface. At the top left is the logo 'Letter-join' with a pencil icon. To the right is a search bar with the text 'Search Letter-join...' and a magnifying glass icon. Below the logo is a vertical menu with the following items: 'Patterns' (red icon), 'Easy letters' (blue icon with 'i'), 'Easy words' (blue icon with 'lit'), 'Harder letters' (green icon with 'k'), 'Harder words' (green icon with 'box'), 'More...' (orange icon with 'B/S'), 'Phonics' (purple icon with speaker), 'Fun' (pink icon with 'wow'), 'Resources' (blue icon with arrow), and 'Info' (grey icon with 'i'). The main content area has a blue header 'Choose a letter to watch'. Below this are two rows of white boxes containing cursive letters. The first row contains 'i l t' and 'u w e'. The second row contains 'c o', 'a d', and 'n m h'. At the bottom of the main area is a navigation bar with a left arrow, the letters 'a b c d e', and a right arrow. To the right of the navigation bar is a 'Practice Joins' button with a cursive 'oc' icon and a right arrow.

Each week, your child will be taught at least 2 sessions of handwriting. KS2 focus on a cursive approach with the aim of all handwriting being legible and joined (a requirement to achieve age-related expectations in Y6 SATs).

Pen licences will be given out when a child demonstrates legible cursive handwriting throughout all subjects or when a teacher deems suitable.



Times tables

- By the end of Year 4 children should know all their times tables up to 12×12 .
- In Year 5 and 6 we work on related facts (e.g. if I know $3 \times 5 = 15$, I also know $30 \times 5 = 150$) and being able to recall them with increasing speed.
- We aim for children to recall both the multiplication and division facts in around 6 seconds. TTRS is an amazing resource to help with increasing their recall speed.
- Children are expected to log on for about 5 minutes per school day each week.
- If your child is less confident with their times tables or scored less than 20 on their MTC in Year 4, your child's class teacher might recommend that your child spends some extra time on this at home.



Jamming

Our only timer-free game, Jamming gives players the choice over the tables they practise and whether to include multiplication, division or both. It's perfect for building up confidence on the tables of your choice, at your own pace.

- Single player
- Player chooses which table(s) to practise
- 4 coins per correct answer for multiplication-only or division-only; 8 coins for multiplication *and* division questions together
- 10, 20 or 30 questions to answer
- Does not contribute to a player's [heatmap](#)

Note that the **10×, 2×, 5× and 11× tables may each be unavailable** for a player if they're already so fast at every question in that table that they don't really need to practise it in Jamming.

Garage

The Garage is the best place for mastering individual tables as it's highly rewarding (10 coins per correct answer) and very carefully personalises the questions for each player in every game. Teachers can turn certain tables off if required but it's rarely recommended ([read why](#)).

- Single player
- Our algorithm adapts the questions for every game for every player
- 10 coins per correct answer
- 1, 2 or 3 minute games
- Contributes to a player's [heatmap](#)

Gig

Gigs give players and their teachers a way to check overall performance each month. It's a good idea for players to play a Gig early in their TTRS journey so that you have a **baseline**.

Gigs are optional and, by default, can only be taken after the first login and on the 1st of the month thereafter. Teachers are able to override this and force a player or players to take a Gig at any time if needed.

- Single player
- 100 questions starting with the 10 times table, then the 2s, 5s, 3s, 4s, 6s, 7s, 8s, 9s, 11s and 12s.
- 5 minute time limit
- 10 coins per correct answer
- Contributes to a player's [heatmap](#)

Soundcheck

When pupils play Soundcheck, they are asked 25 questions, each with a 6-second time limit. The questions are multiplication only and evenly weighted in terms of difficulty each time they play - exactly the same as the UK government's 'Multiplication Tables Check'.

- Single player
- All tables up to 12×12
- 5 coins per correct answer
- 25 questions, 6-second time limit for each question
- Contributes to a player's [heatmap](#)

Studio

The Studio is the place to go to set a Studio Speed and get a Rock Status. The Studio Speed is the average of the player's most recent 10 Studio games (so until they've played 10 times there will be no Studio Speed).

- Single player
- All tables up to 12×12
- 1 coin per correct answer
- 1 minute games
- Contributes to a player's [heatmap](#)

End of Year Expectations



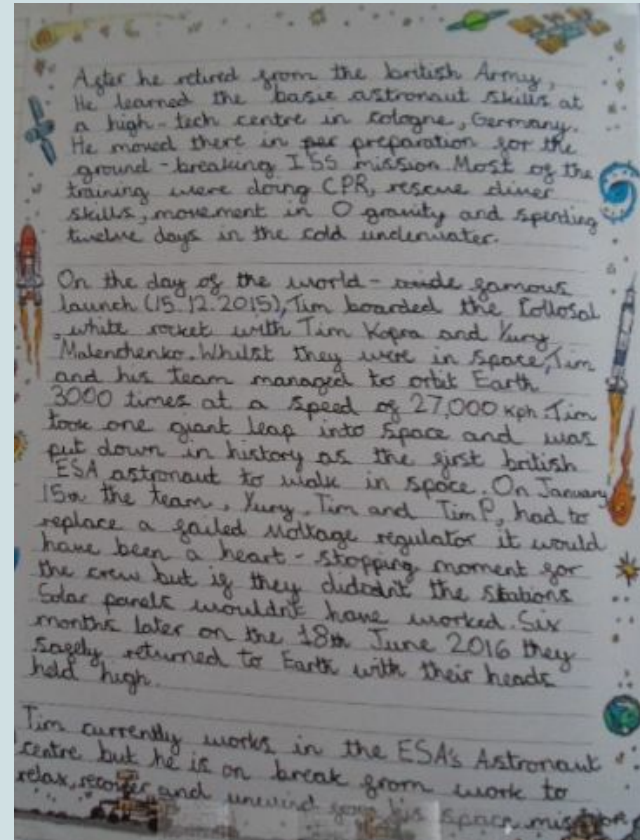
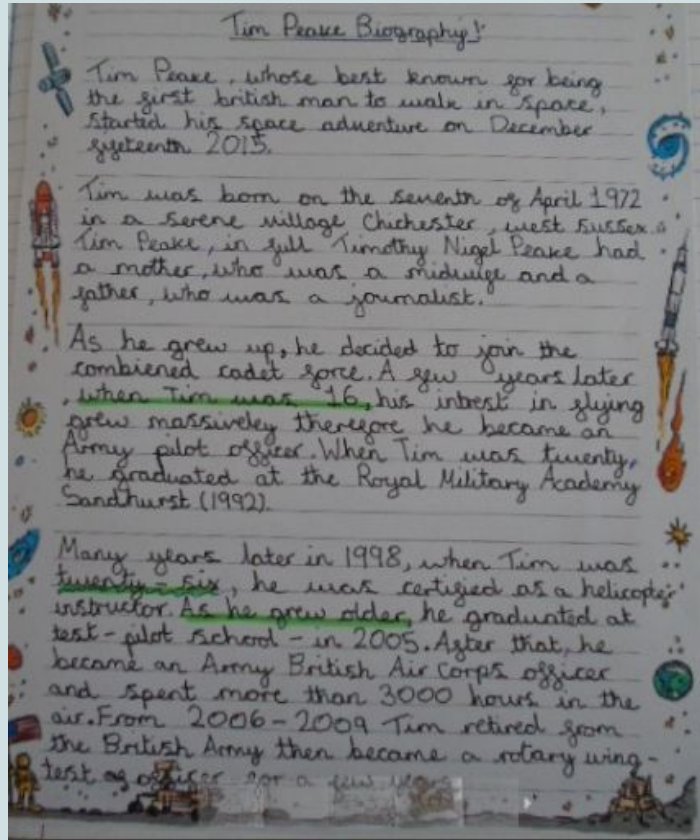
Assessment

Throughout the year there will be formative and summative assessment of the children across the curriculum. These judgements will be moderated internally, by Subject Leaders and within the cluster.

The evidence gathered will show that your child is working within one of the following:

- Pre Key stage
- Working towards age related expectations (WTS)
- Working at age related expectations (ARE)
- Working at greater depth (GDS)

This is an example of a child working at the expected standard for writing at the end of Year 5.



These are the writing targets we work on throughout year 5.

Tick when child can:

- Can show **some** understanding of audience, purpose and appropriate tone by **mostly** using modelled vocabulary.
- Can, **on occasion**, use relative clauses beginning with an implied (i.e. omitted) relative pronoun (who, which, when, where, whose, what, with)
- Can show **some** integration of dialogue, punctuated **mostly** correctly
- Can indicate **some** degrees of possibility using adverbs (e.g. perhaps, surely) and modal verbs (must, could would, should)
- Can describe settings and characters using **some** adverbs, adjectives and expanded noun phrases
- Can use **some** cohesive devices within and across paragraph including **some conjunctions** to join sentences (also using **adverbials** of: time, place and number)
- Can use verb form and tense **mostly consistently** (past, present and future tense)
- Can use **some** punctuation taught so far **mostly correctly** (including hyphens to avoid ambiguity, inverted commas, dashes and brackets)

- Can use the editing and redrafting process effectively by amending **some** vocabulary choices, spellings and punctuation (including the use of dictionaries and thesauruses)
- Can use **many age appropriate** words spelt correctly including **some** from the Y5/6 spelling list
- Can **show some evidence** of maintaining legibility of joined up handwriting

- Can **independently** use **some** words and phrases that suit the purpose and audience, selecting the appropriate form by drawing on what they have read as models for their own writing (literary language, characterisation, structure)
- Can **independently** use **some** cohesive devices to enhance the flow of writing and to make clever links throughout (e.g. conclusion links to the introduction and each paragraph build on points made previously)
- Can **independently** use **some** language of appropriate register with a clear distinction between the language of speech (e.g. effective use of formal and informal in dialogue)
- Can **independently** use assured and conscious control over levels of formality, **sometimes** through manipulating grammar and vocabulary for effect on the reader.

This is an example of a child working at the expected standard for writing at the end of Year 6.

Charles Darwin

Charles Darwin is renowned for his theory of evolution. Even though his father didn't support it, he investigated passing reports of the world and became a big influence on nature science.

As a child, he collected assorted insects such as beetles and bird skins. His father was a doctor and often had to look after patients. When Charles was 8, he was sent away to boarding school for their beauty, passed away. Soon after, he went to boarding school, where he was given a lot of books. Although he often did little experiments with his brother, which earned him the nickname 'Cris'.

When he went to university, his father sent him a study of Anatomy and theology at Cambridge even though he preferred Botany. With some of the best of students who studying plants. In 1831, on a visit to Edinburgh, Charles met a taxidermist from South America who used to be a slave and therefore told Charles about South American animals. Despite this, Charles's father was disgusted with his behaviour, as he was sent schooling and drinking in his spare time. Although his family frequently pointed out his many spelling mistakes in his letters, Charles passed all his courses.

As a young boy, he was very interested in...

...and he was very interested in... Darwin was given a lot of books to read, and he was very interested in... Darwin's theory of evolution was a big influence on nature science. He collected insects and bird skins. His father was a doctor and often had to look after patients. When Charles was 8, he was sent away to boarding school for their beauty, passed away. Soon after, he went to boarding school, where he was given a lot of books. Although he often did little experiments with his brother, which earned him the nickname 'Cris'.

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As a young boy, he was very interested in...

These are the writing checklists for children working in Year 6:

- Can use **some** language that shows good awareness of the reader (e.g. the use of first person in a diary; imperative verbs in instructions, persuasive language in a speech, formal language in a formal letter etc...)
- Can use tense, form and verb structure **mostly consistently** (including the use of the: present tense, past tense, future tense and subjunctive form)
- Can use **some** adjectives and noun phrases to effectively describe settings and characters
- Can **on occasion** use dialogue in narratives to convey character and advance action which is punctuated correctly.
- Can select vocabulary and **many** grammatical structures that reflect what the writing requires (including: contracted forms, passive voice and modal verbs)
- Can use **some** devices to build cohesion within and across paragraphs (including: conjunctions, adverbials of time and place, pronouns and synonyms)
- Can use **a variety** of punctuation taught **so far mostly accurately** (including: commas, hyphens, colons, semi-colons, dashes, brackets, commas for clauses, commas for lists, question marks, exclamation marks, ellipses and apostrophes)
- Can use **many age appropriate** words spelt correctly including **some** from the Y5/6 spelling list
- Can use a dictionary to check **many** spellings of uncommon or more ambitious vocabulary (**including when being guided by the teacher's marking 'SP'**)
- Can **mostly maintain** legibility of joined up handwriting

- Can **independently** use **many** words and phrases that suit the purpose and audience, selecting the appropriate form by drawing on what they have read as models for their own writing (literary language, characterisation, structure)
- Can **independently** use **many** cohesive devices to enhance the flow of writing and to make clever links throughout (e.g. conclusion links to the introduction and each paragraph build on points made previously)
- Can demonstrate a clear distinction between the language of speech and writing and can **mostly** choose the appropriate register (e.g. effective use of formal and informal in dialogue)
- Can **independently** use assured and conscious control over levels of formality, **mostly** through manipulating grammar and vocabulary for effect on the reader.
- Can use **most** advanced punctuation taught at KS2 accurately (e.g. semi-colons, dashes, colons and hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.



Year 6 SATS

SATS will happen in May but we'll give more information on these as needed nearer the time. We want to keep the process stress-free for the children.

There will be a reading paper, 2 SPAG papers and 3 maths papers.

Children will be prepared throughout the year by taking part in everyday learning.

Year 6 SATS

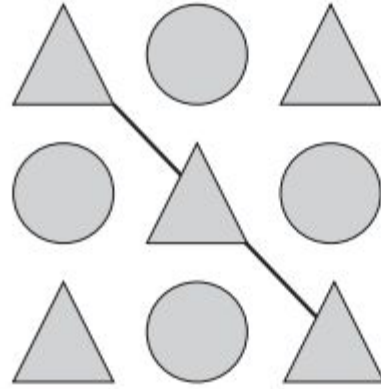
SATS will be overseen by the class teacher and an additional adult.

The papers last between 20 and 60 minutes.



Year 6 SATS

We work on SATS style questions throughout the year so children will be used to answering questions like this as part of their ordinary routine.



Each shape stands for a number.

The total of the shapes on the diagonal line is 48

The total of all the shapes is 200

Calculate the value of each shape.

$$\triangle = \boxed{}$$

1 mark

$$\circ = \boxed{}$$

1 mark



Communication



- School newsletters
- Dojo
- Pupil Asset
- Website
- Arrange a teacher meeting through the office (virtual or at a distance)



Communication



Do let us know if you need any financial support, as it is possible you can be supported through pupil premium.

Were you aware that last year 20% of the children in Cambridgeshire who were eligible for a Free School Meal did not do so? Currently a school will receive £1,300 per pupil claiming Free School Meals. This money is called Pupil Premium Funding and can be used to support the child's education in the form of smaller classes, TA support, if necessary or funding to help the pupil's parents to meet the cost of school trips. This additional income is only received by the school if you apply for Free School Meals, however, please note that your child does not have to have a Free School Meal if they would prefer not to.

Don't delay - Apply today! The office will be happy to support you - so do contact them, or let your class teacher know. There are also details on our website:

https://www.sutton.cambs.sch.uk/web/pupil_premium_information/51473

Birthdays



As a healthy school we observe the school policy of birthday book donations.

When it is your child's birthday, if you would like to, you can donate a book that your child's loves to the school. The book will be will be labelled with a special birthday sticker and placed in our lovely library for other children to then enjoy too.

Any students who bring in sweets for birthdays, will kindly be asked to take the sweets back home as we need to be mindful of healthy eating and dietary restrictions for various students.

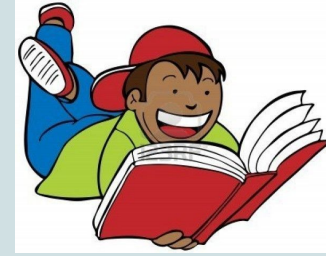
The Year Ahead

Supporting your child at home

Homework Expectations

- Reading expectations in Destination Reader. All children will be set a specific amount to read a week during these sessions. They are all aware that it is their responsibility to make sure this is done each week. If they don't manage it in the sessions, then they can take the book home.
- Spellings. As explained before these are set on a Friday and then tested the following Friday.
- Times tables. It is expected that by the end of Year 4 that children should know their times tables to 12 x 12. If your child does not then please make sure they are using TTRS as much as possible to help them secure them.
- CPG books. As of January, Year 6 will be set tasks from CPG books to help with the revision for SATs.

What can you do?



- Read to your child, read with your child and have your child read to you.
- Spellings – weekly spelling set on Spelling Shed.
- Times tables - children have access to Times Table Rockstars.
- Use the knowledge notes to recap key vocabulary and to help you discuss topics with your child.
- Communicate with us! Let us know how it is going, and do let us know if you need any support :-)



This year our
Hilltop residential
will be from
**26th February -
28th February
2025**

Hilltop

- We have chosen Hilltop as our children will be given the opportunity to take part in a variety of carefully supervised adventurous activities which will build their confidence and teamwork skills.
- Hilltop's motto is 'challenge by choice' and just like in school, the children will set their own level of challenge for each activity.
- The centre is set in safe, enclosed grounds and children work in groups of no more than 10 (per appropriately qualified adult) during the activity sessions.

WELCOME TO HILLTOP

Hilltop Outdoor Centre in Sheringham on the North Norfolk Coast is a high quality, family run independent Outdoor Education centre. Hilltop offers a superior and unique experience, providing developmental visits to Schools and Educational groups.



Quality Badge awarded by



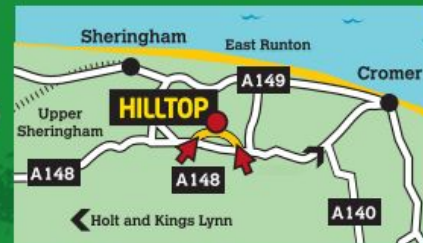
Set in 26 acres of picturesque woodlands Hilltop has modern and comfortable accommodation and facilities. There are two themed centres within the grounds of Hilltop, the rustic Woodland Lodge and the coastal style Seaview House which if booked together accommodate up to 160 children.

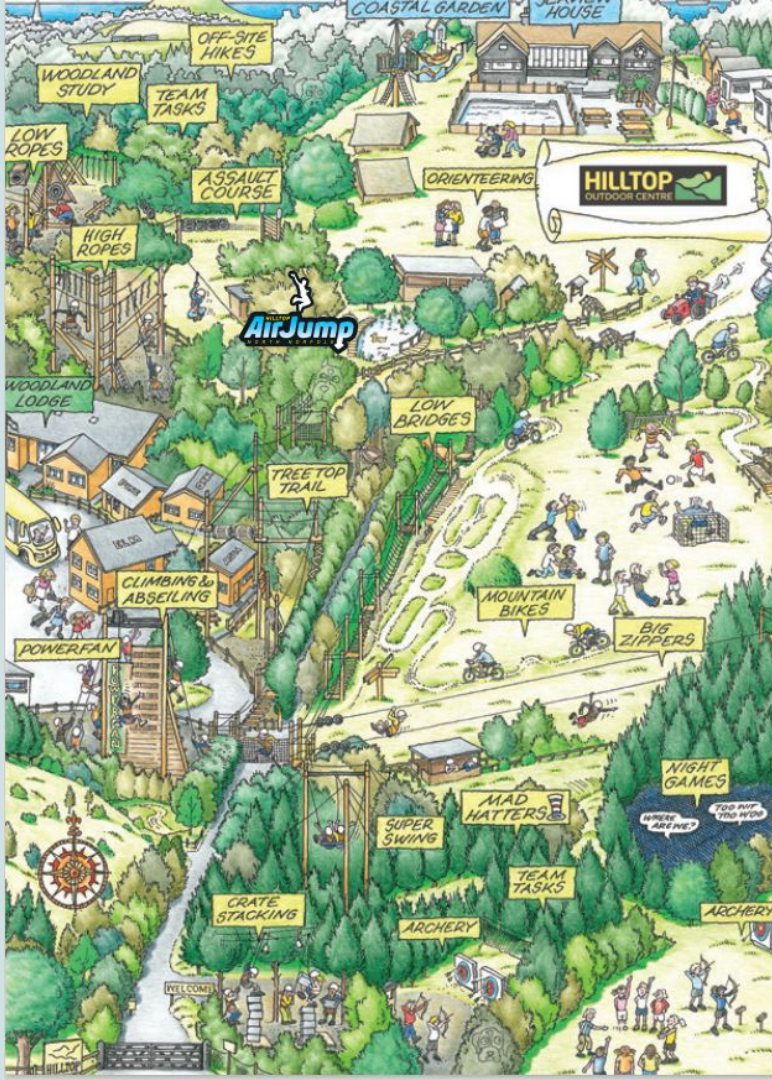
Hilltop has attained the Learning Outside of the Classroom badge and provides an exciting array of outdoor adventure activities such as High Ropes, Climbing Wall, Super Swing and the new Amazing Air Jump along with many field study activities including Bush Craft, Coastal Erosion, Rocky Seashore and Rail & Trail.



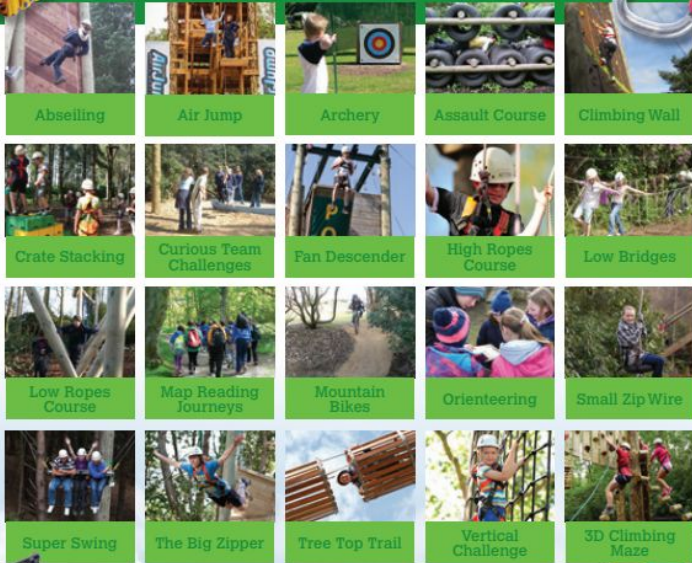
How to find us

Hilltop is situated approximately 2 miles (3km) South of Sheringham amidst 'Old Wood' only accessible from the A148 main road between Cromer and Holt.





ADVENTURE



Abseiling

Air Jump

Archery

Assault Course

Climbing Wall

Crate Stacking

Curious Team Challenges

Fan Descender

High Ropes Course

Low Bridges

Low Ropes Course

Map Reading Journeys

Mountain Bikes

Orienteering

Small Zip Wire

Super Swing

The Big Zipper

Tree Top Trail

Vertical Challenge

3D Climbing Maze

CHALLENGE BY CHOICE is our ethos with the emphasis on Learning through Activity, Enjoyment, Achievement, Discovery, Responsibility and Reflection. A balanced programme can be selected from the many activities available to suit your group's needs and the demands of the National Curriculum. A Group Leader pack for preparation and follow up work is available.



NEW ACTIVITY



Air Jump is a 16 metre (52ft) jumping tower with various height platforms for people to jump off, before free-falling into a giant air bag.

The 1st Activity of its kind in England only at Hilltop!



Woodland Lodge



Seaview House

ACCOMMODATION

- Hilltop has two uniquely themed homely centres on the one site – The Coastal style Seaview House accommodates approximately 70 children and staff. The Rustic Woodland Lodge, accommodates approximately 85 children and staff.
- Both Seaview House and Woodland Lodge can be booked together for larger groups of up to 160.
- Staff/Leader bedrooms are in close proximity to the children's bedrooms – these are either twin or single bedded.
- Children's bedrooms are cosy and comfortable with typically 4-6 children per room.
- All Bedrooms are either en-suite or have dedicated facilities close by.



CATERING

The Hilltop cooks prepare healthy and home-cooked meals on site daily with fresh ingredients that are nutritionally balanced.

SAMPLE MENU

BREAKFAST

Orange juice, cereals & toast followed by hot option such as bacon, egg & hash brown.

LUNCH

Pasta bake, soup & roll or pizza with a salad and homemade biscuit or cake.

EVENING MEAL

Leaders select a group option from a menu including: lasagne, roast chicken, sausage & mash and BBQ chicken followed by a homemade dessert.



We cater for special diets such as vegetarian or gluten free.

A VISIT TO HILLTOP



Midweek
Timetable
example

	BREAK-FAST	MORNING ACTIVITIES	LUNCH	AFTERNOON ACTIVITIES	EVENING MEAL	EVENING ACTIVITY
MONDAY		Arrive 11:30 Walk & Talk	Own Packed Lunch	Ice Breakers, Trust & Ropes Skills	17:30	Dark Walk & Camp Fire
TUESDAY	08:00	1. Curious Team Challenges & Archery 2. Climbing & Bikes	12:30	1. Climbing & Bikes 2. Curious Team Challenges & Archery	17:30	Games Night
WEDNESDAY	08:00	1. Bush Craft & Shelter Building 2. Rocky Sea Shore	12:30	1. High Ropes 2. Bush Craft & Shelter Building	17:30	Enchanted Forest
THURSDAY	08:00	1. Rocky Sea Shore 2. High Ropes	12:30	1. Big Zipper & Crate Stacking 2. Air Jump & Assault Course	17:30	Mad Hatters
FRIDAY	08:00	1. Air Jump & Assault Course 2. Big Zipper & Crate Stacking	12:30	Depart 13:30		

Weekend

HILLTOP KIT LIST

We advise not to pack any new or expensive items of clothing.
Adventurous activity is likely to cause them wear and tear!

Bedding:

- Sleeping bag OR
- Duvet with duvet cover and bottom sheet
(Hilltop will provide pillows and pillowcases)

Footwear:

- Indoor shoes or slippers (not slipper socks)
- Outdoor shoes/boots/trainers (2 pairs). No crocs or flipflops
- Wellies (optional)

Clothing:

(make sure all items are named)

- Socks and underwear
- Nightwear
- T-shirts
- Long sleeved tops
- Fleeces/jumpers
- Waterproof jacket
- Leggings or trousers
- Waterproof trousers
- Clothes for the evening
- Swimming kit

Useful Items:

- A labelled bin bag for wet or dirty clothes
- Torch and spare batteries
- Re-useable water bottle
- Hair bands
- Tuck Shop money (no more than £10, ideally in change)



Toiletries:

- A wash bag (including shower gel, shampoo, toothbrush and toothpaste, hairbrush)
- Towel

Warm weather:

- Insect repellent
- Sun cream
- Sun hat
- Shorts

Cold weather:

- Woolly Hat
- Scarf
- Gloves

No Chewing gum

No Hairdryers

No Mobile phones

No iPods



No Games consoles

No Aerosols / Aerosol deodorant

No nuts or nut products

No electronic gadgets

[Prep School Trip to Hilltop - YouTube](#)

Hilltop Costs

Unfortunately, we cannot give a final cost at this stage, as it does depend on the uptake of places, so the final payment will be adjusted accordingly.

The anticipated cost will be no more than **£250.00**.

Children in receipt of pupil premium funding are entitled to a 50% discount, however if you feel you may need financial assistance, please do come and talk to Mrs Newling or Mrs McCullough about possible support in meeting part of these costs.

You are able to pay by 5 monthly instalments.



Thank you!

We welcome any questions.