Meet the Teacher

Year 2

Staff - Ms Kouadio, Mrs Mbick, Miss Molly and Miss Maisie (pm).

Class timetable -

Y2 Timetable

8:45-9:00	9-9:30	9:30-9:50	9:50-10:15	10:15-10:30	10:30-11:45	11:45-12:45	12:45-3:00	3:00-3:15
Monday Creative writing and registration	Phonics and GPS	Assembly	Reading groups T group 1, 2 TA group 3, 4 **CP**	Break	Transition - fluent in 5 Maths **CP**	Lunch	Transition - school breathe Foundation subjects **CP** And phonics catch up / keep up	Story time and home time
Tuesday Creative writing and registration	Phonics and GPS	Assembly	Reading groups T group 5, 1 TA group 2, 3 **CP**	Break	Transition - fluent in 5 Maths **CP**	Lunch	Transition - school breathe Foundation subjects **CP** And phonics catch up / keep up	Story time and home time
Wednesday Creative writing and registration	Phonics and GPS	Assembly	Reading groups T group 4, 5 TA group 1, 2 **CP**	Break	Transition - fluent in 5 Maths **CP**	Lunch	Transition - school breathe Foundation subjects **CP** And phonics catch up / keep up	Story time and home time
Thursday Creative writing and registration	Phonics and GPS	Assembly	Reading groups T group 3, 4 TA group 5 **CP**	Break	Transition - fluent in 5 Maths **CP**	Lunch	Transition - school breathe Foundation subjects **CP** And phonics catch up / keep up	Story time and home time
Friday Creative writing and registration	Phonics and GPS	Assembly	Reading groups T group - intervention TA group -intervention **CP**	Break	Transition - fluent in 5 Maths **CP**	Lunch	Transition - school breathe Foundation subjects **CP** And phonics catch up / keep up	Story time and home time

Things to know

Spellings are given each Friday and there is a test each Friday.

Personalised homework will be set on Monday after half term and due in on Friday.

Reading every night - this can be via books sent home from school, reading eggs, books you have at home or from the library. Books will be changed on Fridays.

PE is currently on Tuesdays. Children can come to school dressed in PE kits on this day.

Uniform- traditional school uniform or black/ navy jogging bottoms with plain black unbranded trainers along with white t-shirt and navy blue jumper/ cardigan

Standards - non negotiables

Handwriting - letter formation into joining.

Presentation - underlining of dates and LQ's, drawing margins in Maths books especially.

Times tables - 2's, 5's and 10's (should be known off by heart by end of year) this will be practiced every morning, please don't be late or children will miss learning time.

Word lists- given out each Friday

Our writing targets:

In writing I can:			
Show some sentences with capital letters and full stops			
Segment spoken words into phonemes and represent these by graphemes, spelling some correctly			
Spell some common exception words			
Form lower-case letters in the correct direction, starting and finishing in the right place			
Form lower-case letters of the correct size relative to one another in some of my writing using spacing between words.			
Demarcate most of my sentences with capital letters and full stops and with some use of question marks and exclamation marks.			
Use sentences with different forms including statements, questions, exclamations & commands			
Use some expanded noun phrases to describe and specify			
Use present and past tense mostly correctly and consistently			
Use co-ordination (or / and / but) and some subordination (when / if / that / because)			
Segment spoken words into phonemes and represent these using the correct graphemes			
Spell many common exception words			
Spell some words with contracted forms using the apostrophe in the correct place			
Add suffixes to spell some words correctly in my writing e.g. –ment, –ness, –ful, –less, –ly*			
Use the diagonal and horizontal strokes needed to join letters in some of their writing			
Write capital letters and digits of the correct size, orientation and relationship to each other			
Use spacing between words that reflects the size of the letters.			
Use the full range of punctuation taught at key stage 1 mostly correctly			
Spell most common exception words			
Spell most words with contracted forms			
Add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly*			
Use the diagonal and horizontal strokes needed to join letters in most of my writing.			
Clearly articulate what I have learned.			
Apply what I have learned to peer teach and explain my learning.			

Our reading targets:

| In reading I can:			
Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes			
Read accurately some words of two or more syllables that contain these graphemes			
Read many common exception words.			
Read aloud many words quickly and accurately without overt sounding and blending			
Sound out many unfamiliar words accurately.			
Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.			
Read accurately most words of two or more syllables			
Read most words containing common suffixes			
Read most common exception words			
Read words accurately and fluently without overt sounding and blending			
Sound out most unfamiliar words accurately and quickly			
In a book that I can already read accurately and fluently I can check it makes sense to me			
Answer questions and make some inferences on the basis of what is being said and done.			
Read accurately and confidently words of 2 or more syllables			
Talk about favourite authors or genre of books			
Can predict what happens next in familiar stories			
Confident to read aloud in front of others			
Tell someone what I like and dislike about a story I have read or a story read to me			
Read a number of signs/labels in the environment using my phonic knowledge when doing so			
Be aware of mistakes I make in my reading because it does not make sense			
Re-read a passage to help my comprehension of it			
Show awareness of how non-fiction texts are organised			
Use illustrations as an important feature to help my reading			
Clearly talk about what I have learned.			
Apply what has been learned to peer teach and explain my learning.			

Our Maths targets:

In maths I can:

Count numbers up to 100 using concrete objects: counting in ones and tens, forwards and backwards			
Know the place value of each digit in a 2-digit number			
Compare numbers from 0 to 100 using <, > and = signs			
Understand the place value of each digit in 2-digit numbers using number bonds			
Count in steps of 2 and 10 from any number, forwards and backwards			
Count in steps of 3 and 5 from any number, forwards and backwards			
Add a 2-digit number and ones, without renaming			
Add 1-digit numbers to a 2-digit number resulting in renaming of one			
Subtract ones from a 2-digit number without renaming.			
Subtract a 2-digit number from another 2-digit number with renaming			
Add three single-digit numbers			
Apply knowledge of addition and subtraction to solve problems.			
Understand that multiplication is the same as repeated addition of equal groups.			
Understand and learn the 2 times table.			
Understand and learn the 5 times table.			
Understand and learn the 10 times table.			
Use knowledge of the 2, 5 and 10 times tables to explore commutative law and solve word problems.			
Understand that grouping is a way of dividing and use the division (÷) and equals (=) signs.			
Understand sharing is a way of dividing and the relationship between division and multiplication.			
Use division facts for the 2 times table and relate them to multiplication facts			
Use division facts for the 5 times table and relate them to multiplication facts			
Use division facts for the 10 times table and relate them to multiplication facts			
Identify a family of multiplication and division facts			
Recognise and understand odd and even numbers.			
Measure length in metres and centimeters.			
Compare and order lengths using >, < and = .			
Solve word problems involving addition and subtraction of lengths and heights			

Our year overview maths
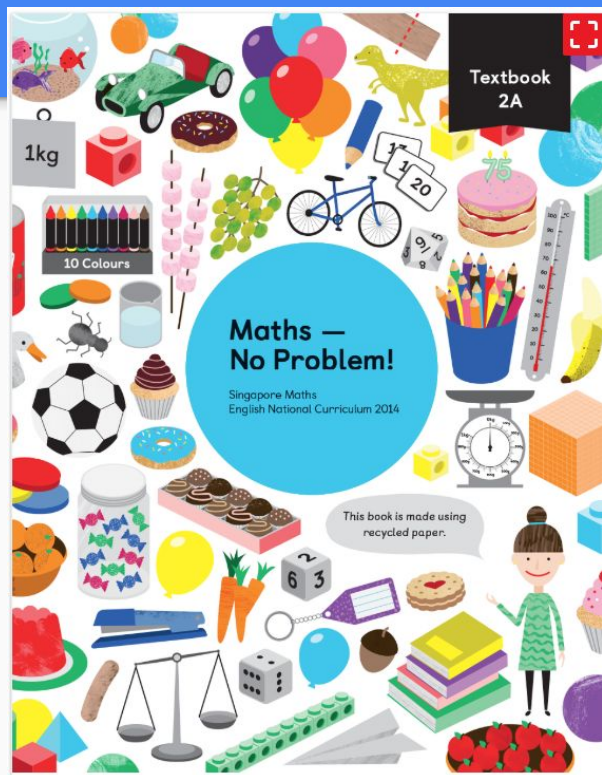
Chapter Overview

This chapter concentrates on various aspects of numbers to 100. Pupils will be able to count to 100 through different steps, including counting up in tens. Place value will have a major role throughout the chapter. Pupils will also look at comparing numbers using their place-value knowledge and they will go through number bonds. The final two chapters will allow pupils to explore numbers to see patterns within 100.

Lessons in Chapter 1

Lesson 1 - Counting to 100

Lesson 2 - Place Value

Lesson 3 - Comparing Numbers

Lesson 4 - Number Bonds

Lesson 5 - Number Patterns

Lesson 6 - Number Patterns

Lesson 7 - Chapter Consolidation

Resources

- Tens and ones (to 100) (one set between two)
- Objects for counting (e.g. straws)/counters (100)
- Elastic bands
- Laminated part–whole diagrams (one between two)
- Whiteboards and pens (between two)
- Place-value charts (one between two)
- 0–9 digit cards (one between three to four)
- Coins/counters
- Blank number tracks
- 100-square (one between two)

How many crayons are there altogether?

Chapter 1
Numbers to 100

1 of 1

Our year overview phonics

This half term we will be consolidating the phase 5 phonics learnt in year , through our phonics scheme Little Wandle. Following this, we will move onto GPS to secure pupils understanding in grammar, punctuation and alternative spelling patterns.

Our awesome curriculum for the year…

Science Computing History Geography Art DT Citizenship/PSHE Religion

AUTUMN 1 - We are Awesome Superheroes		AUTUMN 2 - We are Awesome Tour Guides		SPRING 1 - Our Awesome Escape from the Great Fire of London	
Animals including humans	• Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Animals Inc humans (exercise, diet and hygiene focus)**	• Describe the importance of exercise, eating the right amount of different types of food and hygiene for the soldiers. • Find out about the needs of animals (horses and mercy dogs) for survival. (Water/Food/Air)	**Animals inc humans (diet and hygiene)**	• Describe the importance of eating the right amounts of food (look at 1666 diet) and hygiene (plague).
Creating media – Making music	• To say how music can make us feel • To identify that there are patterns in music • To experiment with sound using a computer • To use a computer to create a musical pattern • To create music for a purpose • To review and refine our computer work	**Creating media – Digital photography**	• To use a digital device to take a photograph • To make choices when taking a photograph • To describe what makes a good photograph • To decide how photographs can be improved • To use tools to change an image • To recognise that photos can be changed	**Programming A – Robot algorithms**	• To describe a series of instructions as a sequence • To explain what happens when we change the order of instructions • To use logical reasoning to predict the outcome of a program • To explain that programming projects can have code and artwork • To design an algorithm • To create and debug a program that I have written
Comparing two individuals who contributed to national/international achievements	• Place period on class time line. • To be able to describe who Florence Nightingale was and achievements • How has she impacted the UK and the world. • To be able to describe who Mary Seacole was and achievements • Using sources compare the two individuals and describe the differences and possible reasons for this..	**Changes within living memory – World Wars and Remembrance**	• Place on class timeline • To know approximately how long ago the World Wars occurred using common language • Consider the differences between now and then referring to ration, food and technology. • Follow a 1940s recipe - eg Shepherds pie using a week's rations. Make and evaluate the dish. • To be able to describe what Remembrance Day is and why it is important.	**Significant event beyond living memory – Great fire of London/Plague**	• Understand how the year 1666 would fit onto a timeline with other time periods studied. Place on class time line. • Explain how we can know what happened during the year 1666. • Be aware of the use of primary and secondary historical sources and how these can be used to find out information about events. • Describe the events leading up to the Great Fire of London. • Be able to give reasons for its importance in the history of London. What changes were made after the fire (housing) • Link to Sam Pepys hiding cheese - make cheese. Follow steps to make.
Mapping Journeys	• Use maps to chart the journeys of Florence Nightingale and Mary Seacole • Name and locate the world's seven continents and five oceans. • Use and construct basic symbols in a key.	**Our island home – The U.K.**	• To use maps, locational language & compass directions to locate the 4 countries, capital cities & surrounding seas of the UK. • To use an Atlas/globe /world map to locate the UK in Europe & world. • To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Isle of Struay (Coll-Katie Morag) case study/comparison with our local area • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features as part of comparison. • To devise a simple map; and use and construct basic symbols in a key of our local area to compare to Coll.	**Mapping London now and then**	• Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features on a map. • Devise a simple map; and use and construct basic symbols in a key. • Compare maps of London from 1660's and from the present day. • Use mapping skills and digimaps to mark on famous landmarks in London, Big Ben, Houses of parliament, Buckingham Palace and monument. • Use geographical terms to describe how the city has changed over time.
Textiles- class patchwork quilt: templates and joining techniques	• Design own patch with design criteria. • Explore how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Understand how simple 3-D textiles are made, using a template to cut • Making - Select and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Evaluate against design criteria.	**Poppies**	• Look at the installation Blood red land and seas of red by Paul Cummins and Tom Piper • Experiment with malleable materials e.g. clay, plasticine, modroc wire and newspaper etc • to create their own poppy sculpture - pinching, rolling, kneading and joining clay. • to evaluate their own work and materials used.	**Watercolours and silhouettes - Blaze haze**	• to experiment with watercolours and investigate famous artists that have used these (Monet) • to create a silhouette of the london skyline in 1666 • to use small brushes to add watercolours to create a wash effect and blend and mix colours • to create a landscape of the fire using printing to silhouette and a wash effect for tones and hues.
How are we different?	• Use similarities to make comparisons. • Explore differences discussing the positives and negatives	What are rights and responsibilities?	• Children recognise what their rights are and the requisite responsibilities they have. • Share why men went off to war, was this their responsibility? What are our responsibilities- British Values link. Observe KS2 Debate.	Am I staying safe?	• Link to great fire, explore fire safety (London Fire Brigade Workshop) • https://www.london-fire.gov.uk/schools/book-your-school-visit/ • Identify people within the community and in our lives that keep us safe.
Creation - Who made the world?	• Understanding Christianity unit • https://www.understandingchristianity.org.uk/wp-content/uploads/2021/10/KS1_1.2_Creation_unit_WEB.pdf	**Why does Christmas matter to Christians?**	• Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2016/04/KS1_1.3_-Incarnation_unit_WEB.pdf	**Why are different books special for different people?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1WrNFRhxEaTSLo75WBJ2bqN74r0x_4g?usp=share_link
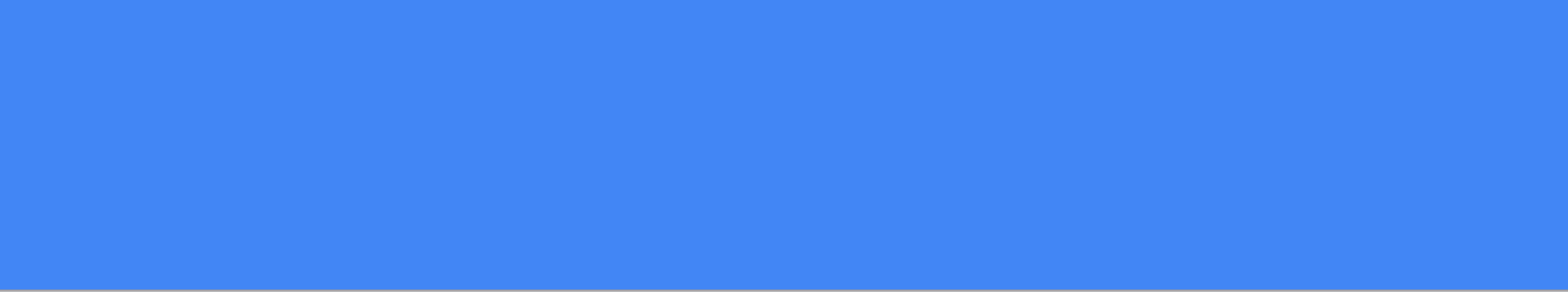
Our awesome curriculum for the year...

Year Two Curriculum Map

Science   Computing   History   Geography   Art   DT   Citizenship/PSHE   Religion

SPRING 2 - Our Awesome Materials		SUMMER 1 - Our Awesome Natural World		SUMMER 2 - Our Awesome Coast	
Everyday Materials Sort to recycle Lego WeDo 2	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Investigate how natural and man made materials are used and the impacts of this.	**Plants**	• Take photos of plant in eco garden using i-pad then edit and label • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Identify & name a variety of plants in their habitats, including micro-habitats	**Living things and their habitats**	• Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and live symbiotically. • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals - food chains.
Programming B – An introduction to quizzes	• To explain that a sequence of commands has a start • To explain that a sequence of commands has an outcome • To create a program using a given design • To change a given design • To create a program using my own design • To decide how my project can be improve	**Computing systems and networks – IT around us**	• To recognise the uses and features of information technology • To identify the uses of information technology in the school • To identify information technology beyond school • To explain how information technology helps us • To explain how to use information technology safely • To recognise that choices are made when using information technology	**Data and information – Pictograms**	• To recognise that we can count and compare objects using tally charts • To recognise that objects can be represented as pictures • To create a pictogram • To select objects by attribute and make comparisons • To recognise that people can be described by attributes • To explain that we can present information using a computer
Famous Scientists in History	• Study life and works of John Mcadam (or other materials scientist) • Add period to class timeline	**Famous Scientists in History**	• Study famous Victorian botanist "Marianne North " and place it on class timeline. Why did she become a botanist? What is her legacy? • On a world map, plot her journey across the world.	**Famous Scientists in History**	• Watch a "deadly in 60" episode with Steve Backshall". What is he doing this job? link to preservation and conservation and protecting the future.
Famous Buildings	• Use an atlas to identify the United Kingdom and its countries as well as famous landmarks in the UK, Big Ben, Forth Bridge, Angel of the North, Edinburgh Castle etc. • Use an atlas or world map to identify the seven continents and famous buildings e.g. Pyramids, Taj Mahal, Great Wall of China, Sydney opera house, statue of liberty, leaning Tower of Pisa. (Oxford First Atlas pg 30-31)	**Is school the same everywhere? Australia or Ethiopia case study**	• Identify the location of our school on a map of london. • Identify the location of the non-European country in relation to the U.K (Ethiopia - link with Stand By Me charity) • To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. • To compare the human and physical geography of the two locations • To identify seasonal and daily weather patterns in our part of the UK and the contrasting non european countries. • Talk about the country in relation to hot and cold areas of the world, the Equator and the North and South Poles	**The seaside (Leigh on Sea)**	• To use world maps and atlases to identify the United Kingdom, its countries & surrounding seas. • Identify coastal towns on a map of the U.K. • Compare similarities and differences between Leigh-on-Sea and Canning Town Human and Physical features. • To name and identify key physical features: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley, vegetation and weather. • To name and identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • To use aerial photographs and fieldwork to recognise landmarks and basic human and physical features; devise a simple map; and use & construct basic symbols in a key.
Mechanisms: wheels and axles (Lego WeDo kits unit also available for this unit)	• Design - Explore and use wheels, axles and axle holders.Distinguish between fixed and freely moving axles. • Make - Select from and use a range of materials and components such as paper, card, plastic and wood • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Evaluate product. How could it be improved?	**Working with sliders and levers**	• Exploring making mechanisms • Understanding that levers and sliders are mechanisms • Knowing that levers and sliders can make things move • Using words to describe movement: up, down, left, right, vertical and horizontal • Creating moving plant models that use levers and sliders • Use Marianne North style drawings to decorate the flower at top of the working model.	**Food: preparing vegetables (Make Hummus and carrot/celery/cucumber sticks)**	• Understand where a range of vegetables comes from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how vegetables are a part of a healthy diet. • Use simple utensils to peel, cut, slice, squeeze, grate and chop safely. • Select from a range of vegetables according to their characteristics e.g.colour, texture or taste to create product
What am I good at? Who am I?	• Children explore what makes them who they are, personality friends and family. • Explore the idea of being good at something and give examples along with why.	Is that fair?	• Introduce the idea of fair and unfair in the context of fair trade. • Consider social and moral dilemmas. • Discuss with those of other faiths about fairness and what it means to them.	**'Painting' with paper**	• Look at selected works by Eileen Downes • Evaluate others - decide on most effective adhesive based on experience • Using Photographs taken at Leigh-on- plan piece of landscape collage artwork justifying the pictures used. • Make - selects, sorts, fold, crumple, cuts and tears according to qualities e.g. warm, cold, shiny, smooth to change texture • create own collage of Leigh-on-Sea landscape & evaluate.
Why does Easter matter to Christians?	• Understanding Christianity unit • https://www.understandingchristianity.org.uk/wp-content/uploads/2016/04/KS1_1.5_Salvation_unit_WEB.pdf	**How does special food and fasting help people in their faith?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1mRsUKRnuVod1jpNxzMw6zICIEOV4isG?usp=share_link	**What does it mean to say sorry?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/115JphcIcb6bODmUG2V1G3iJgwxLowG2A?usp=share_link

Autumn 1

All taken from the national curriculum

AUTUMN 1 - We are Awesome Superheroes	
Animals including humans	• Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Creating media – Making music	• To say how music can make us feel • To identify that there are patterns in music • To experiment with sound using a computer • To use a computer to create a musical pattern • To create music for a purpose • To review and refine our computer work
Comparing two individuals who contributed to national/international achievements	• Place period on class time line. • To be able to describe who Florence Nightingale was and achievements • How has she impacted the UK and the world. • To be able to describe who Mary Seacole was and achievements • Using sources compare the two individuals and describe the differences and possible reasons for this..
Mapping Journeys	• Use maps to chart the journeys of Florence Nightingale and Mary Seacole • Name and locate the world's seven continents and five oceans. • Use and construct basic symbols in a key.
Textiles- class patchwork quilt: templates and joining techniques	• Design own patch with design criteria. • Explore how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Understand how simple 3-D textiles are made, using a template to cut • Making - Select and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Evaluate against design criteria.
How are we different?	• Use similarities to make comparisons. • Explore differences discussing the positives and negatives
Creation - Who made the world?	• Understanding Christianity unit • https://www.understandingchristianity.org.uk/wp-content/uploads/2021/10/KS1_1.2_Creation_unit_WEB.pdf

Interventions

Every pupil progresses at their own pace, so we will plan to challenge and support to ensure that we meet the needs of them all. Classroom structures and practices will be established to enable participation for all and interventions will be targeted towards Literacy, Numeracy, Social Skills and Emotional Regulation.

Positive Behaviour Management

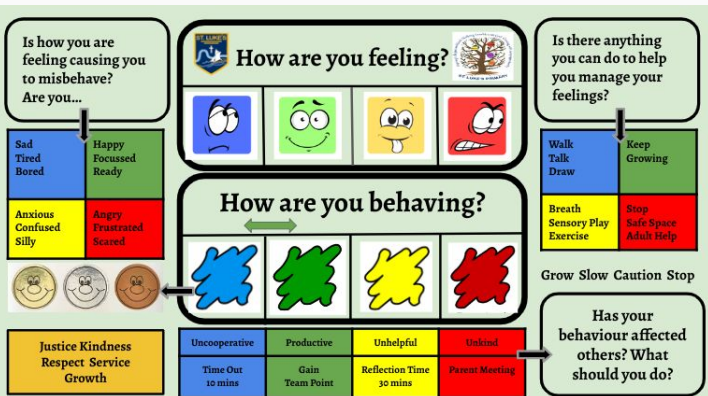## Structure, understanding and encouragement

Pause - take a deep breath
Attune - what is going on
Label - discuss calmly and quietly
Model - give them strategies

Calm structured rooms

Ground Rules

Behaviour Chart
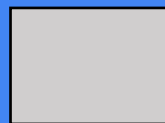
Consistent hard work and a clear demonstration of the Christian values of compassion, respect, perseverance, forgiveness and trust. **Silver Sticker**

Working hard and being compassionate, respectful, persevering, forgiving and trustworthy. **Bronze Sticker**

Where possible each day begins afresh *

Calling out, getting out of their seat, distracting, not co-operating, etc. **Reflection sheet home**

Repeatedly not following instructions, name calling, rudeness, refusal to work, etc. **Parents contacted/ Alternative Lunch**

Walking out of class, racism, bullying, swearing, stealing etc. **Meeting with Parents/ In School Exclusion/ Fixed Term Exclusion**

Reading Eggpress

https://readingeggs.co.uk/

All children have received logins for mathletics and reading eggs - there are weekly prizes for the child who does the most.

Online safety

We will start the Year with Online safety lessons for your children using Google

https://beinternetawesome.withgoogle.com/en_us/interland

Please be aware the only way to ensure your child is safe when online is when you are online with them!

Online safety

At St Luke's, we aim to provide our pupils with strategies on how best to stay safe online. Keeping our pupils safe online is of the utmost importance to us and so we are committed to having an ongoing dialogue of the issues that pupils face when using the internet, as this is unavoidable in our world today.

Specific online safety lessons based on different subjects (cyberbullying, accessing appropriate content, managing online footprint etc.) are carried out every half term. However we are aware that much of our pupils' use of the internet will occur at home, away from the school's filters.

So below are a list of useful websites, advice and resources that you may find helpful when navigating the issue of online safety with your child.
Thinkuknow http://www.thinkuknow.co.uk
National Online Safety https://nationalonlinesafety.com/resources/platform-guides/
NSPCC http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/
Childnet http://www.childnet.com/parents-and-carers
CEOP http://ceop.police.uk/safety-centre/
BBC https://www.bbc.com/ownit
SafetoNet https://safetonet.com/

Also, keep an eye out for updates on issues arising and other concerns on popular game apps and websites on School Ping. Some of you might be aware that through the last year a few caution leaflets and news feeds have been shared on School Ping to alert parent on some of these dangers.

Safeguarding at St. Luke's - if you have any concerns see one of our team below

Matt Hipperson HT & Designated Safeguarding lead

Fiona Norcross DHT & Deputy Safeguarding Lead

Debbie Phillip family Support Worker

Sarah Martin Learning Mentor & After School Lead

Message from Matt Hipperson HT

At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions, but if you have anything about the school as a whole (please email your teacher if is something about their class) then please email me on:

ht@st-lukes.newham.sch.uk

Thank you!

Please use the y2@st-lukes.newham.sch.uk email address for any questions that you have.