



St Hilary School Newsletter

"The Best we can be"



Issue: 1019

10.07.2020

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

Due to our changing leadership structure, we have had to make adjustments to the staffing for next year and the final piece of the jigsaw was put in place last week. This means we can now let you know the classroom set up for September.

On Friday we completed a very successful recruitment process for a new class teacher. We are pleased to introduce Emma Reynolds to the school and feel she is an extremely valuable addition to our team. I am sure all of you would like to join me in warmly welcoming her to our school community.

While the majority of teachers are remaining in their existing year groups, there have been a few changes:

<u>YEAR</u>	<u>TEACHER</u>
Reception/Year 1	Mrs Gardner and Mrs Izzard
Reception/Year 1	Mrs Sandow and Mrs Cane
Year 2	Mrs Ellis and Mrs Hammond
Year 3	Miss Jelbert, Mrs Bettens and Mrs Challoner (taking Mrs Ellis' Year 2 class)
Year 3	Miss Worsey and Mrs Newing (taking Miss Worsey's Year 2 class)
Year 4	Mrs Davies, Miss Rowe and Mrs Osmand
Year 5	Miss Reynolds, Miss Matthews, Mrs Domizi and Mrs Badcock
Year 6	Mr Larter, Mrs Greygoose and Mrs Tresidder

In the last week of the year, we would usually have a transition session where the children meet their new teachers for September, but obviously this year we have had to come up with an alternative. On Wednesday of next week, each class teacher will send out a 'Welcome to your new class' Seesaw Activity (it will arrive in their current activities section). This will include a short welcome video from their new teacher and a simple activity helping the teachers get to know each child a little better too!

This also means that we are now in a position for teachers to have transition conversations with each other, helping to ensure that all children's needs are effectively met from the very outset of the year.

Next Friday will see the final assembly of the year. Traditionally, this is a chance to say thank you and goodbye to any staff and the Year 6 children who are moving on. This year is no different and we encourage everyone to access the video – it promises to have a few special features and guest appearances from your teachers!

In terms of the finer details of the back to school plan for September, we are currently completing the necessary risk assessments, preparing the school and making sure everything is in place to welcome the children back smoothly and seamlessly. As soon as the details of this plan are finalised we will share them with you all. This plan will include your child's classroom location, the school entrance they will use, and any adjustments to timings and arrangements for drop-offs, pick-ups and lunchtimes.

Here's to a warm and relaxing weekend at the end of another amazing week of home-learning and Bubble teaching at St Hilary!

Rob Hamshar



SCHOOL DINNER PRICE INCREASE

The price of a school dinner will increase by 10p per day from 3rd September 2020 from £2.30 to £2.40 per day.



This change will not affect those who are entitled to free school meals through the Universal Free School Meals programme in Reception, Years 1 and 2. It will also not affect children in KS 2 who have access to free school meals. If you are unsure about your eligibility for this please go to our website or the Cornwall Council website and follow this link www.cornwall.gov.uk/education-and-learning

Please remember to keep your ParentPay school meals account topped up as meals are payable in advance. If you have not yet logged on to your ParentPay account, or need help doing so, please let us know. Even if you do not pay for school meals, it is essential that you activate your ParentPay account as we also use this for parents to pay for trips etc.

TERM DATES 2020/21

Autumn Term 2020

Thursday 3rd September – Friday 18th December 2020

Thursday 3rd September – School training day (children not in)
Friday 4th September – School training day (children not in)
Monday 7th September – Children return to school for Autumn 1
Friday 23rd October – Break up for half-term
Monday 2nd November – Children return to school for Autumn 2
Friday 18th December – Break up for Christmas Holiday

Spring Term 2021

Monday 4th January – Thursday 1st April 2021

Monday 4th January – Children return to school for Spring 1
Friday 12th February – Break up for half-term
Monday 22nd February – Children return to school Spring 2
Thursday 1st April – Break up for Easter Holiday



Summer Term 2021

Monday 19th April – Friday 23rd July 2021

Tuesday 19th April – Children return to school for Summer 1
Monday 3rd May – Bank Holiday
Friday 28th May – Break up for half-term
Monday 7th June – Children return to school for Summer 2
Friday 23rd July – Break up for Summer Holiday

3 school training days still to be confirmed

In Perran Class on Seesaw we have been looking at writing riddles or a poem about Wet Feet. The poem could be acrostic, rhyming or just your feelings when thinking about wet feet.

Perran

What am I?
 I have 6 legs
 I am black
 I don't have ears
 I can lift 20 times my weight
 What am I?

Jowan for a great riddle. Can you work out what he is?

Wet feet every where
 Every one has
 time passes and then they dry
 Feet help you swim
 Even adults have them
 Enormous funny ones and
 Tiny ones too

Indie for a fantastic poem about Wet Feet!

1.7.2020
 Water water everywhere
 Every drop makes another puddle.
 Toes wiggle in my wet shoes
 Feet love to jump in the sea.
 Every wave crashes on my knees
 Each drop of water makes me smile
 The tide comes and goes.

Harry produced a super poem about Wet Feet!

What am I?
 I am red.
 I have black spots.
 I have wings.
 I have 6 legs.
 what am I?

Olivia wrote a fantastic riddle. See if you can work out what she is!

Wet Feet

I love the beach,
 It's such a treat,
 I go for a paddle
 And get wet feet.

The sun on my face,
 Nothing can beat,
 Cold, salty water,
 Splashing my feet.

Sophie wrote about wet feet as well!

Wet Feet

When you splosh in the worter
 It feels wet
 When it go's on yor tos
 It feels fuzzy
 When yo furst get in the worter
 It feels cold
 I love  wet feet.

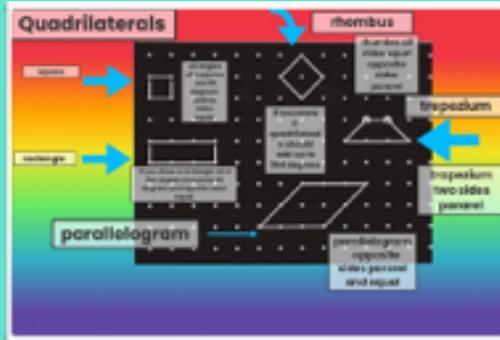
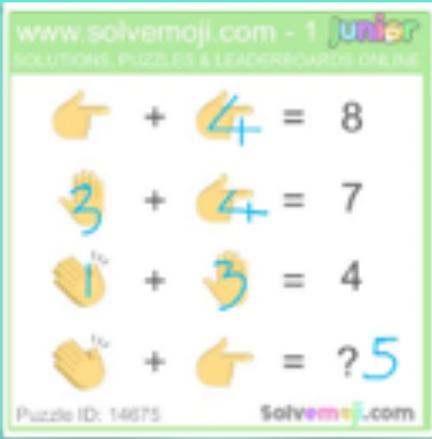
Arthur's poem is brilliantly written on the computer!

Wet feet

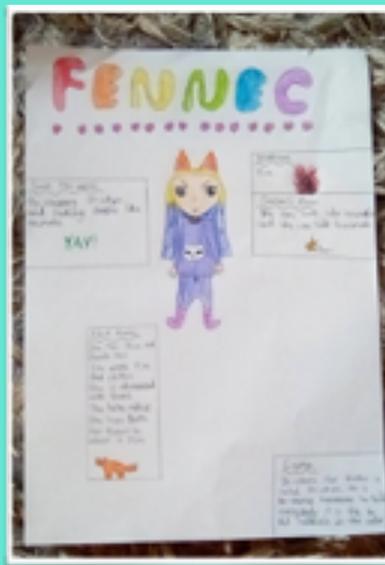
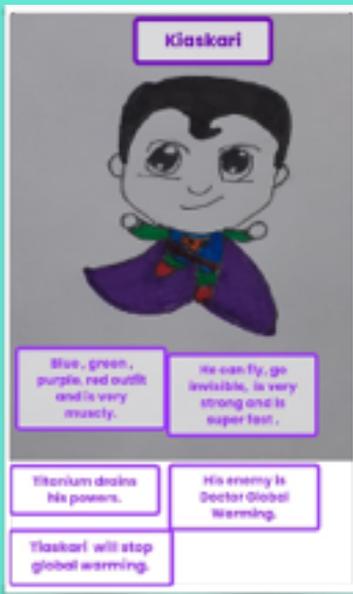
**where are the wet feet
 anywhere wet feet
 are you there wet feet
 wet feet wet feet
 jumping in a puddle
 splish splosh splash
 having a bath
 all nice and
 wet**

Violet wrote a great poem using the laptop to write it.

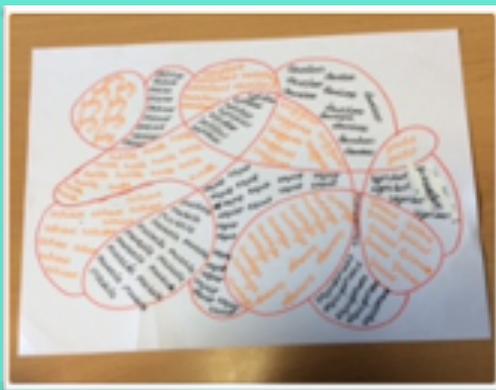
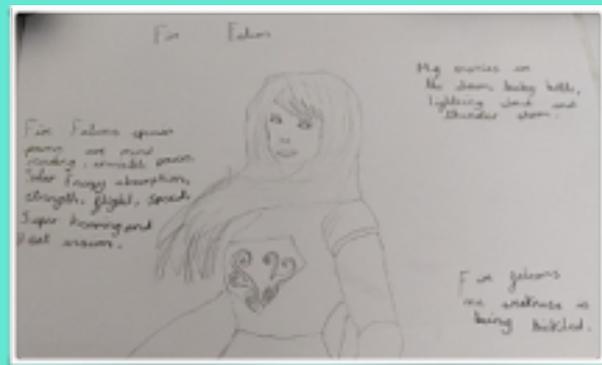




We have been recapping on work from the year. Above from left to right the work belongs to Gus, Maximus and Sacha.



The creative task was to think of a superhero that they would like to be. Chloe's poster is on the right and from left to right above the work belongs to Aedan, Jessica and Lorelei.



Some of our class have been practicing year 5 and 6 words this week. Great spelling practice by Grace.

Lamorna - Bubble Learning

Amazingly creative work yet again from the Year 6 children at school, inspired by the brilliant ideas and work of the new Year 6 teachers!!!



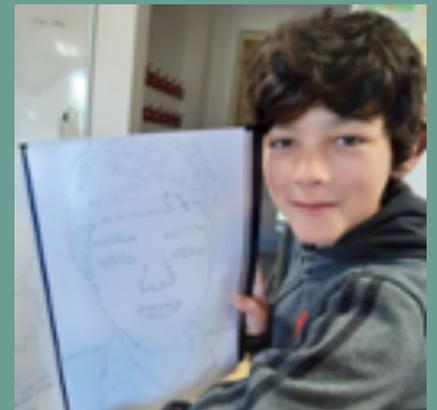
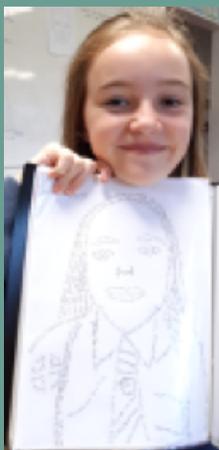
Mrs Sandow's Bubble have produced some beautifully constructed self-portraits made up from compliments given by the rest of their year group – Adelaide's is a stunning example! Their inspirational quotes look amazing too and Emma's example of her heart map is also a beautiful piece of creative PSHE.



Miss Worsley's bubble have been filming, singing and dancing their way to the end of the term. Milly and Oscar P produced stupendous evaluations of their stop-motion videos and Lilyrose produced an amazing self-portrait (although she always had a talent for art as her 2013 portrait demonstrates.)



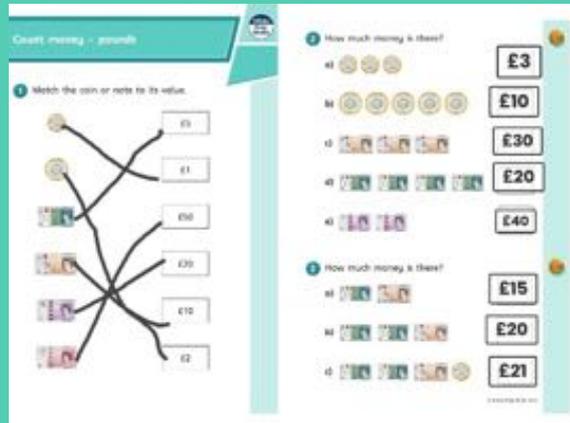
Mr Hamshar's bubble have worked hard to produce accurate self-portraits, beautifully constructed compliment portraits (Dan and Grace's examples are fab!) and have been putting their end of Year 6 work portfolio's together. They have greatly enjoyed looking back at their self-portraits from their reception year with us!!!! Thanks for another spectacular week Lamorna!



Sennein



Stan's super rainbow scratch art.



Oscar and Mason's money maths work.



Stan and Gracie thought about their dreams and aspirations for the future.



Rosie & Penny shared their future goals and ambitions.

DEAR MRS BUTCHER,
 I am writing to you as a pupil of your school, to express my opinions on why I am against a wind turbine being built on our school field. I feel that this is a disastrous idea and you would be putting all of the children at risk. Would you want this in your back garden?

Firstly and most importantly, the school field is a precious playing space. It has many uses. Children play many sports on it, including football, rugby, cricket, rounders and athletics. The school also enjoys sports days and summer fairs on the field. If you were to agree to a wind turbine on this land, where would we hold our fairs and play our sports? It has been proven that outdoor learning and outdoor activities boost academic learning and also are great for mental wellbeing and for keeping physically fit. Obesity is still on the increase in children and the future is bleak if this is not tackled.

Secondly, the wind turbine will harm the wildlife and effect the environment. It is very dangerous. Wildlife might even disappear, foxes, badgers, rabbits, insects, birds. If you place the wind turbine in the school field it will be your fault for all of the deaths. Environmentally, this would be a disaster. Do you want to be responsible for the destruction of these animals?

Wind turbines increase the death of birds. They also cause birds and wildlife to avoid the area which will have an effect on their population.

Without doubt, the wind turbine will cause noise pollution. We will be unable to concentrate in our lessons and tests. Noise is disruptive, there would be no peace. Installation and setup will cause havoc and chaos. Our classrooms for learning would no longer be the quiet, peaceful rooms we are used to. Imagine how it would feel to have constant noise in your house every day.

Being exposed to excessive noise can cause induced hearing loss in children and also have a negative effect on their learning.

I believe that no good can come from this. Would you be able to sleep at night knowing that you have failed all of the children. Thank you for taking the time to read my letter.

Yours Sincerely,
 Noah Morton (Year 5 pupil)

This week, the children have been writing persuasive letters to Mrs Butcher with a hypothetical scenario of a wind turbine being built on our school field. They did an incredible job and did themselves proud! Examples by Noah M and Flo.

They have been deepening their understanding of converting measurements in maths with a focus on time as well as taking their first steps in understanding 'volume'.

Creative tasks included learning about the life cycles of mammals which Savannah and Millie did great examples of. A photography task linked to light being captured at different times of the day saw Elisha take great photos and an art task inspired by Giuseppe Penone saw Noah ER do a stunning job.

It's our last week in Gwenver Class before the big move to our final year of primary school and we're going to have lots of fun! As always, the children have been incredible – here's to the final week!

Dear Mrs Butcher,

It has come to my attention that the school is considering building a wind turbine in the school field. I am writing to you to explain why I believe this is a bad idea and to let you know how you can take a different approach. Please read through my points and consider them carefully when making your decision in the future.

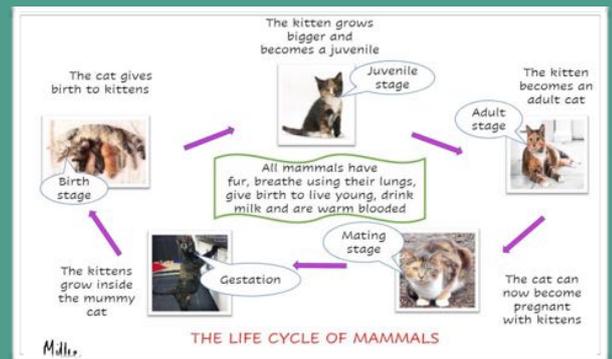
Firstly, I can give you evidence that the turbine will end up being ignored by children. They know what they will think of missing it? (I believe this can be a little thoughtless and would be an upturning to think the noise and other issues about that) In my opinion, this is a very important point and should be thought through. I will give you some ideas about the different options.

Secondly, one of the greatest enjoyment for children in school is playing. This activity is very important for a child's wellbeing. The school has a number of trees for all of this to take place in. Putting a large windmill in the middle of this area would ruin the atmosphere and definitely ruin the school's reputation for its safety.

Thirdly, I fully support the idea of having the wind turbine but I believe that it should be built in a safe place. I would suggest that you should think about the noise and other issues about that. I would suggest that you should think about the noise and other issues about that. I would suggest that you should think about the noise and other issues about that.

Finally, I would suggest that you should think about the noise and other issues about that. I would suggest that you should think about the noise and other issues about that. I would suggest that you should think about the noise and other issues about that.

Yours Sincerely,
 Noah Morton (Year 5 pupil)

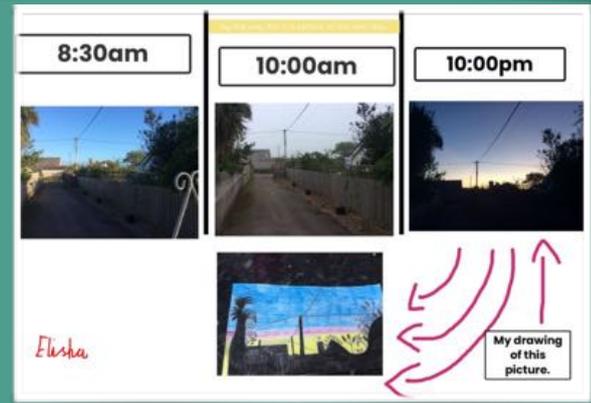


Lifecycle of a mammal.

What do all mammals have in common?

- They all have fur
- They all breathe air
- They all give birth to live young
- They all produce milk
- They are all warm blooded

Stages: I DOG! WOOF! → Birth → Juvenile stage → Adult → Mating → Gestation → Birth.



Prussia Cove

Incy wincy spider
climbs on a log
look out Incy
here comes a dog

Incy wincy spider
climbs on a wall
look out Incy
here comes a ball

INCY wincy spider

climbs on a pole

look out INCY!
Here comes a mole

I have a little lady
bird
Her name is Spotty dot
I put her in my garden
And she never moves
From that spot.



Incy wincy spider
climbs on a ladder

look out Spots!
Here comes an Aardvark

Incy wincy spider
climbs on a pear

look out Incy!
here comes a bear

Incy wincy spider
climbs on a carrot

look out Incy! here
comes a parrot

I played football in the playground
with my mummy and daddy

one night I looked out of the window
and I saw the moonlight

I have a paragon
I have a blackberry bush in
our garden

wednesday 8 July
Incy Wincy Spider climbs on a chair
look out Incy here comes a bear



Incy Wincy Spider climbs on a toy
look out Incy here comes a boy



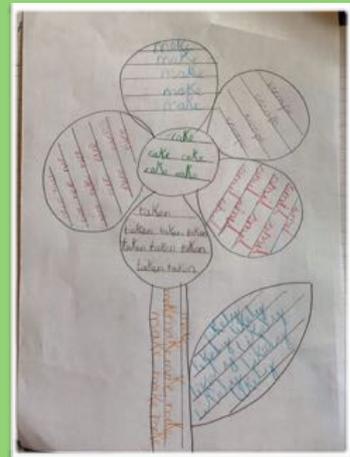
I have a little bee
His name is funny Fred
I put him in my garden
and he had a cuddly Ted



I have a little ant
His name is Mighty
I put him in my garden
and he hid in my
watering can

I have a little ant
His name is Dicky
I put him in my
garden
and he then had a
chance

This week Prussia Cove have been looking at rhyming poems and they came up with their own amazing versions based on Incy Wincy Spider. As well as practising spellings, the children have also been revising number bonds to 10 and 20 and double number facts.



Number Bonds to 10 Ten-Frame Activity

Activity showing ten-frames for number bonds to 10. Examples include 7 + 3 = 10, 5 + 5 = 10, 2 + 8 = 10, 1 + 9 = 10, 3 + 7 = 10, 6 + 4 = 10, 4 + 6 = 10, and 10 + 0 = 10. Includes a prompt: "Can you create your own?" with a drawing of colorful balloons.

The Very Hungry Caterpillar Number Bonds to 20

Activity using caterpillar illustrations to show number bonds to 20. Examples include 4 + 16 = 20, 7 + 13 = 20, 17 + 3 = 20, 15 + 5 = 20, 10 + 10 = 20, 6 + 14 = 20, 11 + 9 = 20, and 17 + 3 = 20.

Number Shape Doubles to 20

Use the number shapes to work out the answers to each doubling question.

Activity showing number shapes (dots) and their corresponding doubles. Examples include 5 + 5 = 10, 7 + 7 = 14, 6 + 6 = 12, 8 + 8 = 16, 10 + 10 = 20.



Kynance Cove

This week, we've been looking at deforestation in English and measuring mass in maths. Once again, the children have worked incredibly hard and have also been really open about how they're feeling at the moment. I am so proud of you children – you are incredible!



Your creative writing task:
Write for at least 10 minutes about this picture – you can write whatever you want!



The boy descended deep into the woods looking for an orange tree but what he didn't know was that he was deep into the woods now and he was lost... he walked deeper and deeper and deeper into the foggy distance of the woods suddenly the boy saw the orange tree in sight he ran as quick as he could storming passed trees and put as much of the oranges that he could put in the sack and ran home but he couldn't find home he was lost.

Extra challenge →

Your creative writing task:
Write for at least 10 minutes about this picture – you can write whatever you want!



All was peaceful in the tribal camp... until the logcutters came. They tore through the rainforest, leaving a path of destruction in their wake. Desperate to save the trees, the tribe ran at them and hugged them, not wanting them to be cut down. Realising how important the trees were, the children copied what the adults did, running at the trees and hugging them.

Extra challenge →

What could you cook? Have a look for a recipe and have a go! Photos please 😊



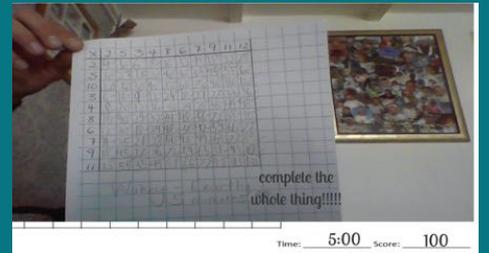
My Andy Goldsworthy work.



My Andy Goldsworthy work.



Leave to chill in fridge overnight



complete the whole thing!!!!

Time: 5:00 Score: 100



Did you enjoy the book I assigned for you? Why/why not? Write a little review for me here on this page.

I enjoyed reading the book. It taught me lots and I loved reading about how the girls helped the rainforest. A favourite bit was the wires they put in place to protect the monkeys. The work they have done is amazing it is so good they have carried on working to help the rainforest.



<https://www.kidssavingtherainforest.org/>

How did those pictures make you feel?

It makes me feel very upset to think that those loggers are just doing what they want to do and are not thinking about the animals and the other people who what I mean by that is the tribes who are actually caring and trying to be nice the rainforest for longer to just cut cut cut and cutting it down so it's not very nice.

What do you think happened to the animals, insects and plants that used to live there?

It makes me upset to think that there are animals in their suffering I think that the loggers should put themselves in the tribes shoes as in the people who live in the rainforest they should put themselves in their shoes to see how they would feel when their precious rainforest is being chopped down it is very upsetting and the plants that are there for a very special reason but if they kept being chopped down the rainforest will be extinct soon and I feel very sorry for all the stuff that live in the rainforest including the plants and animals and the tribes.

It was a great choice of Miss J! 😊 I liked the bit of when they saved the monkeys and the rainforest, 🌿 but what I didn't like is that they had a scam!! 😡



Porthcurno



Another very successful week for Porthcurno Class on Seesaw, all of the children have worked so hard and produced some excellent work! Some children from Porthcurno Class returned to school for a week and a half to form a their own bubble. We had lots of fun creating some art projects. Well done Porthcurno Class, proud of you all!





FABULOUS FULL-MARKERS

Gwenver

Thomas

Jenna

Savannah

Noah ER

Amelia

Prussia Cove

Azalia

Florence

Gwithian

Isaac

Emily

Porthcurno

Ada

Amy

Perran

Cecily

Word Count: 50,576,775

Books Read: 4,293

English

Spelling Shed

Speller of the Week:

Florence (Prussia Cove)

Class of the Week:

Prussia Cove



MATHS

Maths Shed

Mathstronaut of the Week

Alfie (Lamorna)

Class of the Week -

Lamorna 



Trockstars (average coins per pupil)

1st - Gwenver - 6130

2nd - Gwithian - 1349

3rd - Kynance Cove - 1041

Highest individual child in each class (amount of coins achieved in 7 days):

Year 2 - Tressa

Year 3 - Harry

Year 4 - Rohan

Year 5 - Monty

Year 6 - Oscar S

Well done to all of our certificate winners this week!

Week Beginning: Monday 6th July 2020

Perran

Sophie S: for writing a super poem about wet feet!! Well done.
Olly N: for great work with money in Maths. Keep up the very good work Olly!

Prussia Cove

Marnee F-S: For amazing rhyming poetry and always giving 100% on Seesaw. What a superstar!
Pippa L: For always brightening up Mrs Sandow's day with her smiley personality and cheerfulness both in school and at home on Seesaw. A little trooper!

The Best Super Team Bubble certificate goes to:

Liberty H: for always trying her best in the bubble!! Well done

Porthcurno

The whole of Porthcurno Class for being absolute Superstars throughout the year and not only producing excellent work but bringing an 'I can' attitude to all they do! Very proud of you all!
Priya A: for showing a good effort with her Maths on Seesaw.

Sennen

Charles L- has shown fantastic progress with his maths work this week, well done Charlie!

Rosie L: for sharing a beautiful video of herself reading a story to her baby sister Bonnie. It brought a tear to my eye!

Kynance Cove

Kynance Cove Class: for making Miss J smile every day, and for keeping her going through Lockdown! They make me very proud.

Gwithian

Harvey W and Taher A: For continued brilliant work on Seesaw and also helping Mrs Davies with online support for Seesaw.

Mason S: for excellent work, particularly his creative writing.
Jessica R and Isaac S: for continued super Seesaw work.

Gwenver

Erin S: for an excellent 'Where in the World' project and for super creativity with her converting measures poster – well done!

Noah M: for continuing to produce high quality work with an increased effort in ensuring thought, care and detail with his English tasks – keep it up!

Lamorna

Knights of the Round Bubble – every child has quite simply been the best they can be! What more could I ask of them!

Team BB certificate: Caitlyn R - for showing great perseverance and creativity to produce an excellent stop motion animation about coastal erosion. Move over Steven Spielberg!



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 shopping vouchers each week to the value of the usual lunches.

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

- Universal Credit with net ("take Home") income not exceeding £7,400 (£616.67 per month)
- Income Support (IS)
- Job Seekers' Allowance (Income-based)
- Income Related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit, provided you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by HMRC
- 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 here: 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

If you need any help filling it in, or haven't got a printer and would like a copy to be sent to you then please do not hesitate to contact me on head@st-hilary.cornwall.sch.uk

Staff contact details:

Headteacher: Kelley Butcher- head@st-hilary.cornwall.sch.uk
Deputy Headteacher, Year 6: Rob Hamshar- robhamshar@st-hilary.cornwall.sch.uk
Year 5: Ashley Larter- ashleylarter@st-hilary.cornwall.sch.uk
Year 4: Nicky Davies- nickydavies@st-hilary.cornwall.sch.uk
Year 3: Kerenza Jelbert- kjelbert@st-hilary.cornwall.sch.uk
Year 2: Kate Ellis- kateellis@st-hilary.cornwall.sch.uk
Year 2: Sarah Worsey- sarahworsey@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: Viv Laity- vivlaity@st-hilary.cornwall.sch.uk
Secretary: Dot Whipp- secretary@st-hilary.cornwall.sch.uk



**THE
READING
AGENCY**

#SILLYSQUAD2020

Join The SILLY SQUAD

Illustrations © Laura Ellen Anderson 2020

It's so easy to take part
Children can sign up to
the easy-to-use website
and create their own
profile at:
sillysquad.org.uk

For more information just go to:
summerreadingchallenge.org.uk

Find us on Facebook :
[@SummerReadingChallengeUK](https://www.facebook.com/SummerReadingChallengeUK)

Find us on twitter:
[@readingagency](https://twitter.com/readingagency)

**SUMMER
READING
CHALLENGE**

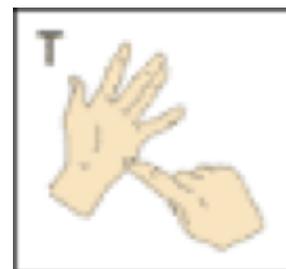
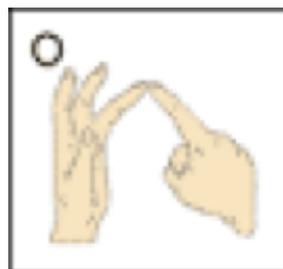
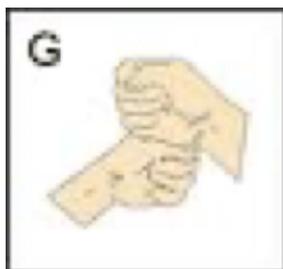




Virtual On Line Activities Programme-Interested?

The Cornwall 'GOT' group is currently running a virtual programme of **FREE** activities for young people with sensory and additional support needs (aged 11 -18 years)

Dance and Zumba-Yoga-Storytelling-Art
& Crafts-Drumming/Percussion-Sign
Language and many more.



For further information, please contact

simon.allison@sense.org.uk heather.lawry@sense.org.uk

Or call 07798 882 496 / 07775 606 302

Registered charity no 289868