



St Hilary School Newsletter

"the best we can be"

Issue: 1041

26.02.2021

Tel. 763324, www.st-hilary.eschools.co.uk



ENGLISH

In the past few years and particularly over Lockdown, you'll have heard me banging on and on about the importance of reading and how we're continually working on our provision in terms of teaching within the classrooms and across the school generally.

Something we've been working on within our classrooms is the structure and frequency of our reading lessons. Mr Hamshar and I led an afternoon of staff training on this on the 4th January and the staff were their normal enthusiastic selves, ready to hit the ground running the following day.

Then there came a certain news conference!

My amazing colleagues have managed to incorporate many of the approaches discussed into their online provision, but it will be one of our main focuses upon the return to our classrooms and one which we are really looking forward to, so you'll hear more about it in due course.

Another aspect of the reading focus is one which you can certainly join in with! Reading aloud to them!

I'm sure lots of you enjoy this already with your children and do an amazing job, but there is a lot of research about why you are definitely doing the right thing! I've outlined some of this below and included links in case you would like to find out more.



Doug Lemov explains how vocabulary is easier to learn when it's part of a read-aloud session. The children will hear you read new and complex vocabulary in context within sentences where the emphasis, pronunciation and inflection are natural. There is a much greater amount of complex vocabulary within texts than in everyday spoken language, so being exposed to this more often will support that 'drip-feeding' approach that we know works. This does not abate as students get older, in fact, if anything, as the subject gets more complicated and there's a greater importance on the understanding of vocabulary (ie in Science or Geography), hearing subject-relevant vocabulary read aloud makes sense! <https://teachlikeachampion.com/blog/reading-aloud-students-critical-vocabulary/>

There's also sage advice from Mary Myatt about stories not only being enjoyable, but also 'doing some of our heavy lifting' (within learning). The development of vocabulary, continuous thinking about characters, considering conflicts and dilemmas and making connections to our own lives are just some of the benefits. <https://www.marymyatt.com/blog/using-stories-in-the-curriculum>

We've also examined research by Jo Westbrooke et al. In 2018, they produced a study which looked into the effect of teachers simply reading challenging novels to all children at a fairly quick pace and then identifying 'sticking points' and adapting teaching accordingly. Sounds simple, huh!? https://learn.teachfirst.org.uk/assets/courseware/v1/ed2a4316a1958cb3bbf67c68704d28ae/asset-v1:TEA+TEA019+2020+type@asset+block/Reading_Group_Suggested_Paper_1_-_Just_Reading.pdf

As ever, get in touch with feedback or questions about this (or anything English).

Miss J 🧡 (kjelbert@st-hilary.cornwall.sch.uk)

I'll leave you with this recent tweet from Doug Lemov...

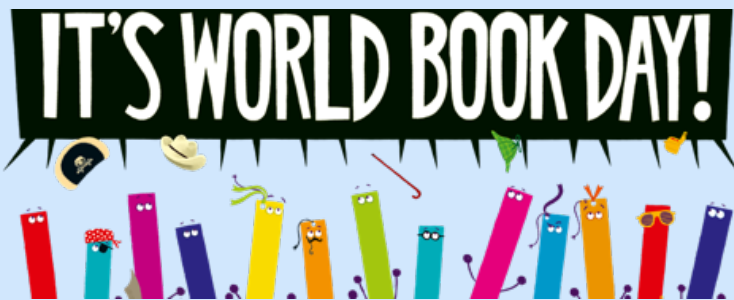


Doug Lemov
@Doug_Lemov

This is only my opinion but if you want to mitigate learning loss from the pandemic for your child (or any child) read aloud to or with them from a challenging & engaging book at or slightly above their comfort range for independent reading as much as you possibly can.

3:25 PM · Jan 10, 2021 · TweetDeck



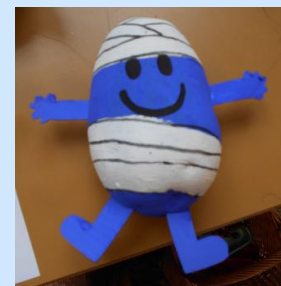


With World Book Day falling within this period of national lockdown, plans are obviously a little different from normal. By all means, feel free to dress up as your favourite book characters at home...just make sure that you share pictures!



Next Thursday, your children's work will be focussed on books and the book 'After the Fall' in particular, and we'd also like to invite you to make us a 'Booked Potato'!

Watch out for the activities on Seesaw to share your awesome work! Miss J 😊📚💕



COVID-19 SYMPTOMS ADVICE

My child has symptoms – what should I do?

Advice on what you should do if your child develops symptoms.

If anyone in your home becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell, they must stay at home and follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)', which sets out that they should self-isolate for at least 10 days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19).

If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms. Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.

If your child develops symptoms at home, you must get them tested and continue to keep your school informed. Parents should call the school of their children to inform them of the reason for their child/children's absence.

Your child should not attend any other out of school provision, childcare, activity groups or clubs during this time.

SCHOOLS ATTENDANCE REPORTING DURING COVID

As school attendance in the lockdown is still mandatory for all school-aged children, either in school or online, the school have had to report daily attendance figures to the DfE, these numbers include children in school & online. This all means that we are still required to record attendance as normal and have to follow up any absences.

Therefore, if your child is unable to work online or attend school because of illness, it is very important that it is reported in the same way as normal, whether it's COVID related or a normal illness such a tummy bug.

So if you child is ill and unable to work, please either phone the school and leave a message on the absence line or email Dot at secretary@st-hilary.cornwall.sch.uk

If you have any questions about your child's attendance please contact us in the school office.



The children wrote all about the fun they had in half term as part of their English this week. They also listened to the story of 'Handa's Surprise' that Mrs Sandow read to them and completed activities around the story.

In Maths we have been looking at place value up to 50. Reception children have been counting to 50 and what a great job they have done too, while Year 1 children are counting in 10's using different ways of making 10.

For Science we have been classifying animals and this week we were sorting animals that had no legs, 2 legs or 4 legs! Then trying to think of some more animals for our classification categories!

Marnee

Charlie

George B

We have also been finding out about the 7 continents around the world and labelling a world map to show where they are. A great big well done to you all for finding where the continents were.

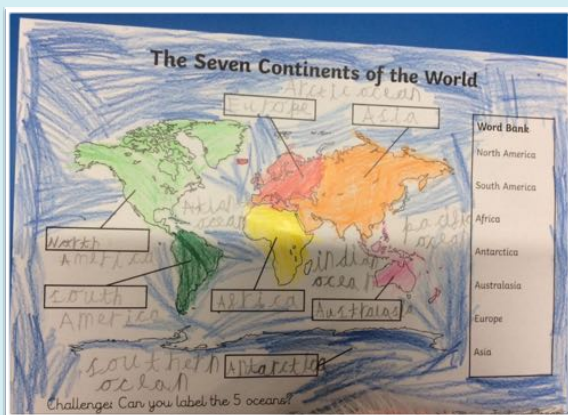
We have also had music, PE and phonics and have even managed to have a zoom session with our year groups! This week we had to bring something we can't eat, something green and a joke.

I am extremely proud of you all for coming back to school work on line after half term. You are all trying your best and remembering what I tell you at the end of every morning announcement: to be the best you can be!

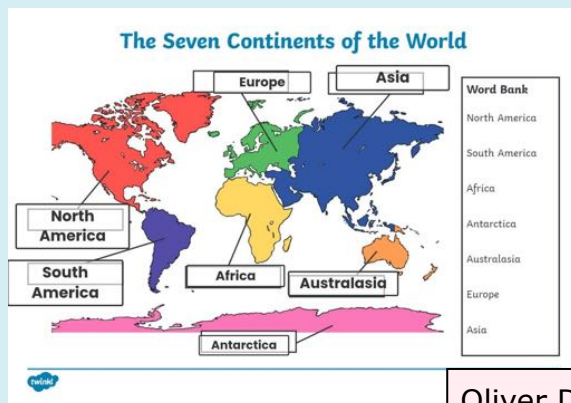
Well done Perran Class.



Sullivan



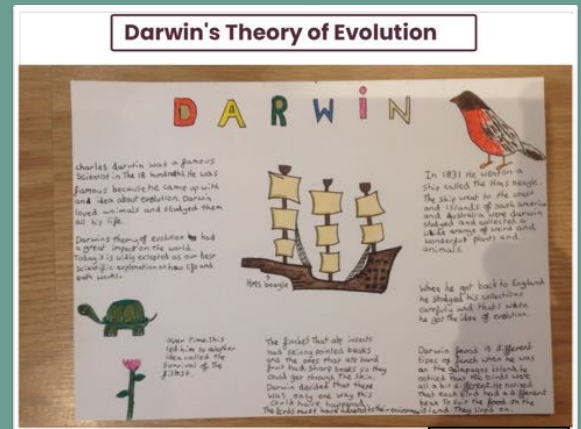
Sophia



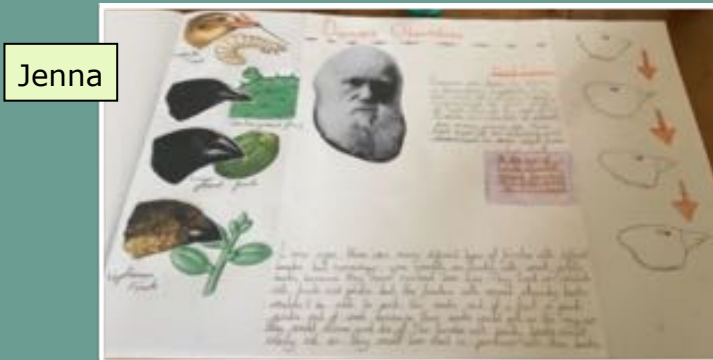
Oliver D

The children have really engaged on their first week back after half term although were a little tentative in our Zoom calls! The work produced has been of a super standard with science, French, P.E and computing being the subjects learnt alongside daily Maths and English.

The children have presented their learning of Darwin's Theory of Evolution in science brilliantly and they continued to deepen their learning of percentages.



Amelia



Jenna

Some of the children's work have been displayed from last half term as they deserve recognition including in Art with Alfie and Noah ER's awesome creation of Gods and Florence and Ruairi's clay creations depicting Ancient Greek scenes.

Here's to the final week of exciting remote learning!



Ruairi



Florence



Noah E-R

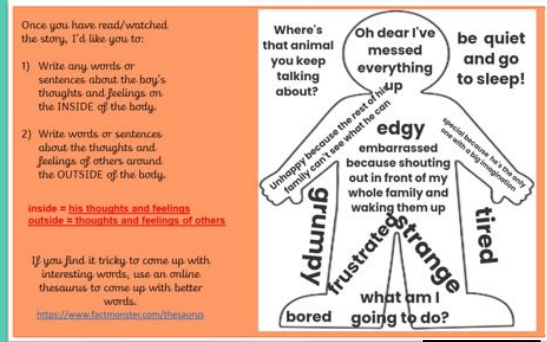


Alfie



Wow, what a great first back to Seesaw!

In English we have studied 'The First Drawing' By Mordacai Gerstein. The children did a fab job of stepping into the shoes of the main character, looking at his thoughts and feelings in preparation for writing their own diary entry from the perspective of the Stone Age boy. Here is Tegan's super English work.



Tegan



Archie

We have been learning lots of tricky maths this week and the children showed great resilience in striving to be the best that they can be - well done guys!

Yoga was our P.E focus this week. Here is Gracie, Archie and Tallula show us how it's done.



Gracie



Tallula

Thomas



Joshua



James

In art history we have explored the earliest form of art - cave paintings. We were blown away by the children's own interpretations of the Lascaux Cave paintings. Stan, George, James, Josh and Thomas had lots of fun creating their cave art in school this week.

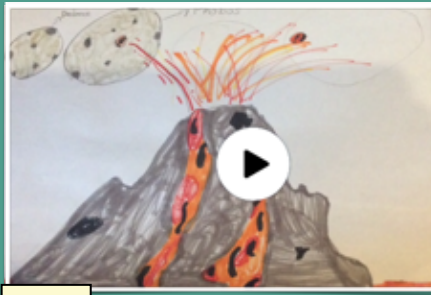
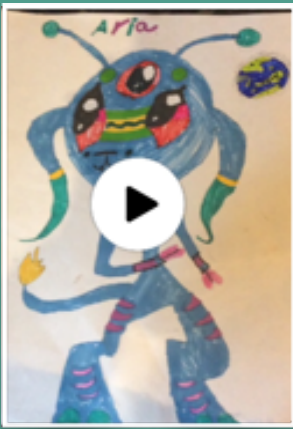


Stanley



George





Lola

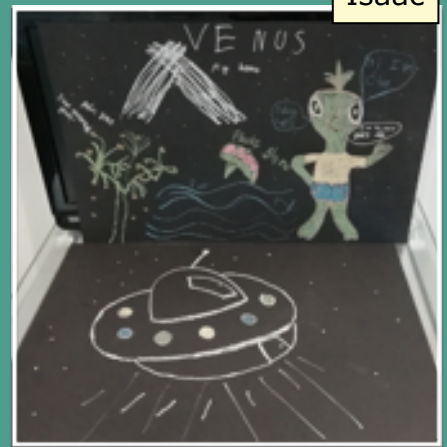
Before half term, Gwenver class were given two short projects to complete. The first was to create their own alien and alien world, based on the task set in The Jamie Drake Equation. This linked to the research the pupils had carried out on Mars as well as the current explorations taking place on the planet.



The pupils had to think about what their alien would need to survive and how they would communicate. They produced incredible individual work!

Isaac

The other project was to research and present information on an astronaut of their choice. A number of pupils created presentations on Neil Armstrong and Tim Peake, but other pupils introduced me to other astronauts who were individually brilliant and have given so much to the future of space exploration. I was really proud of their efforts and the development of the range of presentation skills they shared.



I chose Scott Kelly because he gave one year of his life to help future space missions. When I researched for my article I was really amazed at what he had done and found it really interesting. I would quite like to read his book "My journey to the stars"

Jacob

Whilst we are continuing to explore and write about space, we have now moved on to forces as our science focus. This week the pupils were introduced to forces by completing a bottle flipping experiment, thinking about the forces that were acting on the bottle. I have been really impressed by the improvement of the

understanding of fair tests and can't wait to be back in the classroom to carry out more experiments together!

Mae Jemison was the first African American woman astronaut.



Zela

Much to the delight of the class, we have finally finished fractions! The short assessment that the pupils completed this week shows the amazing understanding, hard work and determination they have all put in!

We used a drinks bottle for this experiment. We stood in the same place in the kitchen with the bottle the same height from the worktop. Each time we did 10 flips and the table shows how many flips out of 10 landed.

Between each set of 10 flips we added 100ml of water to the bottle.

ml of water	Test 1	Test 2	Test 3
0ml	1	0	0
100ml	1	1	0
200ml	1	2	2
300ml	1	2	0
400ml	1	1	0
500ml	0	0	0

Our findings

Our conclusion is that the best results were from adding 200ml of water. When the bottle was empty it was too light and bounced off the surface. When it was too heavy it just fell when it hadn't fully twisted.

Even though we tried to only have water as the variable in this experiment the amount of force used for each flip could not be measured and so may not have been exactly the same. It would only be the same if there was a robot who flipped it and was programmed to do the same thing every time.

Rosie

Well done team!



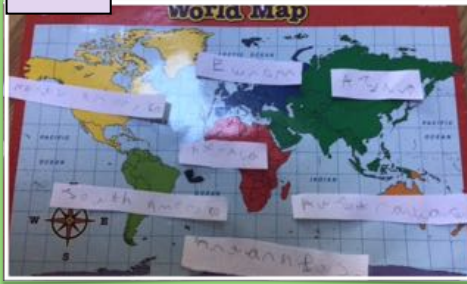
Lilla



Ollie



Olive

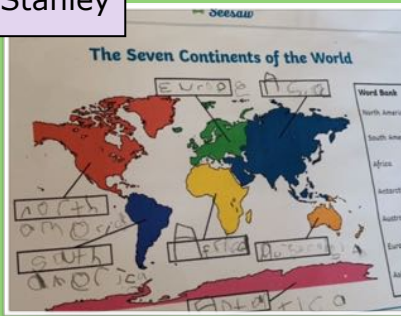


The children in Prussia Cove continue to amaze Mrs Sandow, Mrs Cane and Mrs Wright with their incredible work and continual learning!

This week, in Geography we

have been learning the 7 continents of the World 🌍 and have looked at the hottest and coldest continents.

Stanley



In Science we have been busy classifying animals and sorting them according to how many legs (or not) they have! The children also came up with their own classification ideas such as looking at what they eat, where they live and if they were pets or wild animals!

Zavier

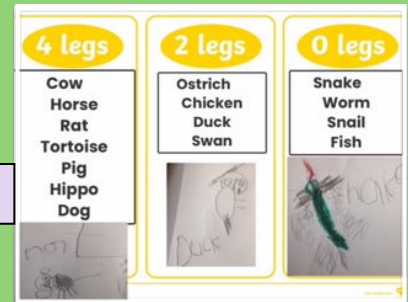


Sienna



In Maths we have been counting forwards and backwards to 50 and sharing to count in tens. The Reception children enjoyed learning about Number when playing 'Snakes and Ladders!'

Jackson



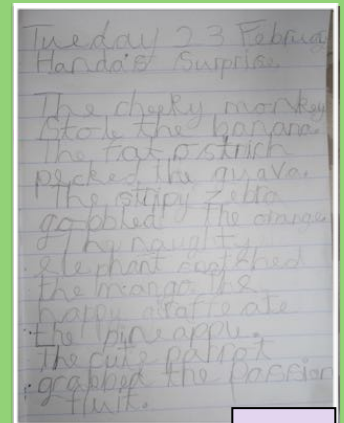
Tilia

Finally, in English we have read the story of 'Handa's Surprise' set in the hot climate of Africa. The children wrote sentences about the fruit that the animals took from her basket but came up with alternative vocabulary choices for the word 'took.' We hadgrabbed, pinched, swiped and stolen to name a few!

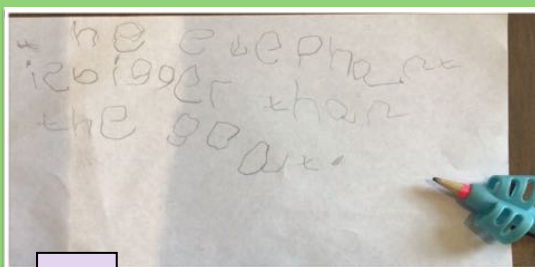


Charlie

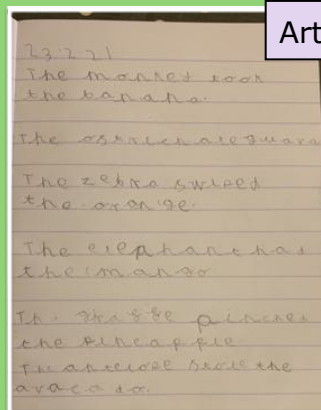
They also used the suffix 'er' to add onto the end of words when comparing the animals, such as faster, slower, bigger, smaller! It's been a great week and a busy one, along with daily phonics, spellings, PE and music!



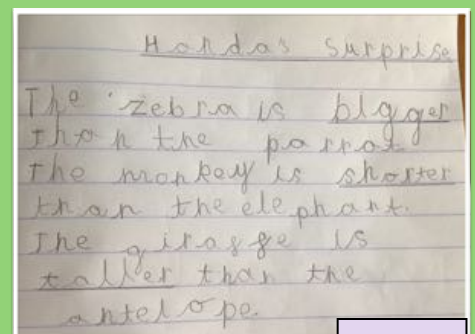
Luke



Jos



Arthur



Sophie




Kynance Cove

[illegible]

Emoji Exit Ticket

Circle the emoji(s) that reflects how you got on today in the lesson. Explain your reasons why...



Why did you choose that emoji?

I felt really confident today with my maths.

How much help did you get today?

Not to much.

Here are some digit cards.

A horizontal sequence of six blue boxes, each containing a number. The numbers are 1, 2, 3, 4, 5, and 8, arranged from left to right.

a) Use the digit cards to create a multiplication and work out the answer.

$$\boxed{3} \boxed{4} \times \boxed{8} = \boxed{272}$$

[illegible]

LISTEN TO CHAPTERS 8 AND 9 OF THE LAND OF ROAR (AND THE BEST IF YOU HAVEN'T ALREADY!!)
THEN ANSWER THESE QUESTIONS.

Questions:

- 1) What did Rose think Arthur was scared of?
- 2) Whose voice does Rose do to scare Arthur?
- 3) What is Rose scared of?
- 4) How does the author describe Rose's response when Arthur turns off the night light?
- 5) What is Grandad doing in the garden? What does that word mean?
- 6) What did Arthur eat for breakfast?
- 7) What does Grandad's t-shirt say?
- 8) What was Arthur's mum's cat called?
- 9) What does Arthur tell Grandad about the bite?
- 10) Why is Grandad's reaction different from what Arthur was expecting?

Answers:

- 1) raisons with the stail
mums shoes
- 2) **coaky**
- 3) the dark
- 4) creative fast and unexpected
- 5) **yodeling** is a kind of singing
- 6) **crunchy** nut cornflakes
- 7) no prob llama
- 8) **Jack**
- 9) **That a dragon did it.**
- 10) Arthur thought the gravelled would laugh
but he believed him.

leo from Jenny McLachlan, the
of Roar'.

This is also a message from her about her favourite childhood game and to finish today's lesson. I'd like you to tell her all about your favourite game.

Charlie

From a very proud Miss J 😊

Amy B



All About Me - Maths

My name is Amy Burnett


I am 9 years old and 1 months old. That's 97 months!

26th January 2013

My birthday is on 31 days.


The other months with 31 days are:

September, April, June and November

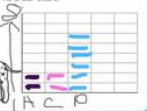



In my family there are:

	Tally	Total
Adults	2	2
Children	2	2
Pets	6	6


10

As a bar chart:





I estimate that 228 children in the school.

We have 50 pencils in the classroom.

I read 20 books last year.

Y1 NUMBES

942

Odd or even? **even**

Place Value
Thousands: **9**
Hundreds: **4**
Tens: **2**
Ones: **2**

More than
10 more = **952**
100 more = **1042**
1000 more = **2042**

Less than
10 less = **932**
100 less = **842**
1000 less = **42**

Multiplies by
10 = **9420**
100 = **94200**
1000 = **942000**

Divides by
10 = **94.2**
100 = **9.42**
1000 = **0.942**

1,842

9104

10 less = **9094**

100 less = **8904**

1000 less = **8004**

10 more = **9204**

100 more = **92040**

1000 more = **920400**

10 less = **9094**

100 less = **8904**

1000 less = **8004**

10 more = **9204**

100 more = **92040**

1000 more = **920400**

Write a verb phrase that has this number in the answer.
Alex has 900 pennies and she ate the 40 next day. How many more did she eat?

Nine hundred and forty two

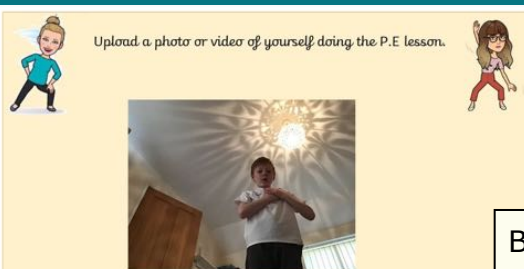
Write it in words
940
900

Upload a photo or video of yourself doing the P.E lesson.

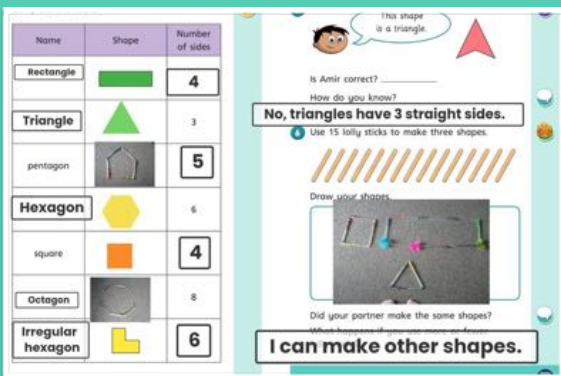


Loveday

Upload a photo or video of yourself doing the P.E lesson



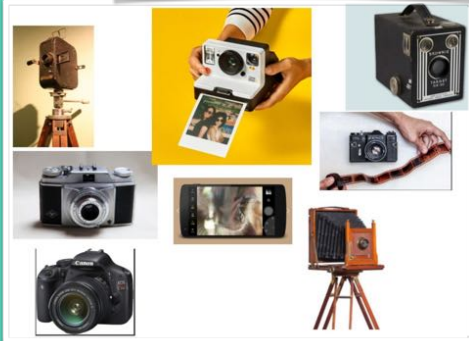
Ben



Cecily



Archie



Porthcurno Class have returned from our half term break firing on all cylinders!

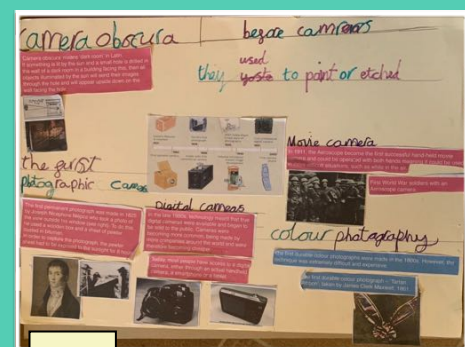
We have had a fantastic week producing some high quality work. In Maths we have been looking at 2D/ 3D shapes and properties, creating models. For

English the children have been learning about past, present and future tense, planning for their own fantasy stories from the short film stimulus 'Adrift'. The children have completed research about the 'History of the Camera' and presented their finding in a creative way.

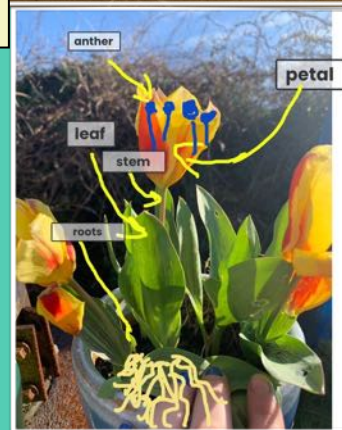
Coby

Past	Present	Future
swam	swimming	swim
ran	running	run
jumped	jumping	jump
skated	skating	skate
walked	walking	walk
cuddled	cuddling	cuddle

In PE everyone has completed 4 different tasks (jumping, strength and conditioning, target throwing, stamina and endurance) they have recorded their PBs to see if they can beat their score next week (I have a feeling they will!). For Science we have started the topic 'Living things' and have proven that Spring is on its way, labelling parts of the plant/flower.



Erin



Excellent work Everyone enjoy your weekend in the glorious weather!



Shiloh



Harry

Lily-Rose



EXCELLENT!

FABULOUS FULL MARKERS

Porthcurno

Azalia A
Cecily W
Erin M-J

Kynance Cove

Amy K-B
Sharla P
Ada W

Gwithian

Matthew A
Jonathan A
Marley M
Harriet W

Gwenver

Freddie C
Maximus J

Lamorna

Annie B
Lucy B
Poppy Dav
Poppy Dou
Gethin E
Jolie G
Noah M
Daisy R

English

Spelling Shed

Speller of the week:

Florence H (Porthcurno)

Class of the week:

Porthcurno



MATHS

Maths Shed



Mathstronaut of the week:

Bella C (Sennen)

Class of the week:

Sennen



TTrockstars Class Champions:

Year 2 – Flynn T
Year 3 – Stanley M
Year 4 – Marley M
Year 5 – Max J
Year 6 – Poppy Da



Average coins per person in class:

1st – Lamorna (2,439)
2nd – Gwithian (1,388)
3rd – Gwenver (1,188)

Awesome job everyone. Times Tables Rock Stars have added a new game called 'Jamming' which is brilliant if you want to practise certain times tables WITHOUT a timer.

Children can still earn coins and practise either multiplication, division or both. Let me know what you think of this new feature!

Have a great week and keep up the super work everyone!

Rock on! Mr Larter

Well done to all of our certificate winners this week!

Certificate Winners - Week Beginning 22nd February 2021

Perran

Oliver D - for always being the best he can be in every activity he has completed on Seesaw. Fabulous!

Sullivan P - for reading so confidently and blending so well while working on Seesaw, he is now reading books on Oxford Owl!!! Well done Sullivan.

Prussia Cove

Charlie S - for always submitting work which is beautifully presented and for giving 110% with all his activities. Such neat and detailed work, striving for excellence!

Jackson S - for his consistent hard work, resilience and endurance when he found learning challenging. You are making great progress and always show "a have a go" approach.

Porthcurno

Arthur E - for independently producing work of a very high quality and always completing the tasks. Arthur you've been a superstar, keep up the great job!

Pippa L - for always giving everything 100%, working independently and completing the tasks set. Pippa has shown fantastic enthusiasm and has been a great role model to the younger children at school. Proud of you Pippa, well done!

Sennen

George S - for producing excellent cave art inspired by the Lascaux Cave paintings. A fine example of George's amazing creative talents.

Mason T - for designing a super map and spectacular piece of writing about his own fantasy world, The Kingdom of Zarkon.

Kynance Cove

Oliver R - for absolutely incredible maths!! You were a fab teacher before half-term and now you're completing amazing division work too! Awesome job!!

Amy K-B - for really thinking carefully about her work and producing pieces of the very highest quality. I don't need to say 'keep it up', because I already know that you will!

Gwithian

Mike McC - for working with enthusiasm at school and at home on seesaw.

James P - for working hard with all tasks in school and joining in with group activities too.

Gwenver

Rosie K - for her outstanding work throughout lockdown and for her incredible scientific reasoning on each of our science experiments! Keep it up Rosie!

Lola F - for her beautiful alien artwork and thoughtful creation of her own alien world. Fantastic work Lola!

Lamorna

Zahra McM - for superb reading and role play as a school leader in an English task - well done!

Amelia A - for excellence with creativity and presentation of learning especially in her Theory of Evolution Science task.

FREE SCHOOL MEALS



So many families will currently be affected by a sudden loss or drop in income. If your financial circumstances have changed, have you considered if you might be eligible for free school

meals? During this time, families of children who are eligible are currently receiving fortnightly meals provided by Chartwells to the value of the usual lunches.

Free school meals are an entitlement for any family who receives:

- Universal Credit - Your household income not exceeding £7,400 per year (after tax and not including any benefits you get) assessed by earnings from up to three of your most recent assessment periods.
- Income Support (IS)
- Job Seekers' Allowance (Income-based) and equal based Job Seekers Allowance
- Income Related Employment and Support Allowance (ESA-IR) and equal based Employment and Support Allowance
- Immigration and Asylum Act 1999 (IAA) Support
- Guarantee Element of Pension Credit (GPC)
- Child Tax Credit (CTC) with an annual income of less than £16,190
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit

If you think that you may be eligible and wish to apply, the form can be downloaded from the bottom of the page from this link: https://st-hilary.eschools.co.uk/website/school_meals/129968 or search 'Free School Meals' on our website: www.st-hilary.eschools.co.uk/website or follow this link to the Cornwall Council site and complete the form online <https://www.cornwall.gov.uk/education-and-learning/>

Staff contact details:

Headteacher: Rob Hamshar - head@st-hilary.cornwall.sch.uk

Year 6: Ashley Larter (Deputy Headteacher) - ashleylarter@st-hilary.cornwall.sch.uk

Year 5: Emma Reynolds - ereynolds@st-hilary.cornwall.sch.uk

Year 4: Nicky Davies - nickydavies@st-hilary.cornwall.sch.uk

Year 3 (Kynance): Kerenza Jelbert - kjelbert@st-hilary.cornwall.sch.uk

Year 3 (Sennen): Sarah Worsey - sarahworsey@st-hilary.cornwall.sch.uk

Year 2: Kate Ellis - kateellis@st-hilary.cornwall.sch.uk

Year 1/ Reception: Jude Gardner - judegardner@st-hilary.cornwall.sch.uk

Year 1/ Reception: Cath Sandow - cathsandow@st-hilary.cornwall.sch.uk

Special Educational Needs: Michelle Brant - michellebrant@st-hilary.cornwall.sch.uk

Finance: Charlotte Fraser - cfraser@st-hilary.cornwall.sch.uk

Viv Laity - vivlaity@st-hilary.cornwall.sch.uk

Secretary: Dot Whipp - secretary@st-hilary.cornwall.sch.uk





MOTHER'S DAY CREAM TEA



TREAT YOURSELF OR SOMEONE SPECIAL THIS
MOTHERS DAY WITH A DELICIOUS CORNISH CREAM
TEA TO TAKE AWAY!

FRIDAY 12TH MARCH

HOMEMADE SCONE, CLOTTED CREAM
AND STRAWBERRY JAM £3 PER BAG

SIMPLY PAY FOR THE NUMBER OF BAGS YOU'D
LIKE THROUGH PARENT PAY AND YOUR CHILD
WILL BRING THEM OUT AT THE END OF SCHOOL



Parents/Carers can refer to this service directly themselves, speak to their child's teacher and/or the school SENDCo – Michelle Brant michellebrant@st-hilary.cornwall.sch.uk



**CORNWALL
COUNCIL**
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Together 
for Families

Your School Nurse

Your child can have access to a School Nurse at any time if you have any health concerns, in addition your School Nurse offers a full health assessment in reception and year 6.

The School Nurse can check:

- Your child is growing healthily and support with healthy eating
- Support with access to dental care and general support for dental hygiene
- Help with day / night time wetting or soiling
- Provide information about immunisations
- Guidance re healthy lifestyles
- Support with general hygiene issues including head lice and worms
- Support with general emotional health issues
- Support to access other health professionals
- Routines, including sleep

Additionally in Year 6:

- Friendships
- Relationships
- Development, including periods and puberty
- Access to specialist services – including dietician, healthy weight programmes and voluntary services
- Developmental issues
- Transition to secondary school
- Healthy lifestyles



Find out more...

Call **01872 322779**

Email hvsnadvice@cornwall.gov.uk

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 www.cornwall.gov.uk/schoolnursing

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