



Sandy Hill Academy

Aspiring to achieve, determined to succeed.



Curriculum Newsletter

Autumn 2021-2022



Sandy Hill
Academy



Forthcoming events:

25th October to 29th October - Half term

29th October - Go Active Holiday Club

31st October - Deadline for secondary school applications

1st November - INSET Day (School & nursery closed to pupils)

2nd November - Return to school (Autumn Term)

4th November - Whizz, bang sparkle! - Themed School Lunch Day with Aspens

5th November - Nasal Flu Vaccinations (Reception - Year 6 incl.)

19th November - Children in Need

17th December - Christmas Lunch Day and Last day of Autumn term



Our new Autumn menu will be available from Tuesday 2nd November, when we return after half term. A text message will be sent to confirm when it is available to book on ParentPay.

Head of School Welcome



Welcome to our first newsletter of the academic year. The last six weeks have passed so quickly and it has been super to see the children settle in so well after the Summer Holiday. The whole staff team have thoroughly enjoyed welcoming back our returning pupils as well as some new faces too, including our Nursery and Reception pupils.

As always, the children have been absolutely wonderful, and very enthusiastic, when sharing their thoughts and ideas on their learning. This term they are also taking great pleasure in collating floor book overviews to share, explain and discuss their work - really generating lots of talk and certainly altering long term memories - Wow!

This week, we were delighted to be able to finally welcome our Reception Class and Year 1 families into school. Until now we haven't been able to hold our usual meetings, so we were thrilled to be able to meet with you and, of course, for your children to have the opportunity to share their learning and show you around their school. We will be organising further open afternoons for the remaining classes after half term.

Returning to our full and exciting curriculum plans, our subject leads are delighted to share an insight into the subject learning across the school with you. We hope you enjoy discovering our curriculum highlights from the term so far when reading this newsletter. Please also continue to look on our website for further detail about all our curriculum plans.

Excited, we are also planning future events leading up to Christmas, which include after school clubs, sports fixtures, a visit from the Screech Owl Sanctuary, Diwali dance workshops and, of course, our Christmas performances. Please keep up to date by reading all school communications. We hope you all have a wonderful half term break and come back feeling refreshed and ready for another half term of exciting learning and fun, festivities ahead.

Mrs Rundle
Head of School



This term for art, our focus is on learning the skill of drawing. We have been learning about using different types of medium in our artwork for example pencils, crayons, pastels and oil pastels. We have all shown great self-motivation and perseverance.

Every class has also learned about a local artist in our art lessons. We have really enjoyed learning about these artists and finding interesting facts about them.

Here is a look at what some year groups have been learning in art this term:

In Early Years, art falls within the 'Expressive Arts and Design' area of learning. Children have explored artists and their work, using this as a stimulus for their own masterpieces.

Year 2 have been using different grades of pencils to draw Tudor houses and drawn and created their own 'The Great Fire of London' pictures using pastel chalks. We have learned about 'Sir Terry Frost' for our local artist study and created some amazing pieces of artwork, experimenting with line shape, pattern and colour.

Year 4 have drawn Roman pots and Roman pillars. They have focused on line and tone and learned about different drawing techniques, planning, refining and altering their drawings as necessary. Children have used research to inspire drawings from both memory and imagination.

We are all very proud of the fantastic pieces of artwork we create and enjoy sharing our art work in every classroom as well as around the school.





EYFS - SKETCHING



KS1 - MEDIUMS



KS2 - LINE AND TONE



This term, our focus in computing is to strive to create digitally literate pupils. Digital Literacy is at the forefront of our computing curriculum here at Sandy Hill and is covered throughout the school year. It equips pupils with the skills and knowledge to use the technology we have in school safely and, in turn, this also encourages safe, age appropriate use of technology outside of the school environment.

In Key Stage 1, children have been learning about how to stay safe when using the internet with an adult. Year 1 have used their buddy, Smartie the Penguin to help understand how to behave when using the internet. Year 2 have been making avatars that could be used as profile photos online rather than sharing photos.

In Key Stage 2, classes have been thinking about their online reputations. In Lower Key Stage 2, children have been discussing private vs personal information and which are okay to share online and in real life. In Upper Key Stage 2, children have been discussing online identity and respectful, appropriate ways to communicate online.





GREAT CROSS CURRICULAR USE OF THE CHROMEBOOKS
ON BOOK CREATOR IN YEAR 4!



BRILLIANT ONLINE SAFETY WORK
HAPPENING IN YEAR 1!



This half term we have been really excited for our Design and Technology Days - engaging ourselves in a block of DT learning this way has ensured we get every opportunity to absorb new skills, returning to our 'designs' to make, adapt and evaluate continually developing our technical knowledge!

During our first two Design and Technology Days of the year, we focused on textiles and sheet materials. We have been learning about using different types of textiles and sheet materials to design, make and evaluate products based around our topics of learning. We have all shown great enthusiasm, self-motivation and resilience across DT learning - true Sandy Hill STARS!

Linking our learning to a local designer and their work during our Design and Technology days, children in every class have discovered some excellent design work and creativity here in Cornwall. We have also explored careers within Design and Technology, including costume designers, digital illustrators and many more...

These days have been a wonderful opportunity for us to immerse ourselves in DT learning to explore, develop and refine upon our skills in Design and Technology. We look forward to future DT days - with the construction focus in Spring term and food focus in Summer term!





CHOCOLATE MUD MONSTERS
IN NURSERY!



DESIGNING AND CREATING
PROTOTYPES OF VIKING POP-UP
BOOKS IN YEAR 5!



YEAR 4 STUDYING
ZANDRA RHODES AS
THEIR FAMOUS
TEXTILES DESIGNER!

During the Autumn Term, within each class, we have been delving into our class topics as a stimulus for our English work.

We have continued to place reading at the heart of our curriculum. In EYFS, the children have begun to learn their first sounds (phonemes) and learnt how to blend these phonemes into words. This has continued through KS1, with advancing this early reading further and building reading fluency. In KS2, each class have worked hard to build on their comprehension skills during guided reading lessons to demonstrate understanding. Each teacher has also loved sharing their class reading books with the children - both new and classics!

Within our writing lessons, we have carefully selected modelled texts, visual stimuli and writing opportunities, which have been chosen to excite and motivate the children to write. Each class have completed some fantastic writing this term; advancing our name writing ability and mark making in EYFS, writing about the seasonal changes and dragons in KS1, through to setting descriptions for historical narratives and writing letters as evacuees in KS2.

Across our English learning, across each class, we have shown this term a real determination to become lovers of literature and language.





This term we have launched our new Phonics scheme 'Little Wandle Letters and Sounds Revised.' This is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. Little Wandle Letters and Sounds Revised is based on the original Letters and Sounds, but has been extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing your children to go beyond the expectations of the Phonics Screening Check.

Each day children from Nursery to Year 2 are taught Phonics in fun, practical and interactive session that teaches the skills of oral segmenting and blending all children require to become good readers and writers.

The reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception. Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to read words and to spell words using the corresponding graphemes (the written corresponding sound) . The children will then progress onto digraphs (two letters that make one sound) and trigraphs (three letters that make one sound).





Please visit our [school website](#) curriculum pages for further information on our phonics scheme.



Fundamental British Values



British Values are an important aspect of our curriculum and integral to ensuring our pupils treat others fairly and respectfully. This term, we have been focusing on ensuring each class is familiar with the school rules and values, linking to the Rule of Law. Our School Parliament and Eco Council representatives have also continued to work together to ensure positive changes are happening across the school.

Throughout the school, we have celebrated Black History Month, where we have studied iconic black, British people and events such as Notting Hill Carnival, The Bristol Bus Boycott, Marcus Rashford, Lilian Bader, Olive Morris, Mary Seacole and Fanny Eaton. In R.E, classes have been studying various different religions and faiths, with a main focus on Christianity this term. We are looking forward to studying Hinduism, Muslim beliefs and the Christmas story next term.

A massive thank you to anyone who brought in donations for the local Foodbank - our School Parliament members were thrilled to go with Mrs. Rundle to deliver these this term. Looking ahead to next term, we are excited to celebrate Parliament Week on the our first week back!

Fundamental British Values



OUR SCHOOL
PARLIAMENT
REPRESENTATIVES
HAD A TRIP TO
THE LOCAL
FOODBANK TO
DELIVER THE
HARVEST
COLLECTION.



GREAT HARVEST COLLECTION FROM PUPILS!



WE WERE VERY LUCKY TO HAVE
A VISIT FROM OLYMPIC GOLD
MEDALIST, CALUM JARVIS!



Locational knowledge is the main focus of Geography learning throughout the Autumn term for all pupils ahead of place knowledge in the Spring term then Human and Physical Geography in the Summer Term. Engagement and investigation using geographical skills and fieldwork have been active across all year groups.

Using Connected Geography topics at the start of the term with two focussed 'Geography Days' to launch topics, pupils were immersed in Geography learning with a 'big question'. Detailed subject knowledge content and specialised geographical vocabulary was introduced and consolidated with pupil; this continues to be built on over the term.

Early Years pupils have observed seasonal changes, enjoying nature walks. Pupils actively describe what they can see, hear and feel whilst outdoors, discussing weather and exploring and understanding the effect of changing seasons on the natural world around them.

Some of the exciting 'big questions' we've studied through Geography this term are:

Y1 - How does the weather affect our lives?

Y2 - How does Kampong Ayer compare with where I live?

Y3 - Why do some earthquakes cause more damage than others?

Y4 - How can we live more sustainably?

Y5 - Who are Britain's National Parks for?

Y6 - Why is fair trade fair?





OUTDOOR ADVENTURES - EXPLORING THE
SENSORY GARDEN



YEAR 6 - COUNTRIES AND CAPITALS OF EUROPE



YEAR 1 - LEARNING ABOUT THE
SEASONS

Chronological understanding is the focus strand of History learning this term across the whole school, ready to develop our knowledge of key events in the Spring term. We have been using a range of sources to find out more about key events and periods of time, starting to consider and discuss historical interpretation.

In Early Years, through Understanding the World curriculum strand, pupils have been enthusiastic to share their 'All about me' box where they have discussed family history and connections.

Using 'Historian eyes' in Key Stage 1 when looking at photos from the past, children were super detectives and looked closely to find clues, for example about housing during The Fire of London - actively asking, researching and interpreting 'why events happened'.

Delving deeper and 'living' history, making connections with and gaining great experiences of the past, it has been fantastic to bring history to life, for example in Year 4 where the children reenacted Roman soldier formations working alongside a visiting 'Roman Legionary Soldier'.

Topics covered this term from Nursery to Y6 have included: My Family History, Seasonal Changes, The Great Fire of London, Ancient Egypt, Romans and Celts, Vikings and World War 2.





YEAR 2 - THE GREAT FIRE OF LONDON



YEAR 5 - VIKINGS



YEAR 4 - A BLAST FROM
THE PAST WITH A VISIT
FROM A ROMAN
LEGIONARY SOLDIER



Mathematics teaches us how to make sense of the world around us through developing our ability to calculate, to reason and solve problems. It is our aim at Sandy Hill to boost enjoyment and enthusiasm for maths, build confidence in maths knowledge and use these skills to have an ability to reason mathematically and explain answers using mathematical language.

The children in the EYFS have started their mathematics journey excellently. They have been exploring number by: counting of things they cannot see like claps and jumps, one to one correspondence (matching of one object or number word to another corresponding object), subitising numbers from 1 to 5, forming numbers and have had a focus number of the day. As well as this, they have been working on repeated patterns.

This term, across Key Stage One and Two, children started with a focus on deepening their understanding of number with units on place value and addition and subtraction. We use a variety of teaching and learning styles in our maths lessons to achieve our overall aim to develop children's knowledge and skills of maths. In our lessons, children are given the opportunity to work practically using concrete objects, problem solve, take part in individual, group and whole class activities and use a wide range of resources to support our learning. The skills that we learn in our maths lessons we ensure to apply in our learning in everyday situations.

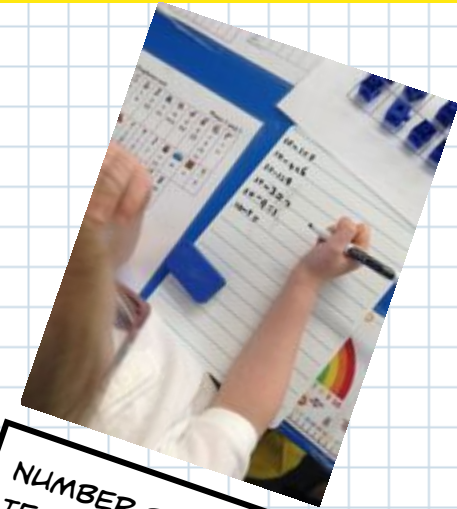
Each day, we have dedicated time focusing on the children's fluency and mental arithmetic. In Key Stage One and Year Three, children have been introduced to the Number Sense scheme, the main of which is to build arithmetic skills in small steps while boosting children's confidence and enjoyment of maths. In Key Stage Two we use the thirty minute sessions to focus on times tables skills as well as formal written methods to solve challenging questions based on mathematical operations. We have been encouraged to note that our weekly test scores have improved over the first half term across all classes and furthermore the children look forward to beating their own scores at the end of the week.



YEAR 4 USED OBJECTS THEY FOUND IN THE SENSORY GARDEN TO REPRESENT 4 DIGIT NUMBERS.



A GAME TO UNDERSTAND NEGATIVE NUMBERS.



NUMBER BONDS TO TEN IN YEAR 1



PARTITIONING IN YEAR 2 TO SHOW UNDERSTANDING OF PLACE VALUE.



REPEATING PATTERNS IN EYFS



CHILDREN USING REASONING TO LOCATE ANY NUMBER UP TO 10,000,000

BUENOS DIAS



During this term Key stage two having been learning Spanish. They have been learning about greetings and have learned how to say hello and goodbye, good morning, good night and good afternoon, ask what their friends name is and say how they were feeling. Children have asked questions to each other and sang a song about meeting and greeting.

As a whole school we celebrated European Languages Day. The children really enjoyed learning about different countries in Europe and learning songs and sayings in Spanish in the afternoon. We all had a super day!



BUENOS TARDES

Languages



"My idea is that there is music in the air, music all around us; the world is full of it, and you simply take as much as you require." – Edward Elgar

As the Autumn term is underway, music can once again be heard filling the corridors at Sandy Hill Academy! Music takes all forms at Sandy Hill, and we are very proud of our Music offer.

We are very excited to be able to offer a KS2 Choir Club and KS1 African Drums club after half term. We cannot wait to share the children's musical experiences.

- Reception have enjoyed exploring their outdoor area, including the stage and different instruments. They have also been learning lots of nursery rhymes through Makaton sing and sign.

- As part of their Geography days at the beginning of term, Year 1 enjoyed making music to the sound of rain, and trying to create different rhythms.

- Year 2 enjoyed learning and performing 'London's Burning' as part of their Great Fire of London topic.

- As part of their work during Black History Month, Year 6 have created fact files about Motown in their topic books. They learnt about the significance and origins of this rhythm and blues style of music.

- Rocksteady band sessions are taking place: the children are learning key instrumental skills and the place of team work in music and performance.



Who was the most successful Motown artist?
Diana Ross and the Supremes were the most successful artist in Motown history. The trio's run of hits started with 1964's "Where did our love go" and stretched into the early 1970s.

What was Motown's biggest hit?
The Temptations were a popular act before the released "My Girl" but their song forever changed the vocal group. The Smokey Robinson penned song was their first to cross over into the Top 10 on the Hot 100, ultimately reaching Number 1.



ROCKSTEADY!



YEAR 2



YEAR 1 RHYTHMS



**EXPLORING
SOUND IN EYFS**

At Sandy Hill Academy we are really excited to be continuing to develop our Oracy skills within our curriculum!

Oracy is a really powerful tool for learning; by becoming more effective speakers and listeners we can enhance all of our learning experiences.

This term, our focus Oracy skills are Physical and Linguistic Oracy.

Physical Oracy enables us to develop our physical skills within speaking and listening. We learn how to use our voice projection and body language to support our talk.

Linguistic Oracy enables us to develop our skills based around our vocabulary, language and rhetorical techniques. This will help us to develop the quality of our talk.

Turn to the next page to see how we have been developing our Oracy skills through our curriculum lessons!



WE HAVE REALLY ENJOYED EXPLORING NATURAL AUTUMN OBJECTS AND LEARNING NEW VOCABULARY TO SUPPORT US WITH DESCRIBING WHAT WE CAN SEE!



IN THE EARLY YEARS, WE HAVE BEEN PRACTICING OUR ORACY SKILLS THROUGH SHARING OUR 'ALL ABOUT ME' BOXES. THESE BOXES HAVE CONTAINED MANY OBJECTS THAT ARE SPECIAL TO US AND WE HAVE REALLY ENJOYED SHARING THEM WITHIN OUR CLASSES!



PESSPA = Physical Education, School Sport, Physical Activity

Physical Education, Physical Activity and School Sport help to keep our bodies and our minds healthy.

During the school day at Sandy Hill, we encourage the children to be as active as possible (aside from direct PE lessons). For example, we have active brain breaks where we often use resources such as Go Noodle. It is vital that we inspire our children to lead a healthy and active lifestyle, this also impacts their emotional and social wellbeing. "Physical fitness is not only one of the most important keys to a healthy body, but also the basis of dynamic and creative intellectual activity."

Our PE lessons have two main focuses: the overall lesson learning objective and a Star/Planet Value which develops personal attributes. In Key Stage 2, we have looked at gymnastics and netball - focusing on cooperation, resilience and problem solving. Key Stage 1 have also been diving into the world of Gymnastics, whilst also looking at locomotion with their key values of being supportive and resilient.

Here at Sandy Hill, our goal is to help every child gain a love for physical activity.



*RECEPTION OUTSIDE WORKING
AS A TEAM IN PARACHUTE
GAMES.*



*KEY STAGE TWO HAVE ENJOYED THEIR GYMNASTICS
AND NETBALL LESSONS. LOOKING AT DIFFERENT
ASPECTS WITHIN EACH SPORT.*



*YEAR TWO DURING THEIR
GYMNASTICS LESSONS.*

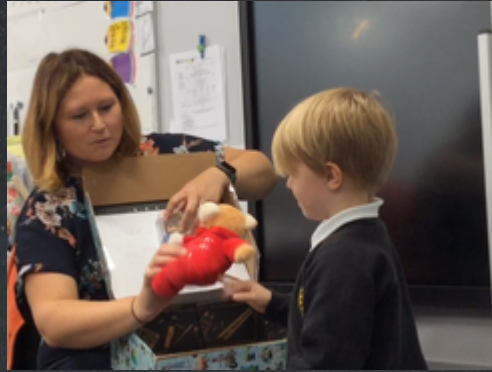




PSHE has kicked off with a bang this term with our topic across the school: Me and My Relationships. We follow the [SCARF](#) scheme of work to enhance our curriculum and support the progression of children's skills and knowledge.

In EYFS, children have been discussing their feelings and emotions through listening to stories. In Key Stage 1, children have been building upon prior learning and looking at the qualities of friendship and what makes a good friend. In addition, they have been learning the differences between bullying and teasing including different strategies to deal with certain situations. In Key Stage 2, children have furthered their understanding of feelings and emotions. They have been learning the art of 'conflict resolution' through studying a series of scenarios and putting their assertive strategies into practice. Children are encouraged to use the 3 Cs (confident, calm and clear) when faced with conflict.

Throughout the children's study, children have continued to work on the Sandy Hill STARS and planet values. Teachers plan for children to work collaboratively and facilitate group discussions, enhancing children's oracy and cultural capital.



CIRCLE TIME AND SHARING
FEELINGS IN EYFS



DISCUSSING
EMOTIONS
IN KEY
STAGE 1



DISCUSSING RESOLUTIONS
TO CONFLICTS IN UPPER KEY
STAGE 2



'WHAT
MAKES A
GOOD
FRIEND?'
IN LOWER
KEY
STAGE 2.

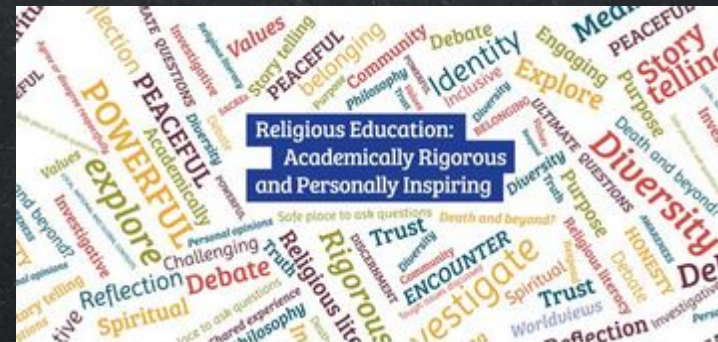


Children across the school have been enjoying exploring what people believe and the difference this makes to how they live and using this to reflect on their own ways of living.

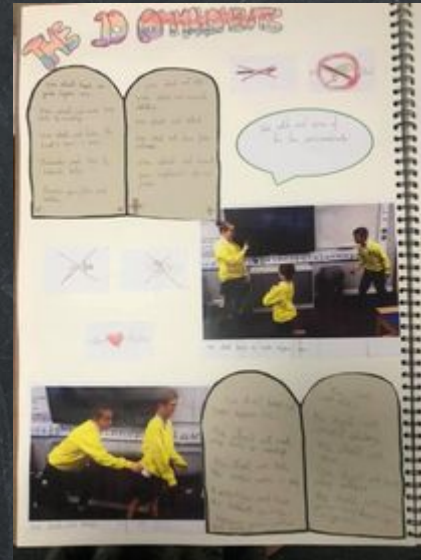
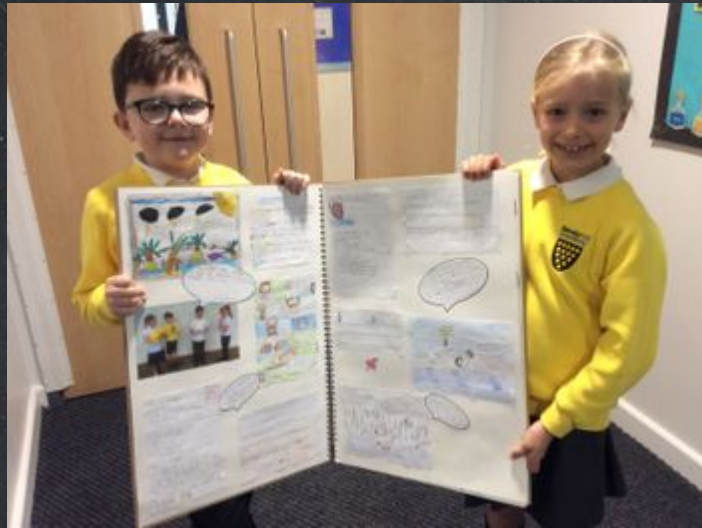
The children have been provided with opportunities to ask questions about the faiths they have been learning about. They have explored different beliefs through a variety of activities including storytelling, drama, poetry and art.

In Year 1 the children have been exploring the question, "What does it mean to belong to a faith community?" As part of this learning, they have been exploring different groups they might belong in and recognising loving others is important in lots of communities. Year 1 have also been acting out their own version of a Christian Baptism as this is Christians' way of showing they belong to God's family.

In Year 4, the children investigated the question, "What is the 'Trinity' and why is it important for Christians?" They learnt what the 'Gospel' is and to give examples of the kind of stories it contains.



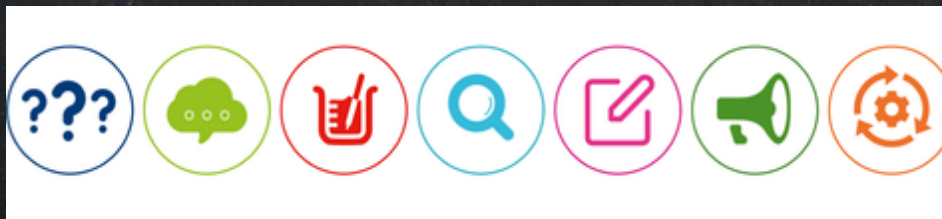
RE - Religious Education



Our Sandy Hill Super Scientists have all made a fabulous start to the year and have been extremely busy investigating and discovering the world around us. Through providing the children with opportunities to carry out a variety of enquiry types (observing over time, comparing, researching, sorting/classifying and pattern seeking) we are able to make discoveries and ask further questions to build on our learning. The Ogden Trust training teachers have undertaken and engaged with is developing and deepening scientific enquiry skills across the whole school.

Across the school, our scientists have all enjoyed working scientifically, with a focus of the key enquiry skills. Pupils have been exploring seasonal changes- including meeting Prickles and Paws from Hedgehog rescue, searching for mini-beasts, sorting and classifying leaves, understanding what animals need to survive and be healthy, investigating rocks, creating electrical circuits, investigating changes in materials and exploring the circulatory system through making blood! What a busy few weeks and we have only just begun our year of investigations!

We are all very excited to continue our journey of discovery!



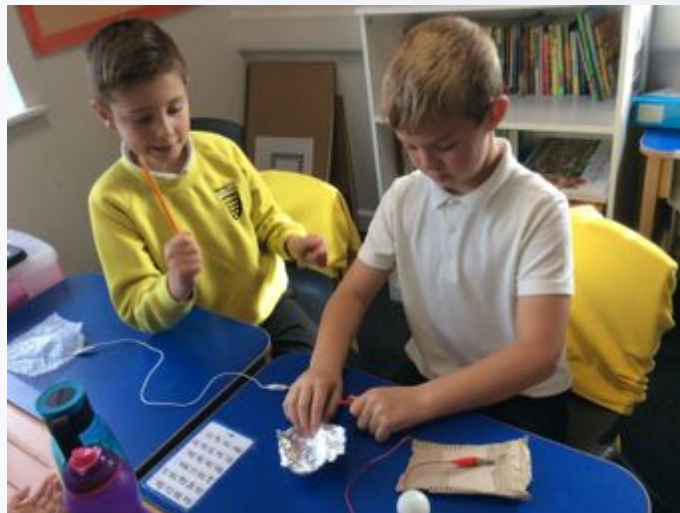


EXPLORING SEASONAL CHANGES
AND ANIMALS IN EYFS





Super scientific
enquiry with
engaging hands on
experience...





OUR SANDY HILL ECO WARRIORS ARE LOOKING FORWARD TO DISCUSSING IDEAS FOR HOW WE CAN PROMOTE AN ECO FRIENDLY ENVIRONMENT ACROSS THE SCHOOL!

WE ARE REALLY EXCITED TO BE GOING FOR THE 'SCHOOLS GREEN FLAG AWARD' AND MEETING ON RETURN AFTER HALF TERM, DISCUSSING OUR NEXT STEPS TO HOW WE CAN HELP OUR SCHOOL TO ACHIEVE THIS INSPIRING AWARD.



YEAR 4 HAD A FOCUS ON SUSTAINABILITY DURING THEIR CONNECTED GEOGRAPHY LESSONS AT THE BEGINNING OF THIS TERM. THEY DISCUSSED WHY WE ARE SEEING MORE WIND AND SOLAR FARMS IN THE UK - THE CHILDREN MADE PIE CHARTS TO SHOW THE POSITIVE CHANGES OVER THE LAST FEW YEARS. THEY ALSO PRESENTED THEIR IDEAS FOR HOW WE COULD MAKE OUR SCHOOL MORE SUSTAINABLE AND DESIGNED A SUSTAINABLE HOUSE.

School Parliament

School Parliament have had a busy term so far. They have met with Becky who is the operations manager for Aspens and spoke about different themed days which may happen over the next year. They have also had a visit from Julie Brooks, Aspire Health, Safety and General Operations Manager. The School Parliament discussed their roles and responsibilities within the Parliament and shared their ideas. School Parliament are looking forward to sharing some exciting events over the school year with pupils, staff and parents!



What is 'Cultural Capital'?

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (OFSTED)



How have we been developing Cultural Capital at Sandy Hill?

'Essential knowledge to be educated citizens' - We believe the broad and balanced national curriculum, closely linked with our Sandy Hill Stars, will ensure pupils have both subject knowledge and skills to succeed as well as a great attitude to learning, nurturing a life-long love of learning.

'The best that has been thought and said' - All our subject leads have been working, from Nursery to Year 6, to ensure our whole curriculum shares the best of both both current and classic thinking, reading texts, significant people, inventions, scientists etc. ensuring we have a coherently sequenced plan for this as well as flexibility to follow child-led initiatives also. Furthermore, this academic year we are striving to ensure our local context and Cornish cultural capital is also included.

'An appreciation of human creativity and achievement' - All staff are keen to develop wider community links further developing an appreciation of human creativity. Alongside this, we are keen to develop a wider awareness of careers and opportunities available to all our pupils, both academically with university links and vocationally with apprenticeships as well as the world of employment and including the local context e.g. tourism, farming... We are proud to be part of the Primary Futures programme, involving Nursery to Year 6 pupils, and are looking forward to rolling out the Children's University scheme with Years 1 to Year 6 later this term.

Please do get in touch if you think you can support us with this in any way - maybe a work place visit or a school visit to share information and resources linked to your job role, volunteering position or career?



Sandy Hill STARS and Planets



GROUP WORK IS PLANNED INTO LESSONS TO DEVELOP SUPPORTIVE LEARNERS. HERE CHILDREN ARE PRACTISING LETTER FORMATION.



CHILDREN IN KS2 HAVE BEEN DEVELOPING THEIR COMMUNICATION AND CO-OPERATION THROUGHOUT NETBALL AND GYMNASTICS SESSIONS.



RESILIENCE TO SOLVE MATHEMATICS PROBLEMS IN EYFS



YEAR 4 WORKED TOGETHER TO CREATE ROMAN BATTLE FORMATIONS, DEMONSTRATING TRUST, RESPONSIBILITY AND IMAGINATION; THE CHILDREN HAD TO DODGE MISSILES THROWN BY THE TEACHERS!



Sandy Hill STARS and Planets



At Sandy Hill, the school rules and STARS values have formed the basis of our positive behaviour policy for a good while now. Sitting alongside British Values and Cultural Capital, we place these values at the heart of our school and firmly believe that they should be taught just like any academic skill.

It goes without saying, we want our children to grow aspiring to achieve their personal best in every aspect of life. The children have been learning the school rules and STARS values and can talk about how they relate to everything we do in school and wider life; in EYFS and Key Stage 1, the focus is very much upon these areas. In Key Stage 2, the children's knowledge of 'model citizen' extends as they begin to work upon the planet values.

These values are 'taught and caught' meaning that teachers skillfully teach these values across the curriculum and reward the children for demonstrating them.

"We have a commitment to safeguard our children."

Safeguarding is everybody's responsibility.

Who should I talk to if I have concerns about a child?

All our staff have safeguarding training and will be able to support, directing you to a member of the safeguarding team where necessary. We have many designated staff within our school who have been trained to deal with safeguarding concerns.

Our Designated Safeguarding Lead (DSL) is: Mrs. Chown (Parent Support Advisor, 07512 267449)

The Deputy Designated Safeguarding Leads (DDSL) are:

Mrs. Rundle - Head of School
Mr. Walker - Assistant Head of School
Mrs. Evans - EYFS Lead
Miss. Bussandri - Key Stage 1 Lead
Ms. O'Brien - Year 3 and 4 Lead
Mrs. Carter - SENDCo
Mrs M Kendall - Office Administrator

**Safeguarding is
Everyone's
Responsibility**



Internet Safety

With children spending more time online, completing school work, playing games, watching videos and keeping in touch with friends and family, it is important to consider how we can keep our children safe online.

The selection of information and tools to support parents and carers is vast, however our own Aspire Academy Trust has put together a list of regularly updated links and downloads we hope you will find useful in keeping your child as digitally safe as possible.

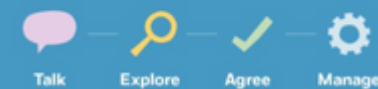
[Aspire Academy Trust - Internet Safety](#)

Road Safety

We'll soon be setting the clocks back an hour and summer-time will end. The resources below will help remind children, about road safety and keeping safe in the dark.

- [Teaching Road Safety: A Guide for Parents](#)
- [Safety First – Cycling at Night](#)
- [Be Bright, Be Seen](#)

Help your kids stay safe online.
Work as a **TEAM**



Mrs Carter is our school's SENDCo (Special Educational Needs & Disabilities Coordinator).

The role of the SENDCo is to work alongside teachers and teaching assistants, pupils and their parents to ensure that those requiring class support that is additional to or different from that which would usually be provided in class have their needs met. Mrs Carter also works with a range of external professionals, including Speech and Language Therapists, Physiotherapists, Occupational Therapists, Educational Psychologists and the Early Years Inclusion Team to name a few!



THIS TERM, I HAVE ENJOYED GETTING TO KNOW ALL THE NEW CHILDREN WHO HAVE RECENTLY JOINED OUR SCHOOL. IT HAS BEEN LOVELY TO GREET CHILDREN AND THEIR GROWN-UPS ON THE GATES IN THE MORNING. I'VE ALSO BEEN WORKING WITH TEACHERS TO ENSURE THAT OUR CURRICULUM PLANNING IS ACCESSIBLE TO ALL PUPILS, INCLUDING THOSE WITH SEND.

YOU KNOW YOUR CHILD BEST. IF THERE ARE CERTAIN WAYS OF DOING THINGS THAT YOU FEEL WILL HELP YOUR CHILD FURTHER, PLEASE DO LET US KNOW. WE WILL BE HAPPY TO TALK OVER ANY QUESTIONS OR CONCERNS YOU MAY HAVE. PLEASE CONTACT YOUR CHILD'S TEACHER IN THE FIRST INSTANCE AND SHOULD YOU REQUIRE ANY FURTHER INFORMATION ABOUT OUR SEND PROVISION, YOU CAN CONTACT MRS CARTER ON 01726 75858 OR VIA [HELLO@SANDYHILL.ORG.UK](mailto:hello@sandyhill.org.uk)

'Aspiring to achieve, determined to succeed.'

We have been consistently monitoring not only the academic progress of our Pupil Premium children, and all children, but also their behaviour, participation and the enhanced opportunities that they receive in the hopes of achieving wide, long-lasting benefits, 'Aspiring to achieve, determined to succeed.'



Little Troopers - Military Family Stories

A welcome addition to our library this term is the Little Troopers story series: My RAF Life, Navy Life, Army Life. This has been a real insight to support all pupils to gain an insight into life for our military families.

Careers

Clearly embedded across our whole curriculum design is a definite focus on careers linked to pupil interests across all subject areas. We are determined to prepare students for the rapidly changing world of work and give all young people a great start in life, no matter their background. It's been encouraging to hear our pupils, across all year groups, start to speak with more specific reference to possible career paths e.g. Careers linked to Art, not always 'artist', but also including discussions of: art gallery curator, art therapist, art valuer, auctioneer, illustrator...



[HeadStart Kernow](#) is an programme to develop resilience and mental well-being in children and young people. It is Cornwall Council-led and funded by The National Lottery Community Fund.

HeadStart Kernow is focused on young people aged 10-16, and provides them with guidance and support on:

- How to look after their own wellbeing (5 Ways To Wellbeing)
- Where to get help
- Who to ask for help
- How to ask for help
- Have their voice heard in schools and wider community



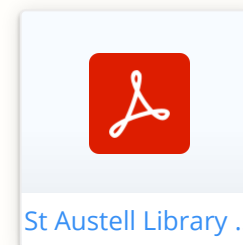
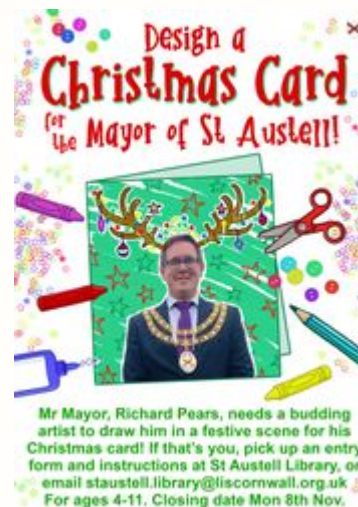
A part of this initiative is the Connect Card, which has been provided to our Year 6 pupils. When the QR code is scanned, it provides a quick way to access information about emotional health and wellbeing, signposts to relevant resources, advises of fun activities in your local area as well as competitions and ways to get involved in things you care about.

Please click [here](#) for further information about the Connect Card.

Design A Christmas Card Competition

Do you see yourself as the next Terry Frost, John Dyer or Kurt Jackson? If so, why not take part in St. Austell Library's competition to design a Christmas card for the Mayor of St. Austell.

The **closing date is Monday 8th November**. Entries need to be submitted, using the following entry form (PDF), to St Austell Library on or before this date.



Blackbird Pie Magazine

The Autumn edition of Blackbird Pie is now available, please click [here](#) to read the online version.



Sandy Hill Academy

Aspiring to achieve, determined to succeed.



Staying in Touch

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Arbor



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FOR MORE INFO

