



Newsletter

29th January 2021



Dear parents and carers,

Firstly, as always, I hope that this letter finds you and your families well. Once again, there is a lot of information to share with you this week.

It is always positive to start with sharing the children who have been nominated by their class teachers this week for demonstrating our value of the week: **safety**. It was so lovely to hear examples today of children demonstrating this value both in school and at home, and it was once again a real pleasure to see so many of the children this afternoon. It is most definitely a weekly highlight for me to have the privilege to lead this collective worship! A huge well done to all the children listed below.

Nursery	Cameron Gravelot
Reception Apple	Emma Konya
Reception Peach	Aaron Leal Olivas
Beech	Anvay and Emma
Maple	Sierrah and Alyssa
Birch	Freya Konya
Ash	Ashley Lieng
Lemon	Linda Viola
Oak	Alexander Klos
Aspen	Bella Sleaf
Spruce	Louie Bradshaw
Palm	Betsy May Clapham
Cherry	Ameerah Jamal
Willow	Aaliyah Begum McKeivitt
Cypress	Lisa Bellinger

Last week, I shared with you the first of a series of interviews of members of staff, led by some of our School Councilors. This week it was my turn to be interviewed, and I have to say how impressed by the professionalism of the panel! The interview is attached to the end of this newsletter.

Reading

I am also delighted to be able to share with you the names of children who have been showing dedication to their reading during this period of home learning. It is absolutely crucial that children continue to read daily at home, to an adult if at all possible. Bug Club is up and running for our younger children, and certificates are being sent home to children who have really impressed their teachers. All children should have their login, but please contact Ms. Tough if you need this information again.

In years 3 to 6, children take part in Accelerated Reader and can quiz from home. I have attached an information leaflet created by Mr. Griffiths and Ms. Sheppard which gives details about how you can access e-books from home, and how children can quiz from home. A big well done to those children who have already started doing this!



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Ms. Tough has shared with me the Bug Club readers of the week, and Mr. Griffiths has informed me of those children who have already started doing their Accelerated Reader quizzes. We are very proud of you and I'm already looking forward to hearing some new names next week!

1B - Mary-Jane <u>Pipan</u>					
1C - Dev <u>Gowdra</u>		Violet	<u>Dehan</u>	<u>Gauri</u>	Ayla
2N - Frank Clapham		Bertie	Emile	Beatrice	
2S - <u>Mahika Vinod</u>		Judah	Tanisha	Mal	
		Martin	Kaisha	Sophie	

Nursery applications

This is a reminder to parents who wish to apply for a Nursery place for September 2021. To apply for the Nursery 2021 you must complete the Tower Hamlets e-admission form. The application deadline date is Tuesday February 16th 2021 at midnight.

To apply, go to [Tower Hamlets eadmissions.org.uk](https://towerhamlets.eadmissions.org.uk) by midnight on the 16th February 2021. If you are applying for St. Luke's Nursery, you must also complete our application form which can be found on our website.

Coronavirus

You may recall that over the Christmas holidays, schools were expected to assist with contact tracing of positive cases where symptoms developed within 48 hours of being in school. The same requirements and procedures will be in place for the upcoming February half term, which begins on Monday 15th February. This will allow enough time for positive coronavirus cases to be identified and confirmed by a test and for relevant contacts in the education setting to be traced.

The procedures are as follows:

- Where a pupil or staff member tests positive for coronavirus, having developed symptoms more than 48 hours since being in school, the school should not be contacted. Parents and carers should follow contact tracing instructions provided by NHS Test and Trace.
- For the first six days after teaching ends, if a pupil or staff member tests positive for coronavirus (COVID-19), having developed symptoms within 48 hours of being in school, the school is asked to assist in identifying close contacts and advising self-isolation, as the individual may have been infectious whilst in school. For our school the arrangements are as follows:
- Parents are asked to contact Rebecca Abrahams on her mobile phone (07932 995213) at any time until 4pm. The final day of contact tracing is Thursday 18th February. All other parents and staff who need to be informed of a positive case which could impact them, will be informed by text message from the school.



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Mobile data

As I have mentioned in previous newsletters, we do have some mobile data routers which we are able to distribute to families who do not have a good broadband connection. Please find attached a letter which gives you all of the details on how to apply for this.

Collective Worship

Father Tom has been, and will continue, leading the Monday morning mass. There is now a permanent link (below) to access this every which, at 09:15.

<https://parishiod.churchdesk.com/page/73/st-lukes-cofe-school-collective-worship>

Additional services and support

We continue to receive lots of services reaching out to us to share support that they can provide families at this time.

The Tower Hamlets Healthy Lives Team aim to provide families with suggestions on how to support, encourage and enable children's health and wellbeing. You can find more information on this web link:

https://www.towerhamlets.gov.uk/ignl/education_and_learning/The_Healthy_Lives_Team/The_Healthy_Lives_Team.aspx

I have also attached a bumper edition of the **Families Matter** magazine, which provides huge amounts of information and services available to families, so please do take the time to look at it.

Finally, I have also attached a leaflet for a **Tower Hamlets Education Wellbeing Service (THEWS)** coffee morning.

With best wishes,

Cristina King

Head of School



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In Year 4 the children have been working on non chronological reports. The attached work is from Parnavi and Quinten who both worked really hard to compare two different texts and identify the good features of a non chronological report. Next week they will be writing their own report on Ancient Egypt.

Non-Chronological Reports – Comparison – Pyramids – [Explanation Link](#)

Read the two different non-chronological reports on Ancient Egyptian Pyramids and then answer the following questions.

What features are used in Example A?

Title, Caption, Pictures and WOW box (to highlight the interesting fact), step by step procedure of building a Pyramid.

What features are used in Example B?

Questions with answers, pictures and explanation.

What is your favourite/most interesting piece of information from Example A?

The WOW box because it gave the most interesting fact.

What is your favourite/most interesting piece of information from Example B?

The pictures because I can see how it looks like.

Referring to as many of the features as possible explain which of these two non-chronological reports you think is better and why.

I like the example A because of the below points

- 1) It gave the title clearly of the points.
- 2) It gave the step-by-step procedure of how a Pyramid was built with arrows.
- 3) It gave the important and interesting fact in the WOW box.
- 4) It gave the picture with a caption and the information pertaining to the image.
- 5) Overall, it is a very good depiction of the entire topic.

Create a WMG (What makes good?) list of bullet points for Non-Chronological Reports – Think of at least 3 more points.

A title that explains what the subject of the report is.

Use of different fonts to make the text stand out

A picture with a caption and explanation

A WOW box for the interesting facts

Step by Step procedure of the information.

Non-Chronological Reports – Comparison – Pyramids – [Explanation Link](#)

Read the two different non-chronological reports on Ancient Egyptian Pyramids and then answer the following questions.

What features are used in Example A?

Title, sub-headings, picture, caption, asked questions, factual information and shout out boxes.

What features are used in Example B?

Pictures, titles, subheadings and questions and factual information

What is your favourite/most interesting piece of information from Example A?

The wow circle - The Pharaoh Snofru built three pyramids each one about 100m (330ft) tall.

What is your favourite/most interesting piece of information from Example B?

One of the sub-headings - What was in the name of the most famous pyramid? The great pyramid is the largest and most famous of the pyramids. It was built for the Pharaoh Khufu. It was over 140m high and took 20 years to build.

Referring to as many of the features as possible explain which of these two non-chronological reports you think is better and why.

I prefer example A because it has captions that describe the picture in an easier way. Example B doesn't have many pictures and has the information in a list which makes it less interesting. Example A also has writing in different sizes which takes you around the page. Example B has similar colours for the font and background which makes it harder to read. Example A shows people in the picture doing things which makes you feel like you are there.

Create a WMG (What makes good?) list of bullet points for Non-Chronological Reports – Think of at least 3 more points

A title that explains what the subject of the report is.

Use of different fonts to make the text stand out

Captions under picture to make it easy to know what the picture is.

A central picture that information can be dotted around.

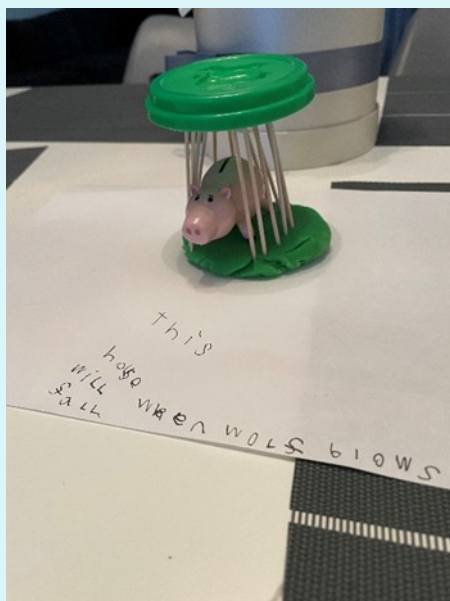
Adding a wow box of an interesting fact that makes you think.



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In Science this week, year 1 were using different materials to build houses for the Three Little Pigs. We thought about which houses would withstand an attack from the big bad wolf! Well done Matas, Cerys and Edward!



House made out of straws



House made out of wood



House made out of bricks

PIC-COLLAGE





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In Nursery, the team were very impressed with Cameron Gravelot's name writing! Harvey has these words of high praise for Cameron this week:

Cameron Gravelot is our safety star of the week. Cameron showed excellent coordination, balance and awareness of others as he led his family through a Joe Wicks style workout earlier this week. Well done Cameron for keeping a safe space between everyone, choosing the correct clothing and demonstrating your moves for others to copy.

As well as keeping his family fit and healthy, Cameron has been busy with lots of home learning. Including some brilliant name writing practice. Keep up the good work Cameron.





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In Year 2 we have had so much incredible work handed in through Teams, we are so impressed with how hard everyone is working at home!

We have chosen some art work from Lachlan and Oscar, where they used the Pointillism tool on Purple Mash to create these beautiful pictures. In English we are writing our own information reports on the Great Fire of London. Jade and John have both made a fantastic start, showing how much they have learnt and presenting their work so carefully.



Lachlan



This is my mummy, By Oscar




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Jade's work:

Great Fire of London

What was London like in 1666?
The buildings were made from wood and were very close together. Inside their homes, people used candles for light and cooked on open fires. In those days there were no fire engines and firemen to stop a fire from spreading.



How did the fire start?
The fire began early on Sunday morning on the 2nd September. It started in Pudding Lane in the shop of the King's baker, Thomas Farriner.

Why did the fire spread?
The wind was very strong, there was no rain and no firefighters. The houses were made from wood and the streets were very narrow. Those people had to use fire squirts which didn't help because they were too small.

John's work:

What was London like in 1666?
London was a large city full of wooden houses all the houses were so close together their roofs nearly touching. Horses and carts jammed the alleys. It was full of people working. Did you know that at that time England was at war with the Dutch?

How did the fire start?
The fire started on Sunday 2nd September 1666 on Thomas Farriner bakery shop in Pudding Lane.



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In our history lessons this half term, Year 6 has been learning about Nelson Mandela and the role he played in bringing about an end to Apartheid in South Africa. Maria has shown great maturity and sensitivity when discussing this challenging topic. She put a lot of effort into her timeline of Nelson Mandela's life and even created an interactive quiz to test the reader!



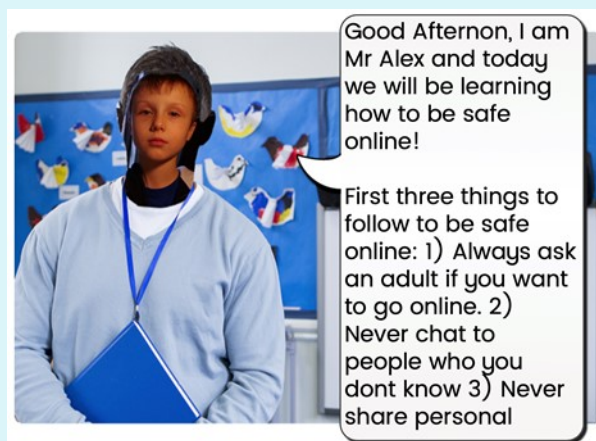
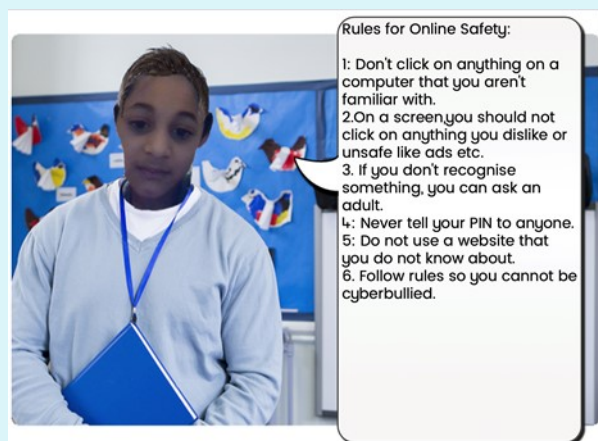
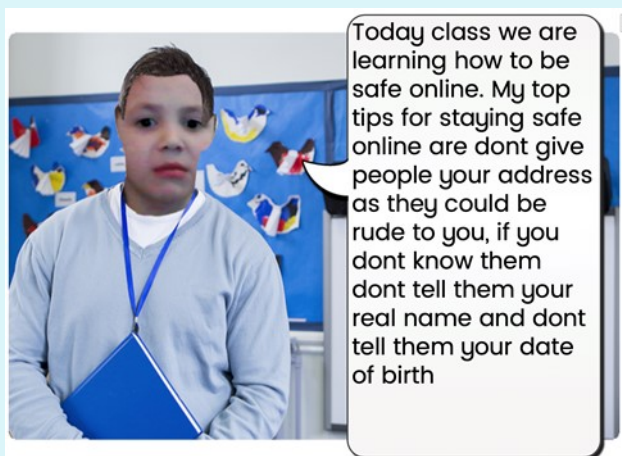


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Year 3 have worked so hard this week, and I have especially enjoyed reading their legends about how the city of Rome got its name. We have been focussing on our use of adjectives, conjunctions and starting sentences in different ways. Thank you to everyone that has uploaded their work for us to read. Keep up your hard work and keep shining! Miss Bingham :)

Our star pupils of the week in Year 3 are Linda and Alex, for their fantastic listening (and responsibility), which helps them to be safe members of our virtual classroom. Year 3 have had some surprise guest teachers in our virtual classroom recently, sharing tips on how to stay safe online. Do you recognise our newest members of our St. Luke's Safety Team?!





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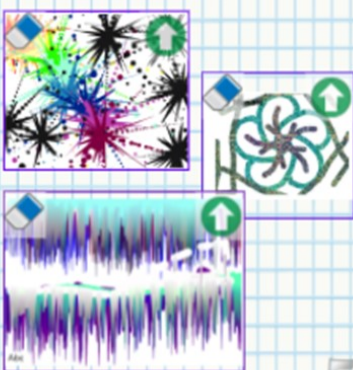


Game Design Planner

Setting the scene

My game is set in loads of different worlds you start with grass world then forest, then castle and then larver. Each world has a different mini boss at the last level in world. And once you finish larver world you get a mega boss. You need to collect enough gems at the end to win the game after you defeat the boss.

Upload some ideas for graphics.



In year 5, Ms. Dewan has been most impressed by Sophie Bennison's work.

This week in DT year 5 have designed and planned their 3D computer game. Sophie has gone into great detail about the different settings, graphics and obstacles in each level.

Also in year 5, Ms. Budden was very proud of Lilan's writing this week, where he has been writing in character.

Well done, Lilan!

Monday 29th January 2021

Firstly, I will need to go past the dormitory and go into the kitchen then ^{up} ~~past~~ the dining room which would lead me into the school room where the guards are. So I would pretend to be one of the maids and sneak past the ^{frantically} guard but it would have to be night when everyone is asleep.

Meanwhile, I will go down the hall next to the master's office ^{which} leads to the entrance, but there's a alarm so I have to ^{disable} ~~disable~~ it so it doesn't work anymore. Then I can sneak past the entrance.

Soon afterwards, I'll ^{sneak} ~~pass~~ the bins then I'll have to go ^{run} ~~past~~ the store and there are also guards so I need to pretend to buy stuff.

I probably would be scared but if it's to be reunited with Emily and Lizzie I would love to see them.



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In week 2 of our staff interviews, our school councillors Olivia, Yoan and Rihannah decided to interview head of school, Miss King. Here's what she had to say!

Interviewing Miss King



Olivia: Why did you want to be a teacher?

Miss King: I think I've always wanted to be a teacher as a child as I loved learning and as a teacher it revolves around learning. As I'm a teacher I can still learn, and I love sharing my knowledge.

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

Miss King: I always think that we can do more at lunch time I would like to see more games and activities. In the future, I would love to see pupil lead games where older children play with younger children. I would like to hear what pupils think about what we should do, as adults, to improve things.

Rihannah: When did you start being one of the leaders in school? Is your job difficult?

Miss King: When I started in 2013, I was a maths leader, I led on maths and I still do. It's my favourite subject! Then I became deputy headteacher and now I'm head of school. Sometimes it can be difficult but it's really enjoyable.

Rihannah: What's your job about?

Miss King: My job is to make sure that every child that walks through the door of St Luke's has a good experience, learns as much as they possibly can, enjoys themselves and is really happy.

Rihannah: How did you work your way up to being a leader in school? Are there any tips you could give?

Miss King: I guess the most important thing is that you have passion, and you make sure what you do supports our pupils a lot and helps them.

Yoan: What is your favourite joke?

Miss King: I used to love the jokes on the back of penguin wrappers and I also really like the silly Christmas crackers jokes.

Yoan: What is your favourite food?

Miss King: I really like fish and you will see me eating it a lot, although I do love a chocolate treat. Lasagne is another favourite of mine too – something I used to eat at home as a child a lot!