



St Hilary School Newsletter



"the best we can be"

Issue: 1036

15.01.2021

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

Well, after two weeks, I hope that everyone is prospering and finding a routine with the daily rituals of home-learning using Seesaw and ZOOM. From our perspective, the efforts of our families need celebration and congratulations – thank you.

I thought at this stage it important to explain the rationale behind the work that you are being asked to carry out with your children at home. Most importantly here, I feel that I need to clarify that our expectations for you must fall within the expectations the government have placed on us! I would like to share with you two key elements of this guidance:

1. Schools must provide remote learning that is **high-quality and safe, and aligns as closely as possible with in-school provision.**
Our interpretation of this is that teachers will, to the very best of our ability, considering the technology available, deliver the lessons and learning intentions already mapped out on each year group's Medium-Term Plan. This aims to ensure that the children's learning is broad, balanced, challenging and appropriately targeted for their age and in line with the school's carefully designed curriculum progression.
2. **"Schools must provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:**
 - **KeyStage 1: 3 hours a day on average across the cohort, with less for younger children.**
 - **Key Stage 2: 4 hours a day"**

Our interpretation of this is that teachers will, to the very best of our ability, considering the technology available, deliver three core lessons a day in each year group

- **English:** (any of the following or a combination of these) - phonics; spelling, punctuation and grammar; reading; writing.
- **Maths**
- **A foundation subject** e.g. geography, history, art, DT, music, PE, computing, RE, PSHE, (where possible and sensible these subjects will often be linked to the project for your child's class this term).

Each of these sessions should be similar in length to the lessons in school – very rarely would this mean a lesson longer than 1 hour. If your child has worked sensibly for this length of time then that is definitely enough! Please, do not feel that your child must keep going until all work in the session is complete. There may be more left to do, but remember all children work at different speeds in different subjects and the teachers need to ensure there is enough quantity and challenge for the



whole class. Alongside these recorded learning sessions, we ask that your child completes some of the range of other learning activities the teachers will signpost, that are central to developing their core skills on a daily basis, eg. (*not exhaustive or all applicable to all year groups*): daily reading (independent and shared with an adult)/TTrockstars /maths and spelling sheds.

I am acutely aware that the expectations for what schools must deliver place a considerable burden of responsibility on families, parents and carers. We also appreciate that this responsibility for home learning is something that has to be undertaken at the same time as all manner of other vital aspects of your family lives:

- your employed work/caring for and supporting younger children and other dependents/day to day life - which, let's be honest was already a full-time job!

Put simply, what I am saying is ... the current situation is a tough ask for parents, children and the education system. In response to this, let me assure you that the teaching staff are working tirelessly to ensure the home learning is:

- delivered in a way that is accessible by all children ***as independently as possible***
- as engaging, varied and relevant to their curriculum stage and progression as possible
- responded to with care, support, positivity and constructive-criticism

I would also like to reiterate my finishing point in last week's newsletter: we are here to support you in every way that we can. If you have any questions, concerns or points you would like to make regarding the remote learning provision we are offering, please do not hesitate to get in touch: with your child's teacher if it is regarding their work; with Mr Larter if it is a technology-based issue; and with me if you have anything at all that you feel I may be able to support you with. Our email addresses are printed towards the bottoms of the newsletter. Please do not allow any anxieties regarding home-learning build up and stew, just get in touch. Can I also request that any such concerns are shared with the school via the email addresses provided rather than via the less-reliable and more public domain of social media platforms.

To conclude, we appreciate your situation, your challenges, your stresses and the demands you are under and hope that this has clarified the logic and reasoning behind our provision. As always, in partnership with parents and carers, we are striving to deliver the very best opportunities for your children, and we appreciate every bit of support you are providing to make this possible.

Enjoy your weekend and stay safe.

Mr Hamshar

Zoom!

We've been really impressed with the children's engagement in our various Zoom meetings this week and would like to thank you for your support. We have decided as a staff team that these will increase to two a week so that we can check in with the children, allow them to see their classmates, help support them in anything their struggling with and simply to give everyone a buzz. We understand there will be some technical hitches along the way and we are currently trying to ensure that classes do theirs at different times so as not to clash with others. We would VERY much appreciate your help in facilitating this as this is part of our remote learning offer and policy. If children are in school, we will endeavour to include them although this is becoming increasingly difficult so please bear with us! We look forward to many more catch-ups over the coming weeks, thank you.

Mr Larter

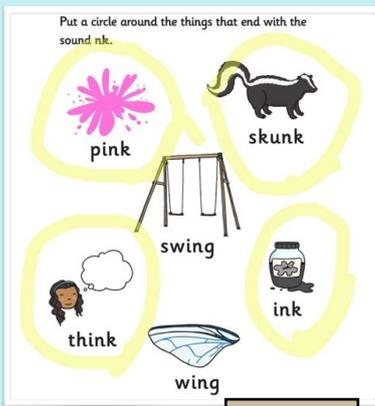


Perran

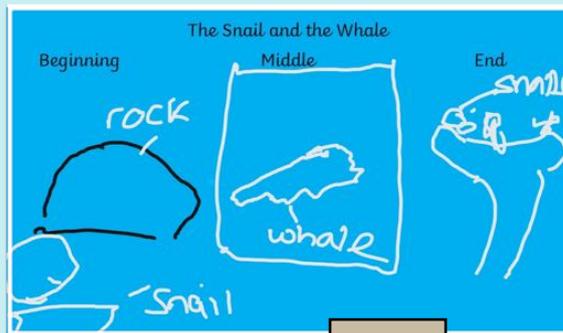
This term our project is all about 'Hot and Cold' and we hope to answer the question "Who really cares if it's hot or cold?"

We have begun by discovering what we already know about hot and cold by thinking of groups of things such as animals, countries, food and drinks. We have used one of these groups to find if they are hot or cold. For example, hot and cold countries, hot drinks and cold drinks, and animals that live in hot countries or cold countries.

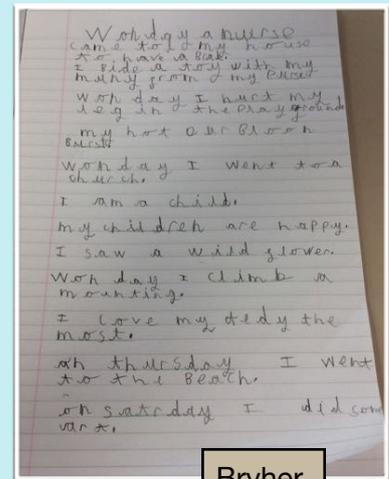
We have also completed some art work using colours that we think represent hot and cold and have even dressed up in clothes that we wear when it is hot or cold.



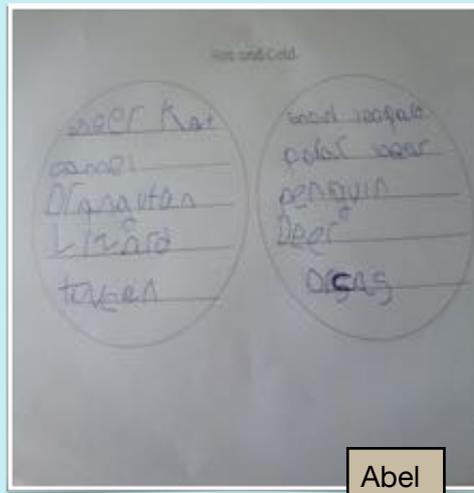
Alex



Oliver



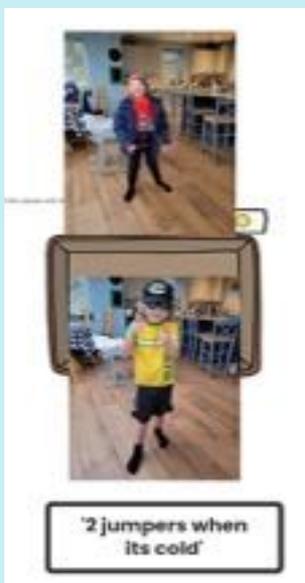
Bryher



Abel



Leo



Alba and George B dressed up for hot and cold weather!



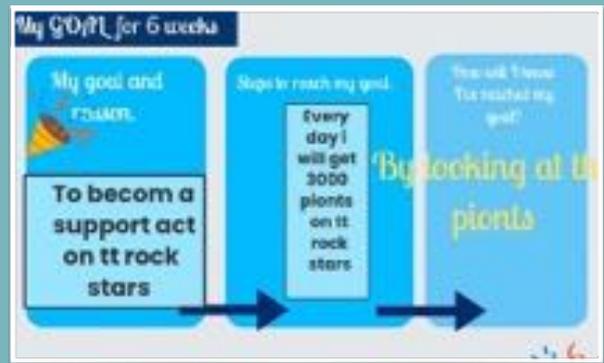
Esmae



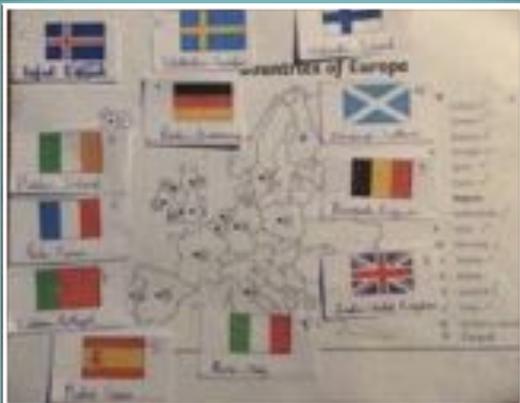
Gwithian



Joshua is going to learn a new song on his new electric guitar and Levi is going to improve his tables. Now it's in the newsletter, you've got to do it!



Year 4 have started their project for this term by looking at the continents and the countries within these. They have labelled European maps to show the countries and capital cities.

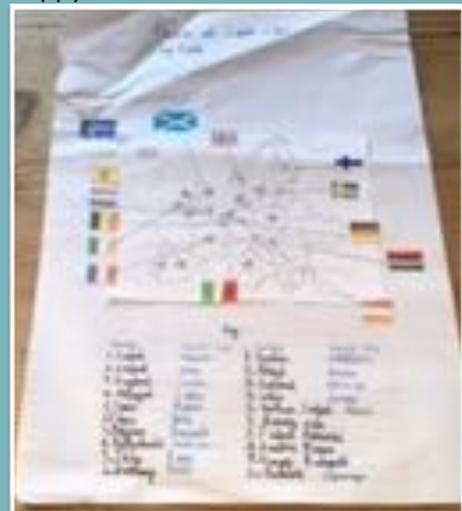
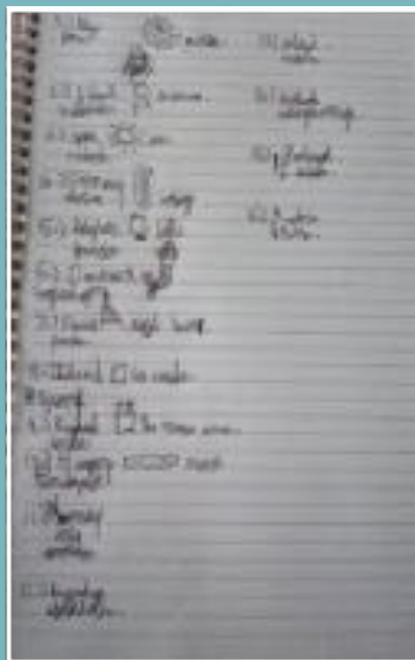


As well as this, Gwithian class have set some targets to achieve in six weeks. I can't wait to see who does achieve them. I hope I will achieve mine. I'm doing well after 5 days!



When I asked the children to think away from Seesaw and make their own posters, their work was truly superb.

Here we have maps from left to right on each row, Aiyana, Maisie, Isso, Harriet, Corey, Lillia and Poppy.



Since we've started remote learning, Lamorna Class have excelled themselves. They have worked incredibly hard on fractions in maths and have improved their basic skills in English. A creative free writing challenge last Friday saw some superb efforts (as can be seen in Noah M's example!)

I called for help over and over again, but silence is all I could hear. A helicopter flew over me. "HELP!" I screamed, whilst waving my hands in the air. Suddenly, I heard a ferocious roar. I looked in front of me and there was a horrific, terrifying lion ready to pounce. All I had on me was a bottle of water, a ham sandwich and a knife. "Come here little lion, I won't hurt you," I said softly. I took a piece of my ham out of my sandwich and laid it on the ground. Slowly, the lion started edging towards me. "There's ham there if you want it big kitty!" It was almost like he could understand me. He turned towards the ham and started chewing it. "Once he had finished, he stood transfixed at his possible prey. "It's ok, it's ok," I said. "But I don't think he wanted to hurt me anyway. He came clear and clear until we were within a metre of each other. I tried getting onto his back as softly as possible and he didn't mind. He started walking then jogging, now he was sprinting, sprinting as fast as any animal possibly could. Finally I could see the bright blue skies of Spain once again. Ignorance Jr (the lion) suddenly came to a halt. I was where I wanted to be from the start, Madrid. But I wasn't finished with Ignorance Jr right there, there was one more thing I wanted to do. I wanted to go to the butchers and treat little Ignorance Jr to big pieces of steak. I fed the last little piece into his mouth.

Now was the time to say goodbye. My least favourite part of life. I gave him a kiss on the forehead and said goodbye. He licked me and I realised that was a sign of a kiss. He started running away and I started crying. I shouted one last word, "Thankyou."

Not only this but Year 6 have created beautiful presentations based on a 'Where in the World Am I?' geography project on Greece to help kick start our topic – Malia even made some traditional Greek food!

Our first whole class Zoom chat started on Monday and it was great to catch up and have a giggle.



The class have completed tasks in art, PE, history and music – all with an abundance of enthusiasm, creativity and skill!

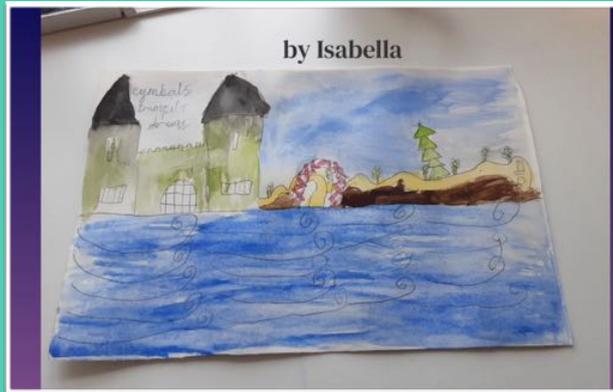
Long may this continue...Go Team Lamorna!

Other photos include Poppy Dav's amazing recycled sculpture, Monty's labyrinth, Erin's Greek presentation and Noah E-R's P.E challenge.



Sennen

Amelia E



Sennen Class have had a fantastic start to being back on Seesaw. The children demonstrated real initiative in their maths work, using household items to represent equal groups. This term's topic is 'Where will our journey take us?', and the children showed their artistic flair in producing wonderful artworks inspired by the the orchestral piece 'Vltava' illustrating the rivers journey.



Archie & Stella's superb river artwork.

Archie

Stella



Rosie & Gracie did a fab job making equal groups for their maths activity.

Collect 16 items.

How many ways can you arrange your items into equal groups.

Rosie

Collect 16 items.

How many ways can you arrange your items into equal groups.

16 balls of clay

2 groups of 8

8 groups of 2

Gracie

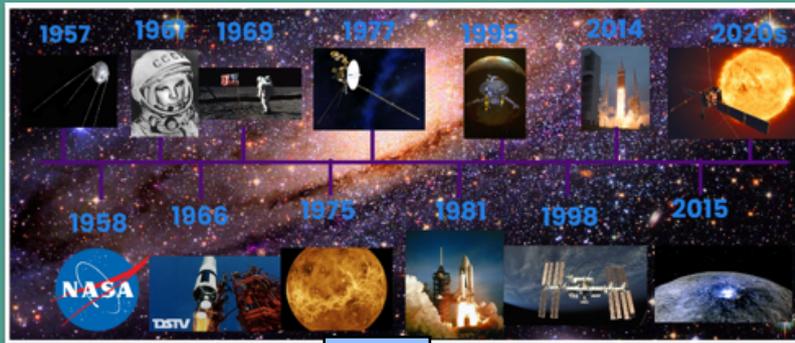


Gwenver

Alexander

In my daily life of a viking my longhouse would be decorated with colorful banners and animal skins, there would be a small pen for animals on the far side of the longhouse and plenty of benches around the cooking pot, where delicious aromas would continuously be created such as the smell of roast boar or hot chicken soup on a cold winters evening. I would be a warrior with two sons to teach everything I know to. I would live in Denmark where in the summer it was stifflingly hot and in the winter crisp snow would fall and cover the land in a cold sheepskin blanket. I would be a warrior armed with a bow and spear but also a sailor and blacksmith by trade, in the morning I would awaken to the smell of fresh porridge and honey right out of the pot. After breakfast I would head to my anvil where someones sword, axe, spear, mace or shield would lay waiting to be fixed after amending it I would take it round to someones house and give it to them in return for something else then id have lunch and go out and raid, sail or play with my sons .

In Year 5 we have had a fantastic first week, kick-starting our space-themed topic: Is there anything out there? We started the term consolidating our learning of Vikings from last term and the pupils produced some amazing written narratives about daily Viking life. Since then we have been focusing on learning the planets in the solar system, creating individual mnemonics and learning about the International Space Station. This week the pupils have started to create their own timeline about the ISS and how it has developed. In maths we have been focusing on multiplication and the class have shown outstanding resilience and determination to complete a range of different fluency, reasoning and problem solving challenges. Keep up the amazing work Gwenver!



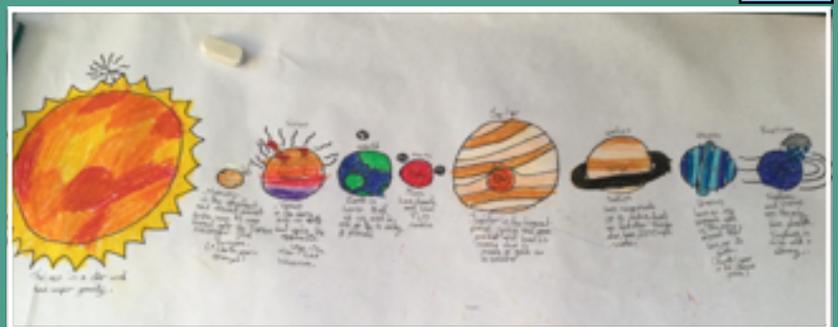
Emily

1957	→	Successfully launched the first space station.	1977	→	Voyager 1 and voyager 2 launched.
1958	→	NASA program was established.	1981	→	First reusable space shuttler.
1961	→	First human in space.	1995	→	First probe on Jupitat.
1966	→	First spacecrafts to successfully connect together.	1998	→	The NASA launched the iss
1969	→	first human on the moon.	2014	→	First soft landing on a commet.
1975	→	First probe on Venus	2015	→	First reusable rocket.
			2020s	→	First human

Lilla

My Very Exciting Maths Just Sent Us Nuts

William



Reasoning Task 1

Rosie is calculating $2,541 \times 42$

Here is Rosie's working.

$$\begin{array}{r} 2541 \\ \times 42 \\ \hline 5082 \\ +10164 \\ \hline 106722 \end{array}$$

a) Rosie has made two mistakes. What are they?

b) What is the correct answer?

2	5	4	1
x	4	2	
<hr/>			
4	0	8	2
<hr/>			
8	0	6	4
<hr/>			
1	2	1	4
<hr/>			

Rosie's mistake is that she didn't add the 1 in the first calculation ($2 \times 2 + 1$) and she should have put a zero at the start of the second calculation. The correct answer should be 106722.

Zela



Prussia Cove

Olivia



William



Olive



Prussia Cove have started their Hot and Cold Project by brainstorming things that are hot and cold as well as dressing up in clothes suitable for hot and cold climates!

We have been looking at 'Time' in maths, learning the seasons, months and days of the week. We have also sequenced our daily routines and will be moving on to telling the time. In English we have listened and responded to Julia Donaldson's The Snail and The Whale.

Mrs Sandow, Mrs Cane and Mrs Wright are super proud of all of the children for their enthusiasm and hard work. What a great start to Seesawing!

Harlow



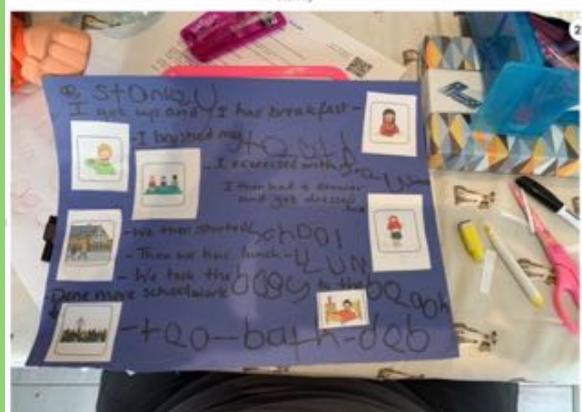
Ollie

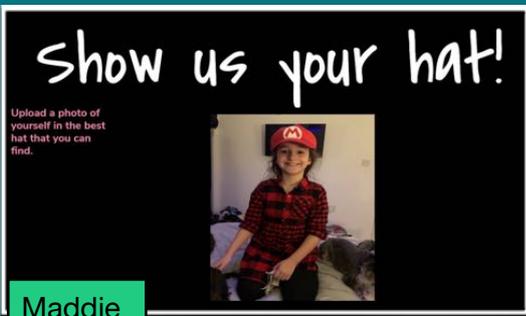


Paige



Stanley





Maddie

In Kynance Cove Class this week, we have been recapping previous learning and looking at multiplication in maths. We finished off last term's project with an evaluation and started this term's project of 'Where will our Journey Take Us?' with a book about refugees called 'The Journey' in English. The book is quite emotional and the children have completed fantastic reading work about it, really delving into their thoughts and feelings. We've talked about significant journeys that we have made ourselves, worked up a sweat in PE and impressed with Mrs Eddy with our work on the journey of a river.

1. Which word do you think is linked more closely to the story? **terrifying** or **exciting**? Why?
Terrifying because the dad died and they has to leave their home because of the war.

2. What is the main message of the book?
the family are trying to find a better life. i think the author wrote it to tell a bit of history.

3. How did you feel when the story ended? How would you have felt if book?
Sad because they still didn't find their home. If i was a character i would feel strong to fight in the war.

4. Summarise the plot of the story.
A sad story about a family that lost their home. They were leaving their country to find a better life for their family.

Archie

This is the sword in a stone. We watched the movie. Nobody could pull a sword out of the stone but a little boy called Arthur could. He was then chosen to be king.

We made dragon eyes out of clay. First we were blending colours to make dragon eyes. When we were happy with the colours we glued them in our project books and then we made them out of clay. This was really fun.

We made skeletons out of paper. All the bones had the names on and we glued them all together. Miss J thought our skeletons looked really funny! We learnt about fats, carbohydrates, protein and dairy foods. We learnt what foods were in each group. It made me hungry, especially the doughnuts.

We found our own dragons egg in Maddie's bag! The dragon wrote us lots of notes written in viking. We had to decode the writing. A while later the dragon egg cracked over night and he went home. It was a really exciting project and I loved the dragon egg.

Fantastic job Kynance Cove – you've made me a very proud teacher!

Sharla



Missy



How did you get on when talking about your learning? Were you confident? Did you remember lots? What was your favourite part of the project?

I forgot a few thing to start with but once I started to talk about it I remembered more. I think I was confident. The egg was definitely the best bit but I really enjoyed making dragon eyes out of clay.

Parents! How well did your child discuss their learning from last term?

Sharla remembered lots about her project. She spoke with great enthusiasm and excitement, especially about the egg. She was able to tell me about different bones and where they were in the body and which foods were in different food groups. She would now like a pet dragon but will have to make do with Nero and the guinea pigs!

HAPPY NEW YEAR!

ME IN 2021

TAKE A PICTURE OR DRAW YOURSELF!

Oliver R

IN 2021:

I want to try:
I want to learn how to do magic tricks.

I want to get better at:
Reading, writing and playing minecraft dungeons.

2020:

The greatest lesson I learned this year was:
I learn't how to use a saw making mases with Mr Davies

Something from 2020 I am grateful for:
I am grateful I got to spend lots more time with my family.

Two things I want to learn this year:
2 How to grow plants and vegetables
 I want to learn how to make crystals with my science kit

One way I can make someone smile each day:
0 Being helpful

Two ways that I can make my school a better place:
2 Playing nicely
Being good

One act of kindness I can do each week in the new year:
1 Sharing and being polite



FABULOUS FULL MARKERS

Porthcurno

Azalia A
Cecily W
Erin M-J

Gwithian

Poppy M
Harry B

Kynance Cove

Ada W

Gwenver

Freddie C x 2
Chloe E
Maximus J
Phoebe S

Lamorna

Amelia A x 2

English

Spelling Shed

Speller of the week

Malia W (Lamorna)

Class of the week

Lamorna



MATHS

Maths Shed



Mathstronaut of the week

Thomas L (Sennen)

Class of the week

Lamorna



TTRockstars Class Champions:

Year 2 - Flynn T
Year 3 - Missy M
Year 4 - Phoebe H
Year 5 - Phoebe S
Year 6 - Jolie G

Average coins per person in class:

1st - Lamorna (4,205)
2nd - Gwithian (2,052)
3rd - Gwenver (1,380)

I'm really impressed with how many children have been active this week so keep it up everyone and let's see who can reduce their studio speeds

Have fun! Mr L

Well done to all of our certificate winners this week!

Certificate Winners - Week Beginning 11th January 2021

Perran

Oliver M - for working extremely hard every day on Seesaw ~ well done Oliver!

Bryher C - for taking her time to produce beautiful handwriting ~ great job Bryher!



Prussia Cove

To the Reception children and their parents for engaging so positively with Seesaw for the very first time and getting used to a new way of learning!
Olivia H - who has completed all tasks to the very best of her ability with such beautiful presentation, whilst welcoming a new baby sister into the family!

Porthcurno

Thomas T - for making an outstanding start to the term and producing high quality work, awesome effort Thomas!
Azalia A - for a tremendous effort in all her work and going above and beyond to improve her work and understanding even further, fantastic Azalia!

Sennen

Stella - for producing beautiful and high quality pieces of work in each activity! Well done Stella!

Gracie - for showing a great attitude towards her home learning. Keep it up Gracie

Kynance Cove

Ben M - for working incredibly hard on every activity and for really trying to stick by his new year's resolution of improving his work in English - keep it up Ben!

Ada W - for completing extremely high-quality work in every activity completed

Gwithian

Levi S - for making a super effort with his seesaw work and sending the most questions in one day! J

Corey S - for thinking 'out of the box' to be creative with his on-line work whenever he can.

Gwenver

Alexander S - for his incredible Big Write about daily Viking life. A beautiful detailed piece of writing! Keep it up Alex

Isabelle P - for completing every piece of work with confidence, accuracy and excellence! Keep being incredible Isabelle!

Lamorna

Annie B - for showing endurance with Seesaw and making sure that work is of high quality, taking the time to upload pictures of workings in maths. Keep it up!

Noah M - for a fantastic effort with independent writing showing true progress and excellence. Well done!



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 - emmareynolds@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 Worsley - sarahworsley@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





Dr Chirag Bakhai

Type 2 diabetes can be prevented or delayed

If you're South Asian and over 25, you're more at risk of developing Type 2 diabetes which can lead to serious complications if left untreated.

The Diabetes UK risk tool will help you to find out if you're at risk of developing this serious condition. It takes just a few minutes and could be the most important thing you do today.

Search 'Know Your Risk'



HEALTHIER YOU

NHS DIABETES PREVENTION PROGRAMME

Are you at risk? Check for free by scanning the QR code or at: www.nhs.uk/diabetes-risk-assessment



Adam Mapani

Type 2 diabetes can be prevented or delayed

If you're black and over 25, you're more at risk of developing Type 2 diabetes which can lead to serious complications if left untreated.

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HEALTHIER YOU

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