



## Newsletter

22nd January 2021



Dear parents and carers,

Firstly, as always, I hope that this letter finds you and your families well. Once again, over the course of the week it has been wonderful to see so many children engaging in their online learning, and likewise seeing those children who are in school working hard.

I received a very positive response to the examples of children's work that I shared with you in last week's newsletter, and it is with pleasure that I share more excellent work from our pupils again this week. Last Friday, we also trialled a Collective Worship celebrating the children who were nominated by their class teachers for demonstrating the value of the week. The technology worked well so it was wonderful to be able to extend this to children from years 1 to 6. This afternoon, I loved seeing so many of the children's faces and hearing the examples shared by proud teachers of how children showed **enthusiasm** this week. Below are the names of all the children nominated this week. A huge well done to you all!

Nursery	Mariya Asif
Reception Apple	Matthew Kershaw
Reception Peach	Yunus Miah
Beech	Alyssa Kamal and Ayaan Hoque
Maple	Edward, Thomas and Anastasia
Birch	Daniel Keshani
Ash	Archie Woodley
Lemon	Tiffany Davis
Oak	Yahya Rahman
Aspen	George Macdonald
Spruce	Morgan Gravelot
Palm	Stanley Porter
Cherry	Abigail Peters
Willow	Joshua Leavens
Cypress	Jaffey Manuel

Despite lockdown, Mr. Griffiths is still keeping our **School Council** up and running. As part of this, some of our older school councillors are interviewing members of staff each week, which they are very much enjoying! First up was Mr. Griffiths, and you will find the transcript attached at the end of this newsletter. Next week, I have been nominated for an interview by the children so watch this space for the questions and answers next Friday!



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### Communication

This is a brief reminder of the key points of contact during this time, which were shared with you in previous newsletters. In order for us to work as efficiently as possible, at a time when we are receiving large volumes of communication, please do try to communicate with the most relevant person in the first instance so that we can respond to you as quickly as possible.

- For day-to-day operational matters, including remote learning and on-site provision, please contact me at [headofschool@st-lukes.towerhamlets.sch.uk](mailto:headofschool@st-lukes.towerhamlets.sch.uk)
- If you would like to request to borrow a device, please email our school business manager, Mike Gleeson, at [sbm@st-lukes.towerhamlets.sch.uk](mailto:sbm@st-lukes.towerhamlets.sch.uk)
- If you have any queries regarding free school meals, please contact our admin team, for the attention of Absana Begum, at [admin@st-lukes.towerhamlets.sch.uk](mailto:admin@st-lukes.towerhamlets.sch.uk)
- If you have a higher level observation or concern which you feel should be considered please contact the Executive Headteacher, Rebecca Abrahams, at [executivehead@st-lukes.towerhamlets.sch.uk](mailto:executivehead@st-lukes.towerhamlets.sch.uk)

Please note that if you have been asked to come to collect something from the school, such as free school meal vouchers, for example, please do so between 8am and 11am when the school office is open. Please also note that this is when our telephone lines are also open so if you wish to speak to a member of the office staff, please ring between these hours. If you do need to speak to somebody **urgently** outside of these hours, then please email me ([headofschool@st-lukes.towerhamlets](mailto:headofschool@st-lukes.towerhamlets)) and I will get back to you as soon as possible.

### Further information for parents

We are receiving lots of information to share with parents from different companies and services at the moment. This week, we have information from THAMES, the Tower Hamlets Music Service, who also work with us in school, about home learning opportunities that families can access. The information for this is listed below.

#### THAMES: PARTNERS & PARTNERSHIPS E:BULLETIN

We have added lots of new digital and home learning resources to our website from our partners. **You can see the full details on our website** [here](#). Below are a few of the highlights that we'd like to share with you.

#### Barbican Guildhall Creative Learning

From music to dance to film to visual art, the Barbican have a range of [lockdown activities for young people](#) inspired by their programme.

#### BBC Ten Pieces

BBC have just launched [Ten Pieces Musical Menu](#) – a weekly buffet of primary music activities for home learning and in the classroom. The menu will vary each week and will include listening, performance, singing, well-being, cross-curricular and creative activities.

#### Beat Goes On – Body Percussion CPD

For those who missed yesterday's Body Percussion CPD session, a recording of the session is available to watch [here](#). The recording will be available for 1 week from today.

#### Conductive Music

Through Conductive Music's online [Musical Video Game School](#), [After School Club](#) and [free online resources](#) you'll learn composition, coding, video game design.



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### Half Moon Theatre

Check out Half Moon's virtual performance packages for [primary](#) schools and their [Winter Warmer Festival](#) for families.

### Sing Up

Tune in to [#FeelgoodFifteen](#), a free singing session on Tuesday mornings at 9am and check out the free resources on the [Sing Up website](#).

### Whitechapel Gallery

[Creative activities](#) for families with children aged 6+ inspired by current exhibition [Nalini Malani: Can You Hear Me?](#)

I have also attached a flyer about the flu vaccine catch up service, which is available to any families who may have missed out on this vaccine late last year. Finally, you will find attached an information leaflet from the Parental Engagement Schools and Families Team, which details a wide range of useful virtual services for parents to access for support.

With best wishes,

Cristina King

Head of School





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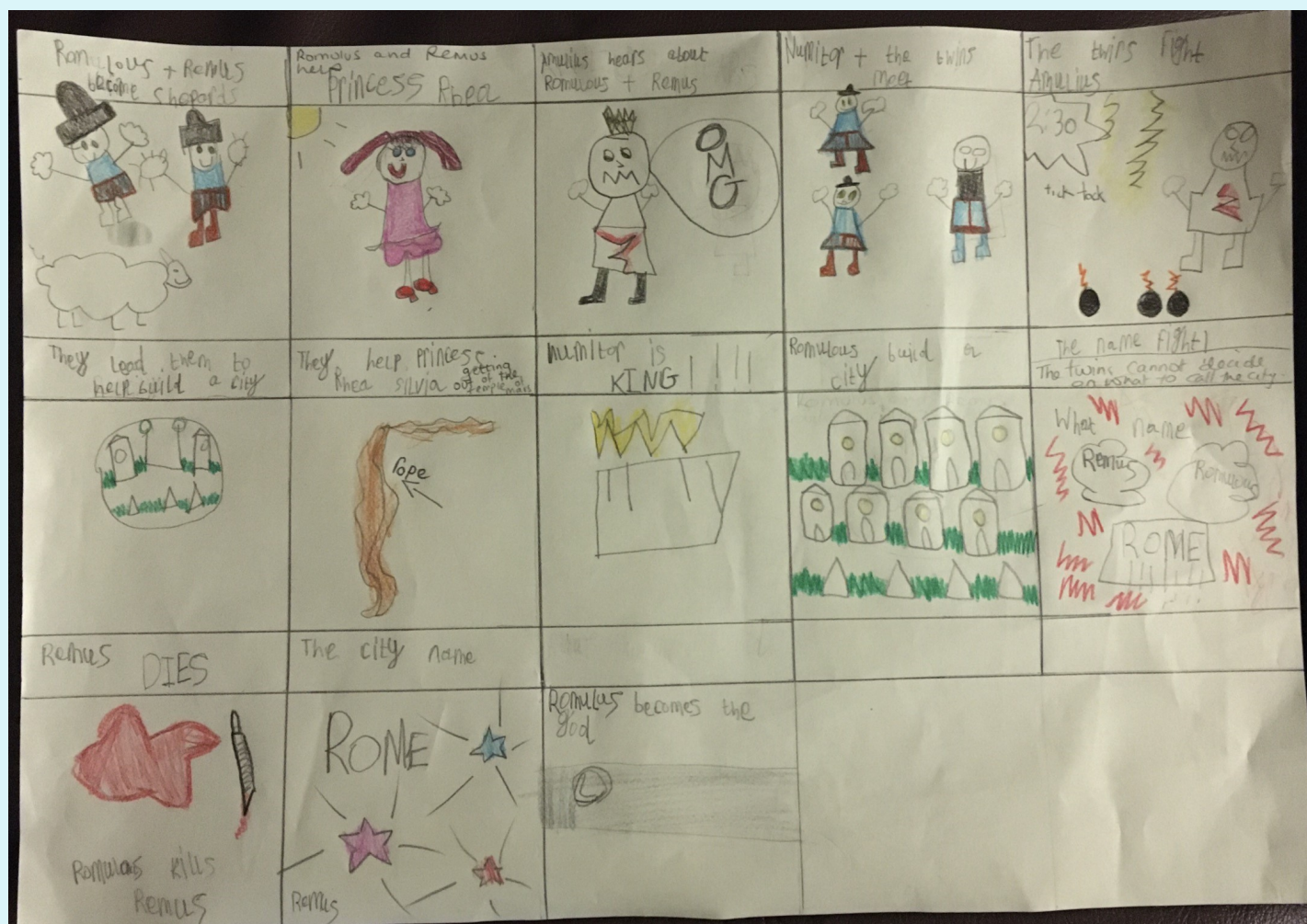
The year 3 team this week like to showcase the work of Taylor in Lemon class and Sini in Oak class. Taylor made a super cool comic strip that retells the story of Romulus and Remus, and Sini wrote an excellent piece in role for her unit of Roman legends.

Dear diary,

Today was the most exciting day of my life. I can't believe it even happened! There was an old man who wanted to see me and my brother [Remus]. I thought it could be because we helped people to get their stolen goods. We went to the place where the old man lived and told him our stories about how we captured the thieves and gave the stolen goods to the rightful owners. When we had finished, the old man who was listening to us, was amazed! He told us quietly, "I'm your grandfather and your mother is Princess Rhea Silva, your dad is Mars [God of war]." My brother and I listened to him calmly. Our grandfather continued to tell us more of how Amulius had banished my mother to the Temple of Mars and how we were missing. We came home excited and surprised because now we know who is our family. Remus and I thought of a great plan to return the throne to grandfather. So tomorrow we are going to defeat the selfish, bad tempered Amulius. Wish Me Good Luck!

From

Romulus



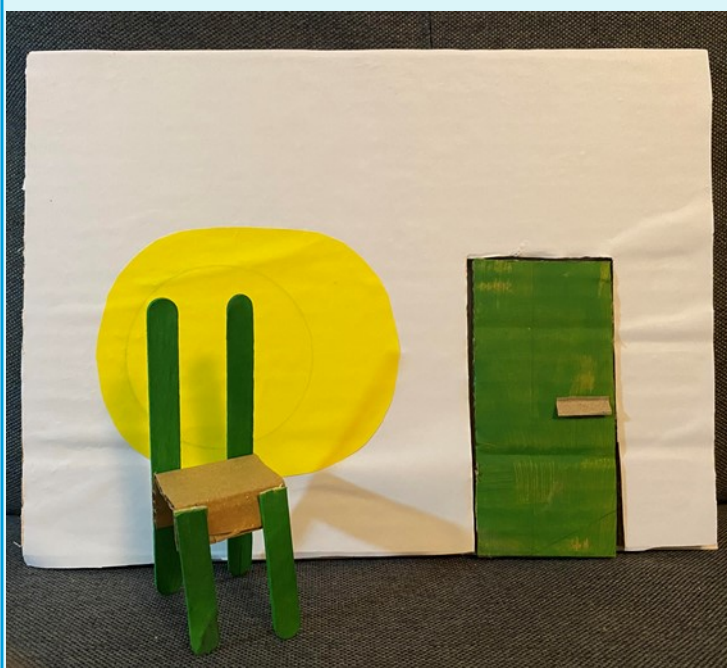




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**This week year one has a super week of learning! Children have produced particularly impressive interior house designs in DT and Rumpelstiltskin puppets in English! Keep up the brilliant work! Here are some wonderful examples from Amelia, Subhanshi, Anvay and Emma:**





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In Early Years, we are very proud of Mariya Asif . This is her maths corner which she has made at home for all of her maths home learning. Mariya has been so enthusiastic this week, joining all of our Zoom calls and showing so much enjoyment for her maths learning.







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**Year 5 have been very enthusiastic about their work on the Victorians! Some excellent work here from Aniyah and Anika.**

My piece of writing:

Living on the streets without mother and Jim is hard. There is very less to do here, looking after mother stopped me from having boredom most of the day. Now I just sit there on the other side of Lizzie with my hands in my head wishing for a miracle to happen where mother turns around to come back for us. I look beside me to see Lizzie; her eyes red with tears rolling down her cheek, looking down at the floor. I am worried what will happen next in our lives. Mother should've taken me instead of Jim because Jim doesn't know how to look after mother as well as I do. Even though she left me I worry too much about her, and the sickness she got, I don't think she would be able to handle herself without any rest. Where will they stay? She could've stayed with Lizzie and I, but she didn't. Why did she have to leave us, just why? I just can't bare it anymore.

### THE BIG NEWS ON THE VICTORIANS!

In this report you will be finding out a bit about what was going on in the Victorian workhouses. For example, we can now find out what the Victorian had to eat in the workhouses. Read on to find out more!

#### Why did their masters treat them like criminals?

Unfortunately, They where often treated like that on a regular basis because their masters thought that they always stole stuff and the reason why they were on the streets "was because of their crimes." Poor people were sent to the workhouses and were treated like prisoners.



### WHY WERE THEY SPLIT FROM THEIR FAMILY?

Sadly, people were split from their families because they all needed to work as different things according to your age or their gender and from some stories (Oliver twist) it's really hard to live a day with out that someone special from your family there for you.

### WHAT TYPE OF CLOTHING DID THEY HAVE TO WEAR?

Most men had to wear a jacket or a cloth, breeches or some trousers, stripped cotton tops, cloth caps and some rusty shoes. It discombobulated people that the clothing was changed year by year from when they changed their rooms and jobs. Women and young girls had to wear gowns, day caps, stockings and woven slippers.

#### Fun Fact!

If the poor lived on the street people who could afford stuff would tell the cops they had stolen something so that poor people could go in the workhouse to get help!

### WHAT FOODS DID THEY HAVE TO EAT IN THESE BRUTAL TIMES?

They would eat bread, soup, sometimes potatoes, oatmeal, flour, onions, turnips and more. As you have heard not much food would fill most of them up and its really important to eat a lot to fill you up so I wouldn't be surprised if everyone else was still hungry. I would've been surprised if someone was to be full from one potato, as poor people it's most likely they wouldn't get seconds like we have nowadays.

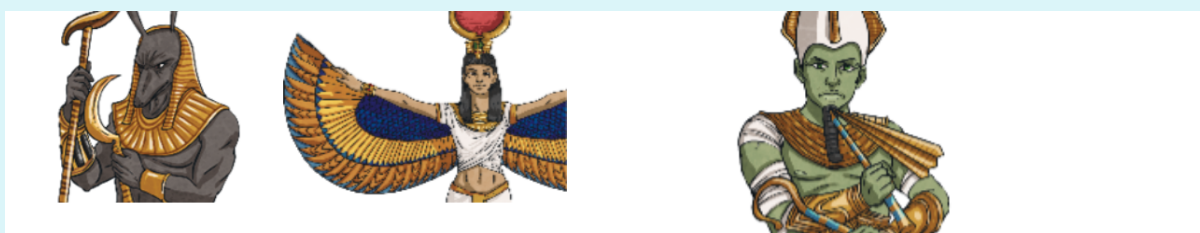


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Here is some excellent work from George Macdonald in year 4, who has completed every piece of work to an incredibly high standard. Well done, George!



Name: Seth

Appearance:

Seth is tall and muscular, with dark skin and the face and torso of a dog. He has a long, narrow face (that isn't very appealing) and long, pointy ears. He wears a thick gold necklace around his neck and two wide golden bracelets. He holds a heavy golden staff and a sharp, golden scythe.

Personality:

Seth is a cunning individual who performs some terrible acts. He is a jealous, envious and conniving person and when he attacks Osiris, he shows that he is incredibly devious and terrifying. He is desperate for power and control and doesn't obey or listen to Ra. Seth is determined to become the Pharaoh and even when he does, he still wants to make sure that Osiris is dead and will not be able to return, so he chops his body into fourteen pieces - showing that he is both ruthless and ferocious. Seth doesn't love his family as he kills Osiris and disobeys Ra.

How I feel about this character and why:

I dislike Seth because he is an evil man who kills Osiris, simply because he is envious of him and wants to be Pharaoh. I think that Seth is an unhappy character and I don't like how he behaves towards others, particularly his subjects once he becomes Pharaoh. Seth is a bully and wants to have power and control over Egypt and everyone in it.

Read Chapter 2 of Beth on the Nile yourself. It is a PDF with the assignment

### Spelling, Punctuation and Grammar – Chapter 2 Beth on The Nile

#### 1. Choose the correct spellings to complete the sentences below.

Scarab was not very courageous / courageous / courageous. He was scared of various / various / varieous things such as sand and thought that almost everything was dangourous / dangerous / dangerious.

#### 2. Complete the sentence by adding a suitable prefix to the underlined words.

The children sat on the sarcophagus, not because they were being disrespectful but because sitting anywhere else was uncomfortable.

#### 3. Insert a comma after each fronted adverbial.

Before, Beth found a lamp Scarab had been stumbling around in the dark. After, a short amount of time Beth and Scarab became bored of the wooden toys. Suddenly, they heard a knocking sound coming from the sarcophagus.

#### 4. Write a pronoun that could replace each of the underlined words in the sentence below.

Scarab was scared of sand because he didn't like the way the sand got between his toes.

#### 5. Expand the following phrase by adding adjectives and a preposition phrase.

Suddenly, the terrifying monster gave a fright to the people.

Also in year 4, is this excellent example of grammar work submitted by Morgan Gravelot, which really impressed Mr. Akinyemi.



# ENTHUSIASM

Our science topic this term is Living things and their Habitats. This week we have been learning about the different habitats where animals and plants live. Our task was to sort the cards into their correct habitats. Oscar (2N) did an excellent job of sorting the cards into their correct habitats. Well done, Oscar! Keep up the fantastic work!



Wednesday 20<sup>th</sup> January

mums - 5 times tables

① How many apples? 25

② How many fish? 10

③ Complete the number track

5 10 15 20 25 30 35 40 45

50 55 60

④

	3 x 5
.....	2 x 5
.....	5 x 5
...	1 x 5

0 5 10 15

⑤ Draw a picture to show 4 x 5

20

4 x 5 = 20

②0 Complete the number line

0 5 10 15 20 25 30 35 40

②6 Which times table does your number line show?

③ 5 x 5 = 25      ④ 55 = 11 x 5

⑥ 45 = 9 x 5      ⑤ 5 x 0 = 5

② 5 x 6 = 30      ⑥ 5 x 0 = 5

④ 5 x 8 = 40      ① 10 = 5 x 2

② 35 = 7 x 5      ① 12 x 5 = 60

④ How much money does Ron have?

Sp Sp Sp Sp Sp

Sp Sp Sp Sp Sp

5 x 10 = 50

Ron has 50p

⑤ Write < > or = to compare the calculations

7 x 5 < 5 x 8

6 x 5 = 4 x 5 + 2 x 5

2 x 5 = 3 x 5 - 1 x 5

12 x 2 = 2 x 12

⑥ Sandwich £2      crayons £5

Jack buys 5 sandwiches + 3 boxes Crayons

How much does he spend?

sandwiches £2 x 5 = £10

crayons £5 x 3 = £15

£10 + £15 = £25

Also in year 2, Ms. Sheppard was particularly impressed with Archie's enthusiasm this week. He is joining in with all of our Zoom calls, sharing his ideas and completing all his work to a very high standard too, showing he is really thinking carefully about his learning. Amazing maths work Archie!



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Ms. Williams has chosen to share Nathaniel Harrigan's final paragraph from his autobiography.

In Year 6 we completed our autobiographical writing with a paragraph on our hopes and dreams. We loved hearing about everyone's hopes for the future, we have such an ambitious cohort! I am particularly impressed and proud of Nathaniel's dedication and hard work from home. Keep up the hard work Nathaniel!

### **Hopes and dreams**

*For as long as I can remember, I have been a Star Wars fan and collector of Star Wars, books, Lego, figurines, games and clothing. Next year I hope that whatever my new secondary school might be, that it is just as good as my time and experiences with St Luke's. When I am older, I want to be independent and not work in an office doing something repetitive, like cold calling people at home. I'm interested in how things work, from a technical point of view. I think perhaps as an engineer in the military, or as a movie set designer on Stars Wars films and Tv would be good! Apart from work life, I also hope to visit South East Asia, Russia and travel to other new countries, because I enjoy seeing and experiencing new things for the first time. I hope the world stops having so many wars and that no more lunatics are in charge, as world leaders!*


Ms. Lukwesa has nominated Sifati for this excellent piece of work.

In Year 6, we researched Harriet Tubman's life story, in order to help us begin writing her biography. Sifati has answered all the required research questions and gone the extra mile by presenting her findings in an eye-catching format.

## HARRIET TUBMAN

**WHEN WAS SHE BORN:**  
Harriet was born in the United States of America in the year 1820. **WHERE WERE HARRIET'S PARENTS FROM:**  
Her parents were both born in Africa but both her parents were slaves. **WHEN DID SHE DIE:** Harriet died on the tenth of march 1913

**WHAT ROLE DID HARRIET PLAY IN CIVIL WAR:** During the Civil War, Harriet Tubman was also a secret spy and military leader. In 1863, Harriet Tubman led soldiers with Colonel James Montgomery to raid rice plantations along the Combahee River in South Carolina. They set fire to buildings, destroyed bridges, and freed many of the slaves on the plantations.



**WHAT DID IT MEAN TO BE A SLAVE:** at the age of 5 or 6, she began to work as a house servant couple years later, she was sent to work in the fields. **WHAT WAS THE UNDERGROUND RAILROAD:** The Underground Railroad was a network of secret routes and safe house in the U.S African-americans used this system to escape to be free. **WHY WAS HARRIET COMPARED TO MOSES FROM THE BIBLE:** When Harriet escaped she felt joyful that she she found away to escape from all these years of being stuck in prison. But she wanted her family to feel the same so she went back and escaped with her family just like how Moses attempted to lead the jews to the promised land and free them from slavery.

**WHAT WERE ACHIEVEMENTS AND WHY IS SHE REMEMBERED IN HISTORY:** Harriet Tubman was an escaped enslaved woman who became conductor of the safe house, leading people to freedom before Civil war. **WHY DID THE '1850 THE FUGITIVE SLAVE ACT' POSE A THREAT TO SLAVES (LIKE HARRIET):**  
THE FUGITIVEVE SLAVE ACT OF 1850 WAS PART OF THE COMPROMISE OF 1850. THE ACT REQUIRED THAT S S LAVES BE RETURNED TO THEIR OWNERS, EVEN IF THEY WERE IN A





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### Finally, from our School Council:

We are starting a new project for our Year 6 School Councillors whereby they will be interviewing different members of staff in the school. Mr Griffiths works with the school council, so it made sense to start with him.

#### Interviewing Mr. Griffiths

**Olivia: Why did you want to be a teacher?**

*Mr. Griffiths: When I was in school myself, I liked to help people. When I was in year 9, I went to a school for work experience and liked the fact I could teach other people different subjects.*

**Olivia: What do you want to do to help improve the school?**

*Mr. Griffiths: Currently I am working with Miss Abrahams and Miss Sheppard on how we can encourage children to read more by using E-books and quizzes. In long term I want to do more work on how we can help people achieve their goals (their aspiration).*

**Olivia: If you can make the school more climate friendly what will you do?**

*Mr. Griffiths: The school councillors in year 5 and 6 last year held a pupil parliament. Plastic pollution was the big issue and we need to look at how we can reduce it.*

**Rihannah: Do you enjoy leading mass with Father Tom?**

*Mr. Griffiths: I do like helping because as a Christian I like to follow our Christian values, particularly partnership.*

**Rihannah: Is it hard being one of the leaders of Year 4, Year 5 and Year 6?**

*Mr. Griffiths: As I have been covering Mrs Sutherland since December, I'm trying to help all the staff to devise good quality home learning. Yes, it is quite hard but I enjoy it!*

**Rihannah: Have you prepared some of the projects each year group are supposed to do?**

*Mr. Griffiths: I've been involved in lots of different projects including HSBC, Connecting Communities and Tower Voices. I think they're important for enrichment and raising aspirations.*

Join the school council next week where they will be interviewing our Head of School, Miss King.