

### Headteacher update

The last few weeks have been just wonderful at Sennen. Our new children in Aire class have been such a lovely addition to our school and are loving building relationships with the older children. Our year 6 children have all started their additional responsibilities and have been such great role models for the younger children. They are actually so helpful that we aren't sure what we would do without them! We will be assigning other leadership responsibilities over the next few weeks to enable our pupils to take a bigger role in the development of our school.

This week has seen so much lovely learning going on across the school. All children are settled into their new routines and are absolutely loving their new topics. I walk around the school regularly through the day, and am always met with smiley, enthusiastic faces.

On Tuesday, Cowloe had their first drama session with one of the drama teachers from Cape Cornwall School. They had such a great time and it was lovely seeing them express themselves in a different way. I am sure they will be keen to show their talents in their Christmas show! The sessions will take place fortnightly.

On Thursdays, Brisons have been attending gymnastics sessions at Penzance Gym club, they have had such a great time and we have been very impressed with their coordination and control—definitely some future gymnasts in the making!

On Friday, both Aire and Brisons continued their forest school sessions. It has been great to see the wonderful teamwork and collaboration going on, the children have loved exploring the two settings and developing their love of the outdoors. Each class will get the opportunity to experience these sessions throughout the year.

### Dates for this week

Tuesday—Swimming for Cowloe

Wednesday —PE for Brisons, Longships & Cowloe

Thursday—gymnastics / PE for Brisons

Friday—Forest school for Longships

Clubs (3.15-4.15):

Monday—running club (please note new day)

Wednesday—multi-sports for KS2

Thursday— High five for KS2, Stay and play for KS1

### New club alerts!

We have a few new club opportunities to explore:

Mrs Lane is going to be doing a creative writing club for Years 5 and 6. This will be a free writing session using Mrs Lane's very special fountain pens and a special book to write in. This will be held on a Tuesday (beginning 4th October) from 3.15—4.15

We have also been offered the opportunity for extra after school clubs from DT coaching. This can either be some more traditional sports or some exciting activities such as bubble football, archery etc. I am awaiting more information, as this would be a cost to parents, but I will keep you informed.

#### **Contact information**

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#### Important dates:

- 0.0.0.0
- Cowloe swimming—
   Tuesdays
- Longships Forest School Fridays
- Brisons gymnastics Thursdays
- 21.10.22—end of term
- 31.10.22—INSET day—school closed
- 16.12.22—Last day of term 2



## Year 6 open days / evenings

These have now been set up for all 3 of our feeder schools and are as follows:

28th September—Cape Cornwall School—Open day and evening. This is available for year 5 and 6.

4th October—Humphrey Davy—Open day and evening

6th October — Mounts Bay — Open day and evening

We anticipate a high take up for each day, so please could you only let us know if your child **will not** be attending. You can message either Mrs Tindall or sennen@tpacademytrust.org.

### Outdoor space update

I apologise that it has taken so long to get the play equipment sorted, but we are now at the final stages and are hoping to get the new equipment installed soon. This is the first step in some large regeneration plans that we have in mind. A group of FOSS members are working on a grant to enable us to carry out the rest of our improvement works. We are hoping that these works will include:

- ⇒ Finishing off the adventure playground
- ⇒ Making a link path between the adventure playground and the new pre-school
- $\Rightarrow$  The redevelopment of the field.

Whilst the plans for their field are not yet finalised, initial ideas include:

- More designated parking
- ♦ An appropriate sized pitch to enable us to deliver our PE sessions more effectively
- ♦ A growing area including polytunnel and amphitheatre
- A natural space with a small scrape and plants to attract wildlife and be a place of calm and quiet
- ♦ An inclusive track to enable the use of bikes, pram and wheel chair walks
- Hedging and gates to safeguard the children during the school day

Our aim is that we have a space that is special for our children, as well as the community. Once we have been through the grant process, we will work with the children to draw up some plans and share with the whole community. It is such an exciting opportunity, fingers crossed we are successful!

Have a great weekend

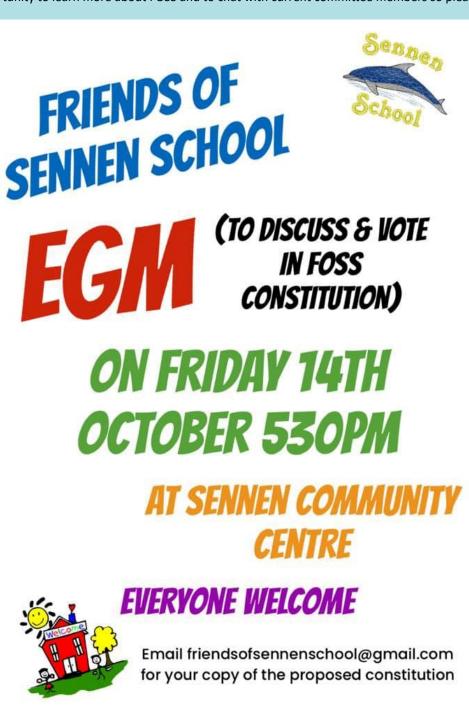


#### A message from FOSS

We invite you to Extraordinary General Meeting (14th Oct 2022, 5:30pm at Sennen Community Centre) during which a vote will be held to adopt a new constitution for Friends of Sennen School (FOSS).

A constitution is an important governing document that sets out the fundamental rules and procedures the committee members must follow when managing FOSS. We are taking advantage of our Parentkind membership and aim to adopt their model constitution that reflects current charity law and good practice, and will qualify FOSS for fast-track charity registration in the future.

There will also be opportunity to learn more about FOSS and to chat with current committee members so please do join us.





## Curriculum focus

Over the last year, we have worked very hard on our wider curriculum to ensure that pupils see that there are many different ways to excel. I want to raise awareness of the work going on in school by highlighting a different subject in each newsletter. This week the focus is art.

"Every child is an artist, the problem is how you remain an artist when you grow up"

Pablo Picasso

Art and Design contributes to the development of the whole child emotionally, aesthetically, physically, socially and cognitively. It provides all children with the opportunity to express themselves imaginatively, creatively and develop their understanding of, and respond to the world around them. Pupils are exposed to many visual, tactile and sensory experiences. Sennen School enables pupils to become involved in, enjoy and appreciate the visual arts to see how it can enrich their personal lives. They learn the part that art and design plays in their own and others' lives, in contemporary life and in different times and cultures.

Our art curriculum aims to ensure pupils develop:

- · Appreciation of work by different artists;
- The skills to create their own artwork inspired by existing artwork and artists;
- · Skills of art in different media;
- · Their own creativity and enjoyment.

On our website, we have full progression documents and long term plans so that you can find out more about our intentions and what your child will be learning.





| ı | Art Long terr<br>Cycle B – 2021 | •   |  |  |   |  | Car  | SERVEN                   | 1981 19 19 19 19 19 19 19 19 19 19 19 19 19   |
|---|---------------------------------|---|--|--|---|--|--|--------------------------|---|
| ı |                                 | Autumn Term 1   | Autumn Term 2  | Spring Term 1  | Spring Ter  | m 2  | Summer Term 1  |                          | Summer Term 2   |
|   | Brisons Class<br>Year 1/2       | All about me<br>Exploring shape, line and<br>colour: mixing and<br>painting with secondary<br>colours, using circles to<br>create abstract<br>compositions and<br>working collaboratively<br>to create a class piece of<br>art inspired by water. | My Memory Box  | Marvellous mixtures<br>Sculpture, pop art,<br>drawing to portray<br>emotions and taking<br>inspiration from the<br>works of Roy<br>Lichtenstein.               | painting at<br>appreciating<br>the recogn<br>of Clarice of<br>tone through<br>developing<br>working wexperiment<br>strokes. | awing, craft,<br>nd art<br>on: replicating<br>issable crockery<br>Cliff, exploring<br>ugh shading,<br>g weaving skills,<br>ith clay and<br>ting with brush | Marvellous minibear<br>Pattern, texture and<br>tone: creating printe<br>patterns using every<br>objects, taking rubbi<br>using different media<br>creating 3D drawings                               | d<br>day<br>ngs<br>a and | The local environment<br>Experimenting with<br>different art materials to<br>create texture.  |
|   | Longships<br>Class Year ¾       | Ancient Egypt   | Predators Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages and abstract art inspired by the work explored | Traders, raiders and settlers settlers creating mood boards as inspiration, learning to tie-dye, weaving and sewing to create a range of effects using fabric. | The Deep  | Blue   | Tremors  Exploring texture and pattern – developing range of mark-makin techniques, making printing with texture stamps for printing, drawing 'flip' pattern and recreating a fam geometric pattern. | a<br>E<br>ind<br>d       | The Human Body Design, drawing, craft, painting and art appreciation – creating puppets, drawing from observation, learning the difference between a tint and a shade and creating a version of a cartoon drawn by a famous illustrator |
|   | Cowloe Class<br>Year 5/6        | Space –   | Crime and Punishment<br>Drawing from<br>observation, creating<br>prints, drawing from<br>different perspectives<br>and learning about the<br>role of an architect.                                     | Frozen planet  | and art ap<br>– creating<br>expanding<br>observation<br>using a po  | g design,<br>craft, painting<br>preciation skills<br>an invention,<br>con an<br>onal drawing,<br>em to create a<br>d painting an<br>section of a           | Ancient Greece   |                          | Rivers Developing photography skills – composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways.   |
| l |                                 |   |  |  |   |  |  |                          |   |

|      | Brisons<br>Class Year<br>1/2                      | Superheroes   |   | Famous for 5 minutes<br>Developing drawing,<br>design, craft and art<br>appreciation skills;<br>exploring two different<br>printing techniques, using<br>20 shapes to explore a<br>variety of media, mixing<br>different shades of one<br>colour and discussing the<br>work of artist Louis Wain | The Great Fire of London   | Where in the world?  | Amazing animals  | Life's a beach  |
|------|---|---|---|--|--|--|--|---|
|      | Longships<br>Class Year<br>3/4                    | Stone Age to it<br>Learning about<br>why art was on<br>thousands of y<br>making homen<br>from natural m<br>and replicating<br>techniques from | t how and<br>eated<br>ears ago,<br>nade paints<br>naterials<br>painting | Potions  | Journey down the Amazon  |  | Growing<br>Learning about the works<br>of inspirational sculptors,<br>creating 30 works of art,<br>working with recycled<br>materials and making<br>collages | Local Environment<br>Exploring shape and tr-<br>identifying shapes in<br>everyday objects, usin<br>shapes as guidelines to<br>draw accurately from<br>observation, creating<br>form and shape using<br>wire and shading from<br>light to dark |
|      | Cowloe<br>Class Year<br>5/6                       | Mayans  |   | Mexico Developing design, drawing, craft, painting and art appreciation skills; designing a hat, creating zentangle patterns and prints, painting in an impressionist style and exploring the work of Edward Hopper.   | World War 2<br>Exploring the meaning<br>behind art – analyse the<br>work of Banksy; making<br>symmetry prints inspired<br>by Rorschach, telling a<br>story using emojis,<br>reenacting a polignant war<br>scene and taking<br>inspiration from ceramic<br>artist Odunos. | Immigrants and refugees<br>Creating a variety of still<br>life pieces influenced by<br>different artists, using a<br>range of mediums and<br>showcasing work in the<br>form of a memory box. | Blood Heart  | Local history – Mining  |
|      | Year 5<br>the end of year is<br>we had the oppose | 5 pupils will   |   | Year 6<br>end of year 6 pupils will<br>and the opportunity to:   |  |  | , E  | IN TEME   |
| irth | or dovolon dr                                     | awina   | Loarn a   | ad apply now drawing   |  |  |  |   |

| Year 1   Year 2   Year 3   Year 4   Year 5   Year 6  |  |  |  | nd painting an<br>section of a<br>llage   |  |  | Edward Hopper.  |
|--|--|--|--|---|--|--|---|
| experiment with drawing lines and use 2D shapes to draw.  - Storage Dismost. Instead. Plantage Learn. 2 Extends and control with a range of drawing materials.  - Extend Dismost. Extends 1 Markor. 2 Extends Learn. 2 Extends Lear |  | By the end of year 1 pupils will have had the opportunity to:  Explore mark making, experiment with drawing lines and use 2D shapes to draw.  - Some Blements Lesson 2 Exploring Lesson 2 Exploring Lesson 3 Exploring Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 7 Lesson 8 Lesson 7 Lesson 7 Lesson 7 Lesson 7 Lesson 7 Lesson 7 Lesson 8 Lesson 7 Lesson 7 Lesson 8 Lesson 7 Lesson 8 Lesson 8 Lesson 8 Lesson 7 Lesson 8 Less | Year 2  By the end of year 2 pupils will have had the opportunity to:  Explore drawing behaviour,  begin to apply tone to  describe form, develop skill  and control with a range of  drawing materials.  of a Describe Shin Lasen I. Develop  And a Develop Shin Lasen I. Develop  And Andreas Shin Lasen I. Develop  A | Year 3  By the end of year 3 pupils will have hed the opportunity to.  Develop drawing from direct observation, applying and usual greater of the property of | By the end of year 4 possils will<br>have had the opportunity to:<br>Draw still life from<br>observation and for mark<br>observation and for mark<br>observation and for genometry<br>and mathematical proportion<br>when drawing.<br>- From Elevente. Pattern 2.<br>From Elevente. Pattern 2.<br>- From Elevente. Pattern 3.<br>- From Elevente. Pattern 3.<br>- From Elevente. Pattern 3. Flores of<br>Life. | By the end of year Speptive vill fame had the opportunity to fame had the opportunity to fame had the opportunity to from observation Drear using from observation Drear using from observation Drear using perspective, malthematical processes, design, detail and line.  - Formal Disease Lasson 1. Hose from Disease Lasson 2. Hose from Direct Lasson 3. Hose from Direct Lass from Direct L | By the end of year 5 speaks will<br>have hed the opportunity to<br>the control of the companies of the<br>expression, sketching and<br>still life.  - In A long Shift, breats,<br>and the control of the control of the<br>state of the control of the control<br>of the control of the control of the<br>state of the control of the control<br>of the control of the control of the<br>state of the control of the control<br>of the control of the control of the control<br>of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of the control of the control of the<br>state of the control of |



## Aire class round up

It's hard to believe that the children in Aire Class are only at the end of their third week of big school ever. It's a huge transition and every one of them should feel very proud of what they have achieved these last few weeks. - we certainly do! We have practised many social skills since starting school: listening to each other, playing collaboratively, sharing resources, staying focused, regulating our emotions and so much more. Through our topic "What Makes Me?", we have been focusing on stories about the wonderful uniqueness of every person and also our feelings: The Colour Monster, Have you Filled Your Bucket Today? and Super Duper You. The children have also practised subitising within 5 and recognising and making repeating patterns. Other activities have included making cakes, blackberry paint and play dough, drawing self portraits and lots of wonderful child led play. Well done Aire Class - a fantastic start to the school year!

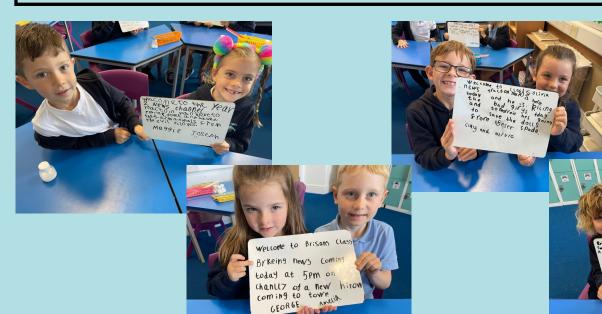






## Brisons class round up

This week has been a great week for Brisons. They have worked extremely hard and have been getting on very well working together as a class. Year 2 have been doing great things while writing news reports and practicing being newsreaders— it's been great fun! Year 1s have enjoyed spending their free time playing and learning all about our 5 senses in science. Well done Brisons for a great week—keep it up!





## Longships class round up

his week we have been plotting numbers on number lines and learning to partition numbers in many different ways with much success.

In English, we've been exploring the thoughts and feelings of the main character of our Stone Age story using drama which was fun. We have also begun to retell the story events ready to innovate in order to create our own stories set in the past. Through our topic we have explored how the search for food changed throughout the Stone Age and created some fantastic art using sand. We are also really enjoying our forest school sessions in an incredible new location.

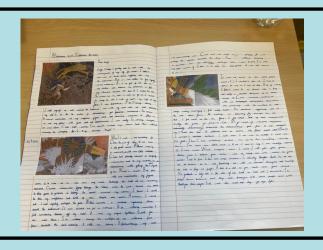


## Cowloe class round up

It has been a fantastic start to the new year, with all of the children settling in brilliantly and cracking on straight away with their learning! We have already written our first piece which is a diary entry based on our text Rainplayer. In Maths, we have been learning about numbers up to ten million and looking at a variety of reasoning and problem solving questions based on this. We have been learning all about who the Maya were and where they lived and looking at how they adapted to their environment. The children have been amazing at swimming and we have been complimented on our brilliant behaviour and listening! We have lots of learning to do over the rest of the half term and I look forward to sharing it with you.

We are looking for volunteers to listen to children read. If you have any time you could spare to help us, please let me know and we can arrange times. This doesn't have to be a regular commitment. Thank you



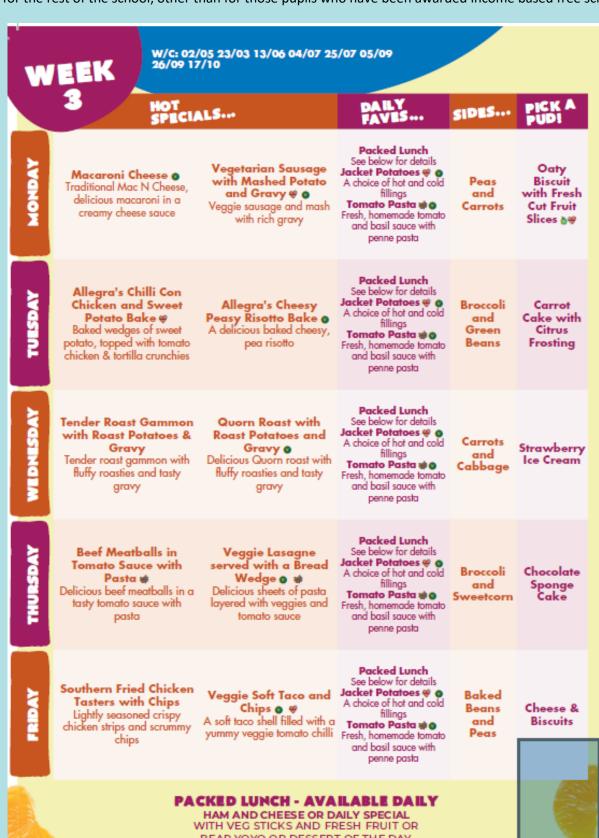






#### Lunch Menu

Children will be asked what they would like each day by their teacher. Children in year R-2 get infant free school meals and it is £2.34 for the rest of the school, other than for those pupils who have been awarded income based free school meals.



BEAR YOYO OR DESSERT OF THE DAY



## Lunch Menu Vegan - Week 1 - Mains



|                   | Monday                                 | Tuesday  | Wednesday  | Thursday   | Friday  |
|-------------------|--|--|--|--|---|
| Hot Main<br>Dish  | Burrito (V)<br>NO CHEESE IN<br>BURRITO | Allegra's BBQ Beans<br>(V)<br>With Potato Wedges<br>NO CORNBREAD | SD Sweet Potato and<br>Chickpea Roast<br>93165175<br>with Roast Potatoes<br>and SD Gravy<br>93132538 | SD Butternut Squash<br>and Tomato Bake with<br>Rice (V) **<br>93166601<br>NO BREADCRUMBS<br>ON TOP | Vegetables Nuggets VMC 3732 and Chips             |
| Jacket Potato     |  |  | lacket Potato With Baked Bea<br>NO CHEESE OR TUNA MAYO   |  |   |
| Pasta             |  | 41   | SD Tomato Pasta<br>93171286  |  |   |
| Vegetables        | Green Beans<br>Sweetcorn               | Peas<br>Broccoli   | Carrots<br>Cabbage   | Broccoli<br>Sweetcorn  | Baked Beans<br>Peas                               |
| Desserts <b>1</b> | Raspberry Smoothie<br>93166798         | SD Chocolate Crispie<br>93158451                                 | Shortbread Biscuit<br>with Fruit Slices*   | Berry & Peach Oaty<br>Crumble*<br>With Rice Milk<br>Custard<br>93166606                            | Orange, Sultana &<br>/ Carrot Crispie<br>93177935 |

Cool Water, Fresh Fruit, Freshly Baked Bread available daily

\*Fruit Based \*\*Wholegrain

SD = SPECIAL DIET RECIPE

## Lunch Menu Vegan - Week 2 - Mains



|                  | Monday  | Tuesday   | Wednesday  | Thursday  | Friday  |  |
|------------------|---|---|--|---|---|--|
| Hot Main<br>Dish | Vegan Cheese and<br>Tomato Pizza **<br>93170278<br>with Dough Balls (V) | Jacket Potato With<br>Baked Beans                                     | Vegetable Pie (V) with<br>Roast Potatoes<br>and SD Gravy<br>93132538 | Mild Chickpea and<br>Potato Curry (V) with<br>Rice ** | Tomato Veggie Burger<br>NO MAYO IN BURGER<br>with Chips (V) |  |
| Jacket Potato    | Jacket Potato With Baked Beans NO CHEESE OR TUNA MAYO                   |   |  |   |   |  |
| Pasta            |   | *1  | SD Tomato Pasta<br>93171286  |   |   |  |
| Vegetables       | Green Beans<br>Sweetcorn  | Peas'<br>Broccoli   | Carrots<br>Cabbage   | Green Beans<br>Sweetcorn                              | Baked Beans<br>Peas   |  |
| Desserts         | Flapjack with Fruit<br>Slices*  | Peach Shortbread<br>Pudding*<br>With Rice Milk<br>Custard<br>93166606 | SD Berry Crispie<br>93158452   | SD Chocolate Crispie<br>93158451                      | Orange and Mango<br>Smoothie<br>93199797                    |  |

Cool Water, Fresh Fruit, Freshly Baked Bread available daily

\*Fruit Based \*\*Wholegrain

SD = SPECIAL DIET RECIPE



# Lunch Menu Vegan - Week 3 - Mains



|                  | Monday  | Tuesday                                       | Wednesday  | Thursday                         | Friday   |  |  |
|------------------|---|---|--|----------------------------------|--|--|--|
| Hot Main<br>Dish | Vegetable Nuggets VMC 3732 with SD Mashed Potato 93165179 And SD Gravy (V) 93132538 | SD Easy Peasy<br>Risotto Bake (V)<br>93177963 | SD Sweet Potato and<br>Chickpea Roast<br>93165175<br>with Roast Potatoes<br>And SD Gravy<br>93132538 | SD Tomato Pasta<br>93171286      | SD Mexican Tomato<br>Lentil Taco<br>93170475<br>with Chips |  |  |
| Jacket Potato    | Jacket Potato With Baked Beans NO CHEESE OR TUNA MAYO                               |   |  |                                  |  |  |  |
| Pasta            |   |   | / SD Tomato Pasta<br>93171286  | A N                              |  |  |  |
| Vegetables       | Peas<br>Carrots   | Sweetcorn<br>Broccoli                         | Carrots<br>Cabbage   | Green Beans<br>Sweetcorn         | Baked Beans<br>Peas  |  |  |
| Desserts         | Oatie Biscuit with Fruit<br>Slices*   | Flapjack with Apple<br>Slices*                | Raspberry Smoothie<br>93166798   | SD Chocolate Crispie<br>93158451 | Orange and Mango<br>Smoothie<br>93199797                   |  |  |

Cool Water, Fresh Fruit, Freshly Baked Bread available daily
\*Fruit Based \*\*Wholegrain

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