



Sandy Hill Academy

Aspiring to achieve, determined to succeed.



Curriculum Newsletter Summer 2021



**Sandy Hill
Academy**



Forthcoming events:

31st May to 6th June - Summer half term

21st June - World Music Day

22nd June - Vision Screening (Reception Pupils)

21st June to 25th June - National School Sport Week

21st July - Last day of term - School and Kids Club finishes at 2:00pm.

22nd & 23rd July - INSET Days (School closed to pupils)

Restormel Early Help Team and their Money Matters Advisor are offering monthly Family Worker drop in sessions at both their St Austell and Newquay Family Hubs. No appointment is necessary.

Please click on the files below for full details of locations, dates and times.



St Austell FW Dro...



Newquay FW Dro...

Head of School Welcome



Welcome to our Summer Term Curriculum Newsletter.

Firstly, I'd like to take this opportunity to say a huge well done to all our pupils, who have yet again shown great attributes of character, focusing on Sandy Hill Star values across the curriculum and who continue to demonstrate excellent attitudes to learning!

Of course, none of this just happens and the whole staff team (even whilst still in bubbles) have worked together with a true commitment and passion, to ensure children continue to be enthused by topics, lessons, deepening subject knowledge, developing new skills and continually revisiting and building upon basic skills - all the while ensuring children are feeling safe and happy at school throughout this time, as always.

Following our class focussed newsletter at the end of last term, I am excited to share with you our curriculum newsletter this half term. We will alternate between class and curriculum newsletters each half term to ensure you get a full overview of the excellent and exciting learning, experiences and events happening across our school, from Nursery to Year 6.

Thank you to all our parents and carers who we recognise and appreciate continue to work with and support us to enable the best outcomes for all children.

**Mrs Rundle
Head of School**





OBSERVATIONAL DRAWING



TINT AND TONE



COLLAGE



Since returning to School pupils' have had the opportunity to use different media to print with and painting. During Art this term the whole school have been focusing on collage and 3d form with a continued emphasis with drawing skills applied through drawing and sketching.

Here is a look at what some Year groups have been up to with their Art this term.

The Early Years have been using the great outdoors as a stimulus for our artwork. The children have been drawing and painting different plants, noticing the lines and patterns.

Year 2 have been using clay and have created their own collage castles using newspaper, magazines and coloured paper.

Year 3 have created their own 'Stone Age' collage huts using materials from outside.

Year 5 have created their own masks using tissue paper.

We are all very proud of our fantastic pieces of artwork we create.

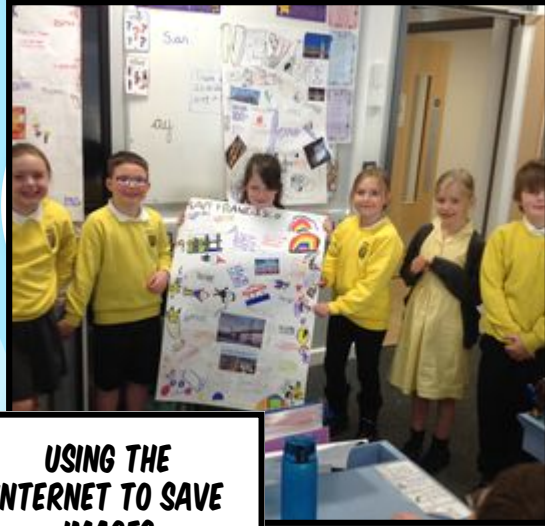
**USING KEEZY TO
CREATE JINGLES.**



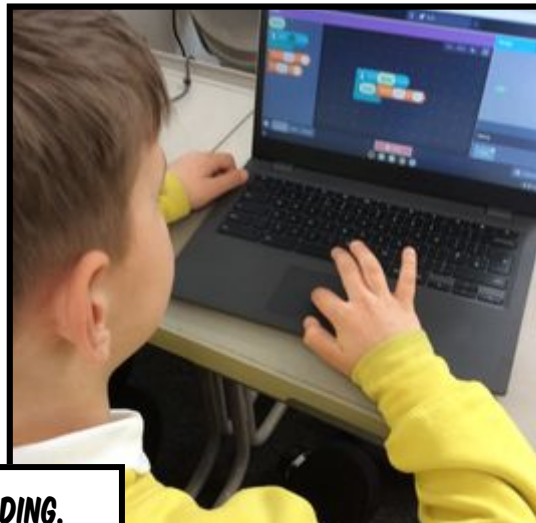
**LOGGING ONTO
THE
CHROMEBOOKS.**



**USING THE
INTERNET TO SAVE
IMAGES.**



ESPRESSO CODING.



UNPLUGGED - LEGO CODING!



Throughout this year, classes across the school have been developing their digital literacy by focussing on staying safe and responsible whilst using a variety of technology. Our computing curriculum is centred around the concept of being digitally literate and then applying this knowledge and understanding when using the Chromebooks and iPads in school, as well as whilst using the internet at home.

In our final term, we are focussing on honing our skills across the three strands of the computing curriculum: digital literacy, information technology and computer science (coding). It has been fantastic to see the creativity from each class; often using the skills to link to other areas of the curriculum such as topic, science, and independent writing.

In Key Stage 1, classes have been learning how to log onto the Chromebooks using their QR codes. They have also been learning about the different parts of a computer using technical vocabulary. In Key Stage 2, many classes have been using the Chromebooks to practise their typing skills for their English and topic work. They have also been using the iPads to create animations, jingles and produce music.

Each class continue to use Espresso to learn the coding skills relevant to their year group. We are really looking forward to developing these skills further into the next part of the summer term!





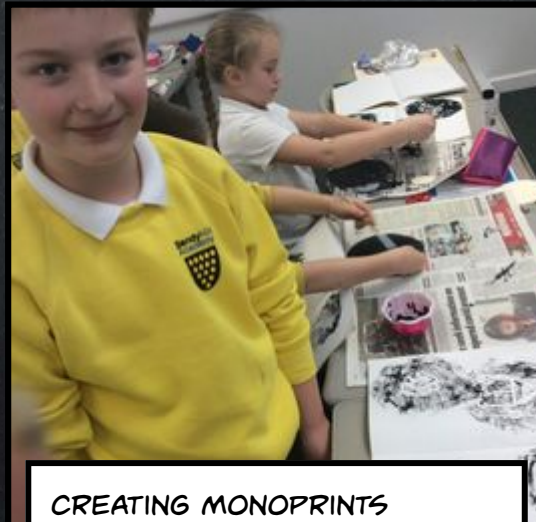
CARDBOARD CONSTRUCTION



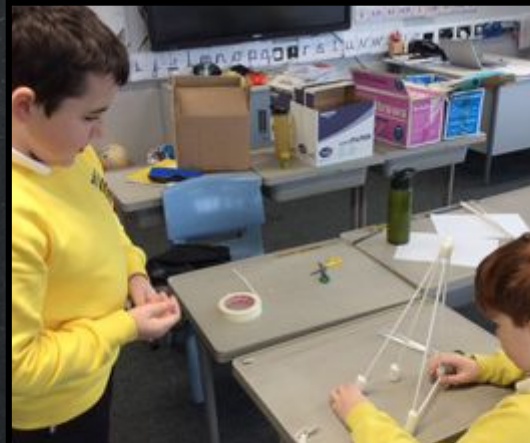
STITCHING IN TEXTILES



LUNCH BOX DESIGNS



CREATING MONOPRINTS



CONSTRUCTING AN EARTHQUAKE
BUILDING



RECEPTION DUPLO CREATIONS

At Sandy Hill Academy we aim to provide our pupils with hands-on, creative experiences to support the development of a practical identity and a capability for innovation. Design and Technology naturally provides opportunity for collaboration, team working and communication – skills that are essential for future employment.

Design and Technology gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products. It is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.

Children in the Early Years have been exploring construction through large scale materials. They particularly enjoyed constructing vehicles and buildings using cardboard boxes and tubes.

Year 1 have been designing their own lunch boxes. They have completed some product exploration to help them decide upon their own design ideas.

Year 5 have been designing and printing their own masks. They have had the opportunity to explore different resources and materials to enhance their product design.

Year 6 have been developing their skills through the textiles strand of design and technology. They have been practicing different types of stitches using fabric materials.



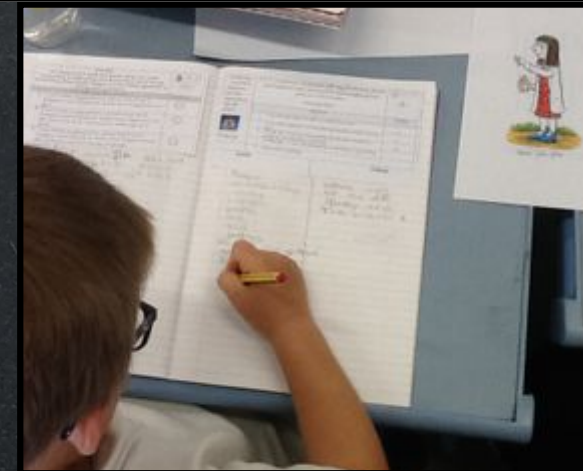
READING AND WRITING ACTIVITIES IN THE EARLY YEARS



WORKING ON ENHANCING VOCABULARY CHOICES



ENJOYING OUR FANTASTIC RECOMMENDED READS.



English plays a vital role within our curriculum at Sandy Hill. We aim to provide the children with rich opportunities to become lovers of language and literature.

Throughout the school, we aim to guide each child to become an avid reader. We have been working hard to share some fantastic books and stories with our children and have equipped each class with the top recommended reads for their year group. Every class have shared some fantastic stories and texts this year: whether that be during story time or in guided reading lessons.

Each class have also been using their Summer Term topic as a stimulus for their writing. Across the school, the children have been enjoying applying their growing knowledge of their topic to their writing compositions. New sounds, spelling patterns and grammar rules are also being applied fantastically to create some brilliant written pieces which the teachers have been very proud of!

Since returning to school, each class has also worked incredibly hard to develop their handwriting abilities. Children across the school have been learning or refining the formation of each individual letter through to enhancing their consistently joined handwriting

Fundamental British Values



Fundamental British Values

Here at Sandy Hill Academy, we demonstrate the Fundamental British Values in our learning across the curriculum. We use our Sandy STARS to support developing an understanding of *Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance.*

This half term we have had class discussions about the recent local elections, discussed tolerance of other faiths during various R.E lessons across the school and have focused on developing our individual liberty through protecting wildlife and our environment. We have also discussed the importance of looking after our mental and physical health as part of *Mental Health Awareness Week.*





FLAGS & COUNTRIES



WHERE WE LIVE



CASTLES OF CORNWALL



SAN FRANCISCO



NAVIGATION



NEW YORK

Reception have enjoyed discussing different environments, we discussed features from our familiar local environment and compared these features to those in Africa. We enjoyed talking about different photographs and noticing similarities and differences between them.

Year 1 have been learning about the countries of the UK and have been busy sorting the countries of the UK and matching the flag, capital city, national symbol and location on the map of the UK.

Year 2 linked their History topic of castles with their local geography, discovering many of the castles located in Cornwall.

Year 3 practised their navigation skills, using compass directions and a map to explore school. They also worked collaboratively to research American cities.



CASTLES & DRAGONS

SIR DAVID ATTENBOROUGH



VIKING SHIPS



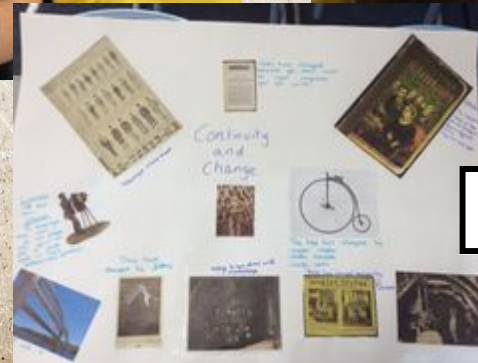
CHRONOLOGY OF BRITISH CLOTHING
THROUGH THE AGES



ARTEFACTS



CAVE ART & WOOLLY MAMMOTH



CONTINUITY & CHANGE

Reception have enjoyed learning about David Attenborough and his significance. The children were discussing his importance and looked at his life from the past to current day.

In Key Stage 1 the Year 1 children have created Viking Ships, while Year 2 encountered a visit from a dragon when they studied the topic of castles.

Our Year 3 pupils have been excited to learn about the Stone Age, hunting woolly mammoth, foraging for Stone Age materials to create Stone Age Roundhouses and cave art.

Year 4 have been studying Anglo-Saxons, updating timelines and looking at British clothing through the ages, whilst Year 5 have been investigating historical artefacts.

Year 6 have explored continuity and change over the years, examining items created in the past which are still used today and how they have evolved with time.



SUPER COUNTING SKILLS IN
RECEPTION.



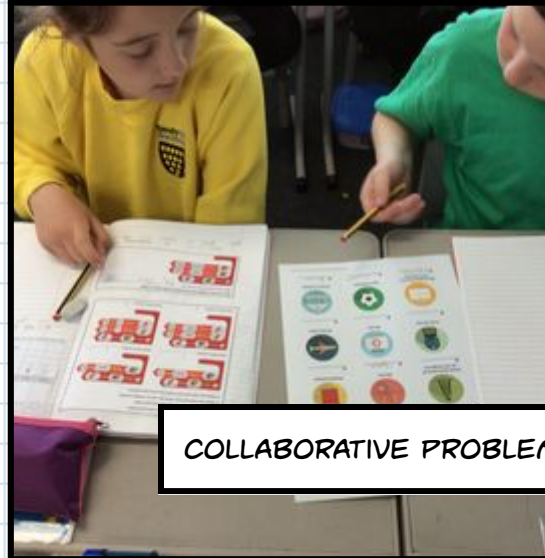
NURSERY SINGING 'ONCE I
CAUGHT A FISH ALIVE'
DEMONSTRATING GREAT
COUNTING SKILLS.



ADDITION AND SUBTRACTION
FUNDAMENTALS THROUGH PRACTICAL
AND ENGAGING GAMES.



ACTIVE COUNTING IN 50S IN
LOWER KEY STAGE 2 -
GREAT TEAMWORK!



COLLABORATIVE PROBLEM SOLVING IN UPPER KEY STAGE 2.



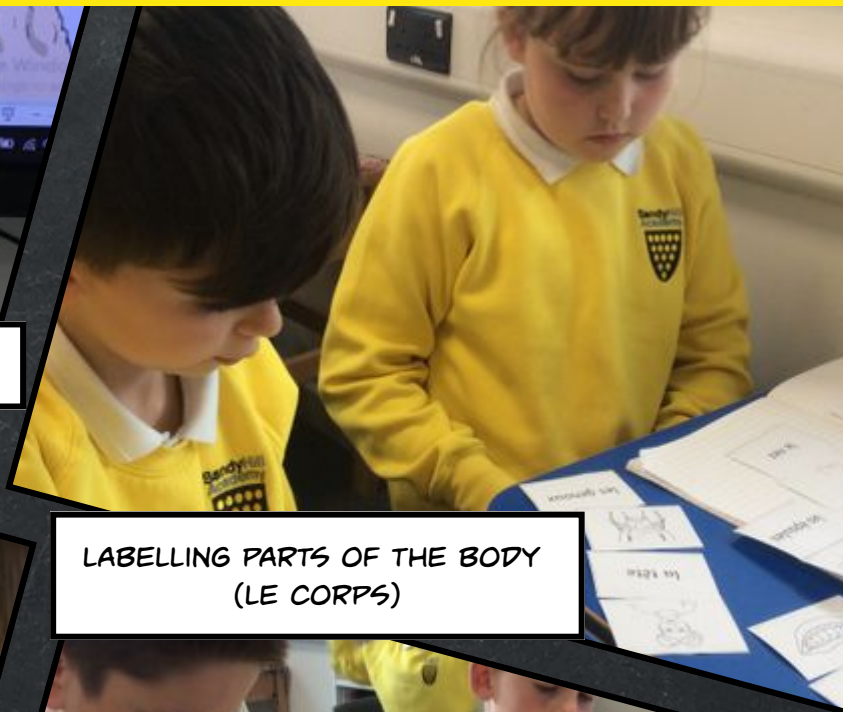
Following our return to school, the children have been refining and developing their fundamental mathematics skills within their own year group programme of study. As a school, we have highlighted the most important aspects of the extensive mathematics national curriculum to focus on, with the aim of enabling the children to move smoothly and confidently onto the next phase of their learning journey. Children have been provided with extra time and support to solidify and further their understanding of a mathematical concept. We also like to do this in active and practical ways with lots of opportunity for collaborative and co-operation.

We have been using the 'Ready to Progress Criteria' to form the basis of the maths summer term curriculum. Check out the [mathematics curriculum area](#) on the website to see the key learning for each year group.

Early in May, the children really enjoyed taking part in NSPCC Number Day 2021, competing in a number of different challenges and solving many exciting problems - all in aid of a great cause.



EXPLORING SPANISH CITIES



LABELLING PARTS OF THE BODY
(LE CORPS)



GREETING ONE ANOTHER



In Key stage 1 we have been learning Spanish.

We have learned about:

- Saying hello, goodnight, good morning in Spanish
- Responded to the question ?Que tal (How are you?)
- Introduced ourselves to other class members in Spanish
- We have learned the numbers up to 12 and wrote them down
- Located Spain on a map and labelled the main cities in Spain.



In Key Stage 2 we have been learning French.

We have been developing our oracy skills and listening to our partners to answer their questions, using a growing vocabulary!

BONJOUR

COMMENT ALLEZ-VOUS?

BUENAS TARDES

¿CÓMO TE LLAMAS?



PERFORMING AND APPRAISING.



KEEZY



ROCKING OUT WITH ROCKSTEADY!



OUR WHOLE SCHOOL MUSIC
DISPLAY.



CHARANGA - DISCUSSING WHAT WE ARE
LISTENING TO.



SONGFEST PERFORMANCE

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. Music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Music at Sandy Hill Academy takes all forms and it is a pleasure to witness the experiences available around the school.

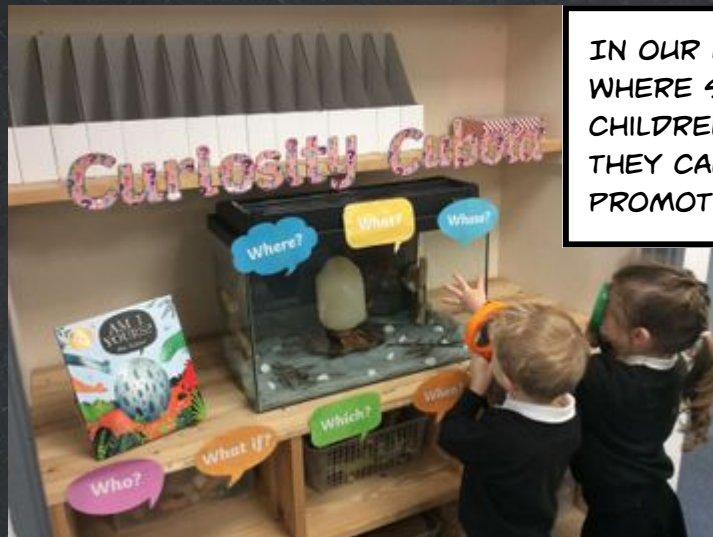
Reception have been enjoying the performance stage in their outside learning area, taking in turns to entertain and be the audience.

Year Two have been playing rhythm games on Charanga whilst being active and moving in different ways.

Year Four have been using Keezy on the iPads to create music for their adverts as part of their topic on British Fashion History.

We were lucky enough to be invited to take part in a combined schools' choir performance called Songfest where children from Year 5 learnt a range of songs and performed them remotely. The resulting performance was magical!

Rocksteady band sessions are back and children across the school are enjoying learning instrumental skills, performance and team work in their weekly sessions.



IN OUR EARLY YEARS CLASSROOMS WE HAVE A 'CURIOSITY CUBOID' WHERE SOMETHING NEW APPEARS INSIDE EACH WEEK AND THE CHILDREN ARE ENCOURAGED TO ASK QUESTIONS AND DISCUSS WHAT THEY CAN SEE. THIS HALF TERM A DINOSAUR EGG APPEARED - THIS PROMOTED A LOT OF DISCUSSION!

AN EXCITING DEBATE IN YEAR 6...SHOULD ANIMALS BE BANNED FROM CIRCUSES?



YEAR 4 HAVE ENJOYED VARIOUS DEBATES THROUGHOUT THE YEAR. HERE IS AN ACTION SHOT OF DEBATING FOR AND AGAINST DEFORESTATION. THEIR CURRENT TOPIC UP FOR DEBATE IS, 'IS FAST FASHION BECOMING A BIG PROBLEM?'



Oracy is the ability to express yourself clearly and communicate with others effectively through spoken language. Oracy is implemented into many teaching and learning activities across the curriculum at Sandy Hill Academy. It is a highly important skill for children to develop during their time in school and it is fantastic to see it in practice!

Through our teaching and learning of Oracy we aim to:

- Develop pupils' ability to learn through talk and talk.
- Provide all pupils with opportunities to articulate their ideas across the curriculum.
- Develop pupils' confidence in talking with and in front of different audiences.
- Provide pupils' with opportunities to develop their confidence in oracy skills to support their ability to discuss their mental health and well-being.
- To equip pupils' to thrive in life beyond primary school.



EXCELLENT TURN
TAKING AND
DISCUSSIONS IN
YEAR 1 PHONICS



FANTASTIC TALK
PARTNER WORK
DISCUSSING RED NOSE
DAY 2021 IN YEAR 6





EMPATHY, FAIRNESS, CO-OPERATION
DEVELOPED THROUGH CRICKET IN
UPPER KEY STAGE 2

RECEPTION ACTIVE IN THEIR
OUTDOOR SPACE - YOGA TIME!



DEVELOPING HAND-EYE CO-
ORDINATION AND CO-OPERATION
THROUGH TENNIS IN LOWER KEY
STAGE 2.



FUNDAMENTAL MOVEMENT SKILLS
BEING DEVELOPED IN KEY STAGE 1.



ACTIVE 30:30 - JUST DANCE IN
LOWER KEY STAGE 2

PESSPA = Physical Education, School Sport, Physical Activity

More than ever, our children need to be active. Not only does PESSPA develop physical fitness, which impacts directly on health, but it benefits emotional and social wellbeing.

During each school day, teachers build 30 minutes of physical activity into the daily routine (aside from PE lessons and breaktimes), for example, through active maths or active brain breaks. Our teachers have noticed a positive impact on the learning process for our children.

PE lessons have two focuses: a learning objective that focuses on a PE skill and a STARS/Planet Value which develops personal attributes e.g. co-operation. We have noticed that when personal attributes are taught through PESSPA they have impacted positively on the reconnection and wellbeing of our children following the recent school disruption. Children apply these skills in other areas of the school day and through other curriculum areas.

At Sandy Hill we are aiming to harness a love of physical activity in every child.

YEAR 1 READ THE STORY OF SILLY BILLY BY ANTHONY BROWNE AND CREATED THEIR OWN WORRY DOLLS



KEY STAGE 1 LEARNING NEW SKILLS



RELAXING AND HAVING A WELL EARNED BREAK IN THE GARDEN



KEY STAGE 2 ENJOYED WORKING TOGETHER IN THE GARDEN!



PSHE/RSE = Personal Social Health Education / Relationship and Sex Education

Here at Sandy Hill we use the SCARF scheme of work:-

Safety Caring Achievement Resilient Friendship

It provides a whole school approach building on the essential foundations - crucial for pupils to achieve their best, academically and socially.

This term the children have enjoyed celebrating Mental Awareness Week "Nature" through gardening focusing on the "five ways of mental wellbeing"

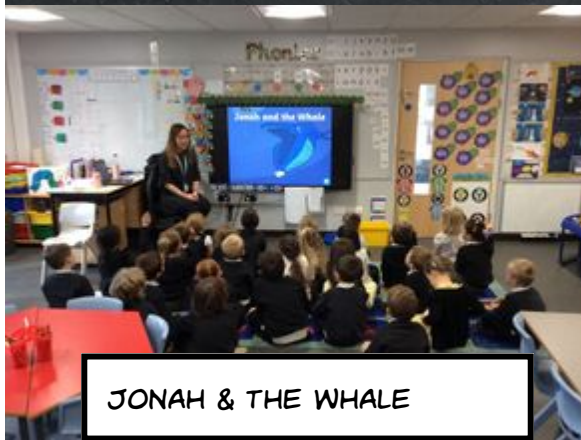
<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

Since returning to school we have been focusing on 'Being My Best' developing many skills from positive attitude, healthy choices, aspirations, achievements, being unique and much more. All of the lessons involve active learning, focusing on many attributes from our STARS/Planet Values.

In our final term, we are focusing on Growing and Changing (RSE).

TO PROVIDE AND PROMOTE UNDERSTANDING OF LIFE AND SELF-WORTH; ENABLING ALL CHILDREN TO BECOME HEALTHY, INDEPENDENT AND RESPONSIBLE MEMBERS OF SOCIETY

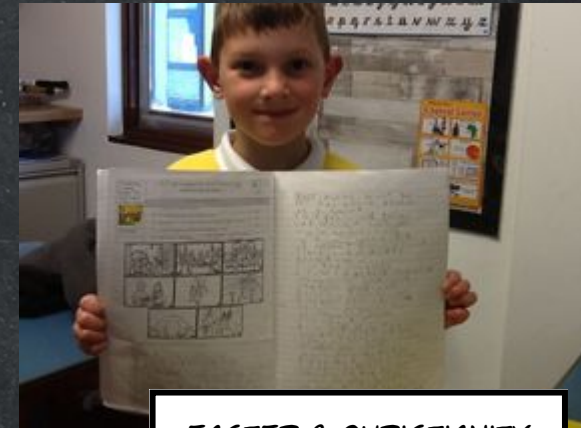
RE - Religious Education



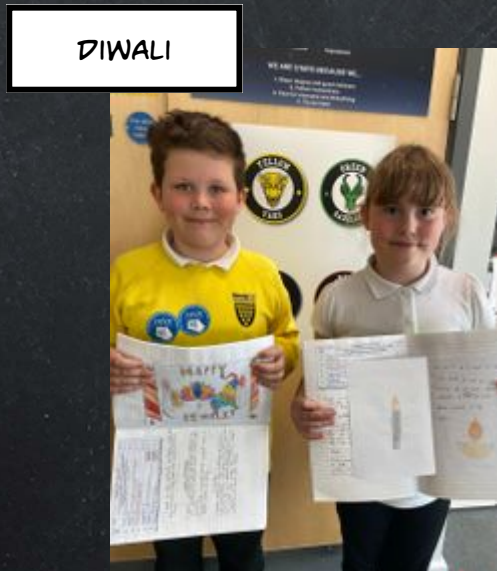
JONAH & THE WHALE



STORIES OF CREATION



EASTER & CHRISTIANITY



DIWALI



MEHNDI DESIGN



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 Reception the children have enjoyed learning about the story of Jonah and the Whale. They listened to the story and discussed the meaning of the story and messages for Christians.

In Year 1 the children have been exploring the question "Who do Christians say made the world?" As part of this they listened to the Creation Story and used story stones to sequence and retell the story in their own words.

In Year 2 the children retold the story of Easter and explored the ideas within the story to help answer the question "Why does Easter matter to Christians?"

In Year 3 the children have been exploring the question "How do festivals and worship show what matters to a Muslim?" As part of this they designed their own Mehndi patterns.

In Year 4 the children investigated the question "What does it mean to be Hindu in Britain today?" As part of this they learned about Diwali, The Festival of Light and made their own Diwali cards.



GROWING PLANTS IN
NURSERY



EXPLORING HOW MATERIALS
CAN CHANGE SHAPE IN YEAR 2

INVESTIGATING GROWING AND
CHANGING IN RECEPTION



COMPARING
MATERIALS IN
YEAR 1



INVESTIGATING
PARACHUTES IN YEAR 5



RECORDING HABITAT
DATA IN YEAR 4



NAMING BONES IN YEAR 3

CREATING ELECTRICAL
CIRCUITS IN YEAR 6



Children across the school have been enjoying working scientifically which has provided them with opportunities to ask questions about the world around them, ignite their curiosity and inspire their imagination. The children have been working as scientists through their planning and carrying out of different types of enquiries: comparing, observing, researching, pattern seeking, identifying and classifying. Adopting a fun, hands-on approach to teaching science enables children to make discoveries, build on their science knowledge and develop a love of the subject.

We have been developing STEM opportunities across the school and our Year 6's are currently participating in a Lego competition challenge to programme a robot.

We are working hard to ensure that children are able to make links between their learning and the world of work- where we ensure all the children learn about the important work of past and current scientists and understand how science links to our local area.

As a school we are keen to raise the profile of reading in all subjects and in response we have ensured that each Year group has quality Science texts to further enhance learning and promote a love of reading.

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)

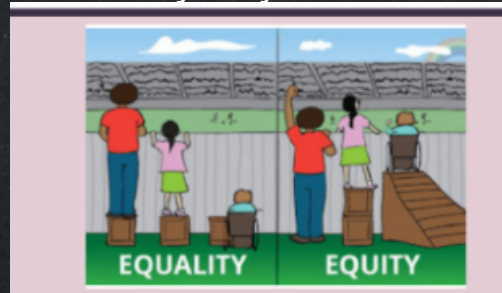


How have we been developing Cultural Capital at Sandy Hill this term?

'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.

'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... WOW! 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



CO-OPERATION AND
COMMUNICATION
THROUGH CRICKET



A COMBINATION
OF THINKING AND
SOCIAL SKILLS
THROUGH SOLVING
MATHS
PROBLEMS.



WE ARE STARS BECAUSE WE...

1. Show respect and good manners
2. Follow instructions
3. Care for everyone and everything
4. Try our best

RESPECT AND GOOD
MANNERS - SHARING
WOW MOMENTS FROM
HOME IN THE NURSERY.



SUPPORTIVE
ACTIVE YOGA IN
THE RECEPTION
OUTSIDE AREA

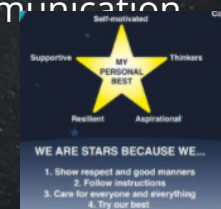


We are immensely proud of our children! The school rules, the STARS and the Planets are the foundation to creating well-rounded citizens at Sandy Hill Academy. Over the course of their time at school, children are taught these values, strive to master them and apply them to all that they do. More than ever, it is important that children reconnect and as a school we have found this approach to be successful.

Throughout EYFS and Key Stage 1, the children focus on the STARS values. Key Stage 2 focus on both the Planet and STARS values. Essentially, the Planet values are a continuation of refined attributes building upon the STARS.

Physical Education is a fantastic driver for these values. Children are taught what it means to be (for example) resilient or show empathy through being active. What this means is that children gain success through demonstrating effective personal qualities as well as through developing their physical literacy. In many ways, the personal qualities aid and enhance PE enjoyment and subsequently, achievement.

Teachers skilfully build these values into other areas of the curriculum and regular opportunities for children to develop their personal attributes are facilitated, for example, developing communication and co-operation through group work.



"We have a commitment to safeguard our children."

Safeguarding is everybody's responsibility.

We all have a responsibility to act if we are worried about a child. All children have a right to be safe no matter who they are or what their circumstance. Keeping children safe is everyone's responsibility, you have a responsibility to act if you are worried about a child.

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

We have 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 - Key Stage 2 Lead

Mrs. Bawden- Key Stage 1 Lead

Mrs. Evans - EYFS Lead

Mrs. Carter - SENDCo

Ms. O'Brien - Year 3 Teacher

Mrs M Kendall - Office Administrator

**Safeguarding is
Everyone's
Responsibility**

In addition to our Safeguarding Leads at school, please note the contact details of other agencies who are able to provide support in relation to safeguarding concerns:

MARU (Multi Agency Referral Unit) 0300 123 1116 (Monday-Friday 9am-5pm)

Out of Hours Referral Number 01208 251 300 (5pm - 8am Duty Social worker)

NSPCC 0808 800 5000

Domestic violence support helpline - First Light 0300 777 4777



Sandy Hill Academy has joined [Operation Encompass](#), a project that will run jointly between schools and Devon and Cornwall Police. Operation Encompass is the reporting to schools by the police, prior to the start of the next school day, when a child has been exposed to, or involved in, any domestic incident, and the police have been called.

Operation Encompass will ensure that a member of the school staff, known as a Key Adult, is trained to allow them to liaise with the police and to use the information that has been shared, **in confidence**, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.

County Lines

What are county lines?

“County lines” refers to a crime where drugs gangs exploit children and vulnerable adults to make them courier drugs and money across the country from the gang’s base to customers in towns across Devon and Cornwall. The “county line” refers to the mobile phone line which is the link for the drugs gangs to sell drugs.

Know the signs of county lines and cuckooing - what should you look out for?

For a child or young person possible signs of county lines exploitation are:

- Going missing from school or home
- Significant changes in their emotional well-being
- Meeting unfamiliar people
- Changes in their behaviour
- The use of drugs and alcohol
- Acquiring money or expensive gifts they can’t account for
- Relationships with controlling or older individuals or associated with gangs
- Suspicion of self-harm, physical assault or unexplained injuries

Mrs Carter is our SENDCo (Special Educational Needs and Disabilities Co-ordinator). This term, she has been working alongside each curriculum subject lead to ensure that the needs of all learners, including those pupils with SEND, are planned and catered for within our broad and balanced curriculum, so that all children have the support they need to succeed and achieve well.



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.'

We are looking forward to our 'Little Troopers' Assembly on return after half term, Monday 7th June, supporting pupils of military families across our school. For further info, follow the link: <https://www.littletroopers.net/>



Little Troopers IN SCHOOLS

Little Troopers at School project aims to educate schools; Primary and Secondary, about the unique needs, through circumstance, of military children and make available easily accessible resources to you.

We want to ensure all military children get fair and consistent support within their education setting wherever that may be, for all circumstances and however many times they move schools.

Special Events



MENTAL HEALTH AWARENESS WEEK
IT WAS GREAT TO ENJOY AND REMIND OURSELVES ABOUT THE POSITIVE IMPACT OF NATURE ON OUR MENTAL HEALTH ACROSS THIS WEEK AND BEYOND...



WESTERN POWER
YEARS 4, 5 AND 6 ENJOYED HAVING AN INTERACTIVE SESSION WITH WESTERN POWER, ALL ABOUT ELECTRICAL SAFETY. A GREAT GROWING AWARENESS OF THE WORLD IN THE WORKPLACE TOO!

NSPCC NUMBER DAY
THE CHILDREN ACROSS THE SCHOOL LOVED TAKING PART IN NSPCC NUMBER DAY SOLVING PROBLEMS AND HAVING A FANTASTIC MATHEMATICAL DAY: ALL FOR A GOOD CAUSE.



LEGO LEAGUE
YEAR 6 HAVE LOVED TAKING PART IN THE LEGO LEAGUE WHERE THEY HAVE BUILT AND PROGRAMMED ROBOTS TO PERFORM TASKS. THE CORE VALUES ARE: FUN, TEAMWORK AND INNOVATION.

MEET THE AUTHOR

EACH CLASS ARE LOOKING FORWARD TO OUR VIRTUAL VISITS FROM SOME FANTASTIC AUTHORS THIS TERM.



Sandy Hill Academy

Aspiring to achieve, determined to succeed.



Staying in Touch

Address: Sandy Hill Academy, Sandy Hill, St Austell, PL25 3AT

Email: hello@sandyhill.org.uk

Phone: 01726 75858

Website: www.sandyhill.org.uk



Arbor



CLICK ICONS
FOR MORE INFO