

# ST PAUL'S CATHEDRAL SCHOOL

## A Guide to Year 3 2024-2025

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(3LS Form Teacher)

## **Introduction**

St Paul's Cathedral School is a Christian, co-educational community where the values of love, justice, tolerance, respect, honesty, service and trust are encouraged and practised to promote positive relationships throughout the school community and where the safety and welfare of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community and encourages a close working relationship with parents and guardians.

### **Welcome to Year 3**

Year 3 is an interesting and exciting year for many reasons. We warmly welcome many new children and families to our community and split into a two-form cohort. As pupils move into our Prep School environment, they begin to experience slightly more independence and specialist teaching. **Lucy Simpson** and **Tom Natynczuk** are the Year 3 form teachers. Together they will oversee the pupils' academic progress, carefully consider their pastoral needs and will teach English, Maths, Science, TPR and the Humanities. The latter two are taught through the International Primary Curriculum (IPC). In Year 3, the pupils will also have PE, Dance, Games, ICT, Drama, Art, French and Music taught by specialist teachers.

The children will be form based for English, Maths and IPC. This will enable form teachers to carefully monitor the progress of each child and plan for appropriate challenge and support in each area of learning.

Timea Toth and Jake Banks will provide valuable teaching assistance throughout the week and small group or 1:1 support where appropriate.

***Lucy Simpson & Tom Natynczuk***

### **SPCS: Welcome from the Head**

A warm welcome to this new academic year. This guide provides an outline of the year ahead for your child and we hope you will find the information useful. No guide can cover everything, so do please get in touch if you have any questions.

We rely on close communication with you and encourage you to share any joys, successes, worries or concerns so that we have the best possible picture of your child's needs and progress.

Your child's form teacher acts as your first contact for communication but do remember they are not in front of a screen during the day but working with your child: call the School Office if you have any urgent messages, questions or concerns.

Throughout the busy year ahead, you can expect to see developments in every aspect of learning and character development: here's to a great year!

***Judith Fremont-Barnes***

***Head***

## **Our Philosophy**

We grow lifelong learners: young people who have the curiosity to ask the questions that need asking, the drive to make a difference, the tenacity to solve problems. We develop initiative and teach teamwork. Joy in learning also really matters to us: our teachers make learning irresistible. We teach our pupils to: understand and respect themselves, understand and respect others, understand and respect the world in which they live (locally, nationally, globally).

We feel strongly that all achievement must be rooted in wellbeing. Teaching healthy habits and attitudes to learning, ambition, success and failure is central.

Children are not just brains in a jar! We care about, notice and nurture the whole child. Character, creativity, academic performance, manners, musicianship: we focus on the little things that make a big difference and instil habits to underpin success.

Nothing matters more to us than the wellbeing of our pupils. We work in partnership with parents to support the wellbeing of every individual. Our amazing team of teachers and support staff are dedicated to bringing out the best in every child. We're proud to have been described as 'pastorally superb' by the Good Schools Guide.

This is a community where everybody belongs. Kindness is our cornerstone. We value and encourage ambition, enthusiasm, compassion, resilience and active participation. SPCS pupils know how to step forward, take a risk, try hard, roll up their sleeves and get the job done.

## **Aims and Principles**

### **PREP PASTORAL CARE**

At SPCS, pastoral care is at the very heart of all we do. The Good Schools Guide describes SPCS as 'pastorally superb'. Your child will be known, noticed and nurtured right through the Prep years.

Pastoral care is always our priority: we understand that all achievement needs to be rooted in wellbeing. During the Prep years, children learn to be increasingly independent: while this is exciting for them, it can also bring anxieties. We work hard to understand each child's needs and equip them with the tools they need to overcome any challenges.

Secure relationships are at the heart of your child's wellbeing. Our approach places great emphasis on the skills needed for self-management, developing and nurturing friendships and working together in teams. Learning how to communicate with others, clearly and effectively, is a key focus in the Prep School. Relationships Education is actively taught through Personal Social Health Education lessons.

We support our pupils in developing respect for themselves, others and the world around them. We make our expectations of behaviour clear and reinforce them through awarding house points and through celebration at assemblies, for example, with our weekly Respect Award.

Confidence is developed through growing competence. Regular opportunities to perform (at assemblies and concerts and events such as Sports Day) build self-belief.

### **OUR PASTORAL TEAM**

Prep class teachers oversee your child's pastoral care under the oversight of Caroline Heylen, our Deputy Head and Designated Safeguarding Lead. Our pastoral team also includes a team of Deputy Designated Safeguarding Leads, the School Chaplain, a Counsellor, a Mental Health Lead and ELSAs (Emotional Literacy

Support Assistants). Boarders are additionally supported by access to an Independent Listener, separate from the management of the school, whom they can contact at any time.

The Chaplain is available to all children for an informal chat on a drop-in basis on Wednesday afternoons. Children may also benefit from working with an ELSA or our Counsellor; this is managed through the Learning Support team.

## **PARTNERSHIP WITH PARENTS**

We work in partnership with you to understand how your child learns best. We depend on great communication with you to ensure all aspects of your child's wellbeing are considered and that learning in every area is optimised.

Parenting through the Prep years certainly can have its challenges, as children learn to manage aspects of their lives independently. We aim to provide parents with a forum for discussion and advice, both through access to the Wellbeing Hub and our own seminars and workshops on issues such as balancing the risks and opportunities of online life,

Our partnership with parents is forged through our curriculum evenings, parent meetings, learning showcases and concerts. Our weekly Circular newsletter keeps you up to date with activities and achievements across the Prep School. In addition to regular parent meetings and reports, you will always find an open door for discussion and for sharing joys and concerns.

## **THE PATHWAY TO SENIOR SCHOOL**

St Paul's Cathedral School has an excellent track record of working in partnership with parents to find just the right next school and ensuring that our pupils are well prepared to gain and take up their places at their chosen destination.

While there is no such thing as 'the perfect school', it is possible and important to find a really good 'fit' for your child's senior education.

Finding the right school starts with parent consultations with our future schools team, headed by Alison Wright, Deputy Head Academic, usually towards the end of Year 4 or beginning of Year 5, which look at the emerging personality and the cognitive profile of your child, your priorities and their own views, and help you narrow down to a shortlist from the many excellent schools you may wish to consider, with a focus on choices being both ambitious and achievable. This conversation is usefully repeated early in Year 6, when more cognitive data is available to inform decisions, and you have had the chance to attend open days at your chosen shortlist.

Preparation for a senior school should be rigorous but enjoyable and should form part of a holistic education. We want our children to experience appropriate challenge rather than unhealthy pressure and to ensure that their achievements are rooted in wellbeing. Home-school partnership is essential. Parents play a vital role in ensuring that the admissions processes are positive for children. SPCS staff are on hand to help you every step of the way.

## **HOW DO WE PREPARE PUPILS FOR EXAMS?**

We prepare pupils for the entrance requirements of their senior schools, including the examinations they will be taking at either 11+ or 13+ (including pre-testing or scholarship where appropriate). Our SENCO supports with admission processes for pupils identified with additional learning needs.

Familiarisation with the format of exams, and work on exam technique are essential so that pupils can achieve to the best of their ability under exam conditions. We provide plenty of such practice at school from Year 5 onwards.

## **TUTORING**

SPCS provides a broad and balanced curriculum and there is very rarely a need for external support. Exceptions might be where a child misses significant school as a result of illness or joins in later years with no foundation in a subject such as Latin or French. Occasionally, additional familiarisation with exam practice is useful to build confidence, though this should not be seen as a standard requirement beyond what is provided in school. The Deputy Head Academic, Alison Wright, will be happy to advise on any specific preparation that might be helpful: please let us know if you are intending to provide additional tutoring for your child so that we can work together to ensure this is a supportive process. While additional focus can be supportive and boost a child's confidence, the wrong focus or approach can be counterproductive and even damaging to self-esteem and performance. We do ask parents to be alert to the risk of over-preparation, and the associated pressure that it can inadvertently bring for children.

## **INTERVIEWS**

Senior schools are not just looking for scores. Interviews play a vital part in many admissions processes and children need to be well prepared to talk about their interests, in and beyond the classroom, in an interesting way. The goal is not just to get a child into a school but to ensure that the child can make the most of the experience once they get there, and beyond, as a curious, questioning, interested and interesting lifelong learner.

We provide specific interview practice for children from Year 6 upwards, but it is important to understand that all your child's school experience is in a sense interview preparation: whether it is the experience of leadership in a sport, a subject presentation or a contribution to a year group assembly, there is a constant focus on your child's ability to perform and to do so with confidence and enjoyment.

How best can you support? In addition to the varied and stimulating projects your child will be exposed to at school, parents can support children to be ready for the interview process - and more to the point, to be an interesting, interested young person - by trips to the museum or gallery, a family volunteering project, board games, walks together and above all by regular conversation at the family meal table. No tutor can substitute for this vital everyday interaction. The good news is that the rich experience of stimulating family life is the best support you can possibly provide - and is likely to be great fun into the bargain.

## **The School Day**

The school day begins at 8.40am with form registration. At the end of the school day, Year 3 pupils should be collected from the Cathedral gardens at 3.40pm. If they are staying on for Prep or Clubs they must be collected from the main entrance at 5pm.

You will find your child's timetable at the end of this document. Organisational skills are an important part of your child's development in Year 3, therefore please do encourage them to get things out and ready for school the next day.

<b>Resource required</b>	<b>Day</b>
Prep book, prep diary and reading record	Every day
Wear games kit to school	Monday and Wednesday
Musical instrument	Check timetable on parent portal
Library book	Thursday (3LS) Friday (3TN)

## **Parents' Consultation / Reports**

Over the course of the year, Year 3 parents will receive feedback in a range of ways:

**Autumn 1** Curriculum Meeting (Monday 16<sup>th</sup> September)

**Autumn 2** Parents' Evening (Wednesday 20<sup>th</sup> and Thursday 21<sup>st</sup> November)

**Spring 1** IPC Showcase

**Spring 2** Letter from Form Teacher

**Summer 1** Book Look

**Summer 2** Written Report

In addition to scheduled communication, there may be times when parents, or staff, may feel a face-to-face discussion would be beneficial to discuss academic or pastoral issues. It is suggested that parents, in the first instance, email the staff concerned and then arrange a meeting at a mutually agreeable time.

Timetables

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Mon	A s s e m b l y	Games																TT	Lunch	English						Maths						Play	PSHE					
Tues		Maths						Play	English				French		Lunch	English				IPC						Play	IPC											
Weds		Dance				Maths			Maths		English					ICT		Maths		PE		Play	Tutor time															
Thurs		Art							Drama		TPR					English		IPC		Music			Play	IPC														
Fri		English							Maths											IPC							Golden time		Play	Library								



## **Prep (homework)**

Prep will be set daily and will generally follow the timetable below.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Set prep 20 minutes</b>	Maths	English	Maths (Mathletics)	English	Rest and relaxation
<b>Reading 20 minutes</b>					

The set prep tasks should be seen as an opportunity for pupils to become independent learners and thinkers. We understand that support and guidance will sometimes be required but we hope that throughout the year these skills will develop.

All prep will be set in the Prep Book, except Mathletics on Wednesdays. Prep should be handed in the morning after it is set, so that it can be marked.

### **Reading Prep**

All pupils are expected to read for 20 minutes every night. Many children will still benefit from reading aloud to an adult. If you would like some guidance as to what level of support you should be providing, please speak to your child's form teacher. A suggested Year 3 and 4 reading list is available on the parent portal and form teachers and our school librarian are always happy to advise.

### **We ask parents to support us with prep by:**

- Making it clear that they value prep and support the school in explaining how it can help their child's learning.
- Praising and encouraging their children to take pride in their prep and by taking an interest in their work.
- If prep is done at home, by providing a peaceful place, free from distractions, where their children can concentrate on their work.
- Ensuring that their child spends an appropriate amount of time on prep.
- Informing the teachers via e-mail if your child has struggled with their prep or needed an unusual amount of help. The resident staff will liaise with us if there is any problem with a chorister's prep.

## Year 3 - Curriculum Overview

Please note that the information given is only a general guide to the material covered in the year. The pace and order of delivery of the curriculum is constantly monitored by the teaching staff in every subject and will be adjusted to match the requirements of the pupils.

Subject	Autumn Term	Spring Term	Summer Term
<b>English (Writing and Comprehension)</b>	<p>Writing Composition, Grammar, and Reading Comprehension will be taught through the study of high-quality texts. We will use a range of engaging picture books and novels – often linked with our IPC unit – to capture the imagination of the children and provide context and purpose for writing.</p> <p>Over the course of the year, we will read the following:</p> <p style="text-align: center;">The Sheep Pig – Dick King Smith Greek myths and legends Cinderella stories from around the world</p>		
<b>Maths (Number)</b>	Place value Recognising place value Addition and subtraction (mentally + column) Multiplication and division facts (2, 3, 4, 5, 8, 10) Add and subtract money (Column)	Compare and order fractions Equivalent fractions Recognise simple fractions of numbers and objects Add and subtract fractions with the same denominator Count up and down in tenths	Add and subtract money (mentally) Partitioning and grid method to multiply and divide numbers Expanded and compact written method (multiplication) Formal written method (division)
<b>Maths (Shape, Space and Measure)</b>	Telling the time	Draw and recognise 2D and 3D shapes Properties of 2D and 3D shapes Mass Volume and capacity Telling the time	Directional lines Telling the time Area and perimeter
<b>Maths (Problem Solving and Data Handling)</b>	Solve problems and reason mathematically	Solve problems and reason mathematically Interpret and present data using tables, charts and pictograms.	Solve problems and reason mathematically
<b>International Primary Curriculum (IPC)</b>	<i>Footprints from the Past</i> <b>Science</b> Living things Nutrition Growth Movement Reproduction Adaptation  <b>Geography</b> Continents and major oceans in the world, Continental drift, Dinosaur fossils Answer geographical	<i>Time and Place, Earth and Space</i> <b>Science</b> Sources of light How and why shadows change during the day What causes the seasons Why the moon appears to change shape  <b>History</b> How diverse cultures have developed different calendars	<i>Inventions that Changed the World</i> <b>History</b> Significant inventions History of flight Communication inventions  <b>Science</b> About air and flight Materials and their properties How to carry out a scientific test  <b>Society</b>

	<p>questions and predict what our world might look like in the future.</p> <p><b>History</b> Know about the Dinosaur eras, Know about famous palaeontologists, Making timelines, Extinction theories</p> <p><b>International/ Society</b> Rules of fossil hunting and comparison of international fossil sites.</p> <p><i>Scavengers and Settlers</i> <b>History</b> How fossils are made, what our earliest ancestors might have looked like and how were they able to survive, How we use archaeological evidence to find evidence, Investigating stone age villages, What life was like during the Bronze and Iron Ages.</p> <p><b>Geography</b> Location of key countries of different scaled maps, Map drawing skills and investigation of local area.</p>	<p>Myths to explain the earth, sun, day and night</p> <p><b>Geography</b> Weather and climate around the world How latitude and longitude are used to locate places and time zones Human activities that need particular climates and terrain</p> <p><b>International</b> Festival associated with the Sun, Moon, or seasons of the year</p> <p><i>Bright Sparks</i> <b>Science</b> Electricity and circuits, Magnets and magnetism, Light</p>	<p>How inventions affect lives Have inventions made life easier Why some countries more technologies than others</p> <p><b>International</b> How the internet has changed the way we communicate</p> <p><i>The Nature of Life</i> <b>Science</b> Processes of Life, Adaptation, Food Chains, Classifying animals</p>
ICT	<p><b>Movie Making:</b> The pupils will develop a slideshow movie reel. They will use video editing tools to crop illustrations, inserting title slides and insert special effects.</p> <p><b>E-Safety:</b> The pupils will discover how to create strong passwords to ensure</p>	<p><b>Digital Calendar Creation:</b> The pupils will create a digital calendar using a publishing software package. They will learn to use a variety of graphics tools to help them present their information.</p> <p><b>Space Scratch Game:</b> The pupils will discover how to create a game that incorporates keyboard</p>	<p><b>Presentation Software:</b> The pupils will create a PowerPoint presentation. They will learn how to create slides, adjust font-sizes, insert pictures and videos. They will also develop a nature themed branching database to classify groups of creatures.</p>

	<p>their online data remains safe. Additionally, they will explore different safe search engines that filter out any unsuitable content.</p>	<p>actions. They will work with different programming blocks, focusing on control and motion.</p>	<p><b>Online Quiz &amp; Blogging:</b> The pupils will use Google Forms to develop an E-Safety online quiz. They will also learn how to share online messages responsibly and safely.</p>
<b>Art</b>	<p><b>Footprints from the past</b> Pupils will be taught basic observational drawing techniques. They will design their own 'designosaur' Pupils will work with clay learning how to use tools and basic glazes to create a clay tile of their designosaur'</p> <p><b>Scavengers and Settlers</b> Exploring Neolithic patterns Pupils will create their own pot designs using this research. They will be taught about making repeat patterns and the role of motifs. They will learn how to use oil pastels to create their pot design.</p>	<p><b>Time and Place Earth and Space.</b>  Pupils will design their own space rocket and produce a simple 2 colour print of it using polytile. They will create different parts of their 'spacescape' in different media. A copy of their space rocket will be collaged on to their composition.</p>	<p><b>The Nature of Life</b> Pupils will extend their learning about observational drawing skills. They will learn how to use water colours and create a limited colour butterfly of their own designs. They will revise their use of brushes and become more experienced in colour mixing.</p>
<b>Drama</b>	<p><b>Introduction performance. Goblin Market Poem</b>  Bring the first page of the poem <i>Goblin Market</i> to life. Create unique goblin characters using body movements and vocal exploration. Memorise simple lines and follow directions from the director. Engage in playful improvisations and devised scenes in pairs and small groups.</p>	<p><b>Performance Term</b>  Work towards a performance with a focus on dramatic text. Explore dramatic dilemmas, circumstances, locations, and characters in the chosen play. Draw out performance skills and foster a sense of fun and confidence. Prepare students to perform on stage, possibly incorporating musical or dance elements.</p> <p><b>Learning:</b></p>	<p><b>Fairytales and Character Exploration</b>  Explore fairytales from distinctive character viewpoints. Use dramatic techniques such as hot seating, conscience alley, and newspaper reports. Analyse relationships and character motivations within fairytales. Discover new perspectives and ways to view stories and the world.</p> <p><b>Learning:</b></p>

	<p><b>Learning:</b> Develop body and vocal skills. Build confidence in making choices on stage. Foster creativity through character creation and improvisation.</p> <p><b>Poetry and Vocal Development</b> Bring poems to life by focusing on vocal expression and meaning. <b>Learning:</b> Enhance vocal skills and expressive abilities. Understand how to convey emotions and meaning through voice.</p>	<p>Build performance confidence and stage presence. Understand character motivations and dramatic storytelling. Experience the excitement of performing in front of an audience.</p>	<p>Develop analytical and empathetic skills through character exploration. Experiment with dramatic techniques to understand characters deeply. Have fun while creatively reimagining classic fairytales.</p>
<b>French</b>	<p><b>The French speaking world</b> introduce themselves, say how they feel and have a wider appreciation for the countries where the French language is spoken. <b>The date</b> Days of the week, months of the year and numbers 1-31, birthdays</p>	<p><b>My house</b> where they live and which rooms they have and do not have in their homes. what they have and do not have in their pencil cases and/or school bag <b>Easter/Pâques</b> Discuss traditions in the French speaking world and learn vocabulary around the celebration</p>	<p><b>Au salon de thé</b>  Remember and recall a wide variety of foods, snacks, and drinks typically served in a salon de thé. Perform a role-play ordering what they would like to eat and drink.</p>
<b>Music</b>	<p><b>Instruments of the orchestra</b></p> <ul style="list-style-type: none"> <li>• special guest presentations - music instructors</li> <li>• Listening exercises - Britten: <i>Young Person's Guide to the Orchestra</i></li> </ul> <p><b>Native American music:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> </ul>	<p><b>Elements in Music</b></p> <ul style="list-style-type: none"> <li>• Tempo, Dynamics, texture, tonality, structure</li> <li>• Saint-Saens: <i>Carnival of the Animals</i> (listening and creating) – IPC</li> </ul> <p><i>Footprints from the past: Fossils</i> Invention of the piano (IPC) <b>Making Sound</b> -Musical elements, Pitch and rhythm games, Echoes and patterns.</p>	<p><b>Chinese Music</b></p> <ul style="list-style-type: none"> <li>• <b>Composing:</b> group Chinese pieces (tuned &amp; untuned percussion)</li> <li>• <b>Performance:</b> Pentatonic scales and improvisation (tuned &amp; untuned percussion)</li> <li>• <b>Class Singing:</b> <i>Jasmine Flower</i></li> <li>• <b>Theory:</b> note values, Italian terms, notes of the treble clef</li> </ul>

	<ul style="list-style-type: none"> <li>• 2-part singing and percussion work</li> <li>• (IPC – <i>footprints from the past</i>)</li> <li>• Native American and Western Carols</li> </ul>		ABRSM: aural exercises
<b>PSHE</b>	<p><b>Unit 1: Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Rules and their purpose</li> <li>• Cooperation</li> <li>• Friendship (including respectful relationships)</li> <li>• Coping with loss</li> </ul> <p><b>Unit 2: Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Recognising and respecting diversity</li> <li>• Being respectful and tolerant</li> <li>• My community</li> </ul>	<p><b>Unit 3: Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Managing risk</li> <li>• Decision-making skills</li> <li>• Drugs and their risks</li> <li>• Staying safe online</li> </ul> <p><b>Unit 4: Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Skills we need to develop as we grow up</li> <li>• Helping and being helped</li> <li>• Looking after the environment</li> <li>• Managing money</li> </ul>	<p><b>Unit 5: Being my Best</b></p> <ul style="list-style-type: none"> <li>• Keeping myself healthy and well</li> <li>• Celebrating and developing my skills</li> <li>• Developing empathy</li> </ul> <p><b>Unit 6: Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Keeping safe</li> <li>• Safe and unsafe secrets</li> </ul>
<b>PE/Games</b>	<p><b>Invasion Games</b> Engaging in competitive situations and improving ability to communicate and co-operate effectively with others.</p> <p><b>Football / Netball / Tag Rugby</b> Development of sports specific skills in different positions on the pitch/court.</p> <p><b>Fitness Testing</b> Carrying out testing procedures to measure different components of fitness.</p>	<p><b>Tag Games</b> Develop simple tactics for attacking and defending</p> <p><b>Hockey</b> Development of sports specific skills. Improve knowledge and understand of rules and tactics</p>	<p><b>Athletics</b> Focus on technique in different track and field events.</p> <p><b>Kwik Cricket</b> Improve timing, hand-eye co-ordination and reaction time.</p>
<b>Theology, Philosophy and Religion (TPR)</b>	<p><b>Religion</b> An introduction to Islam: brief history, key beliefs, symbols, worship, gods/goddesses.</p>	<p><b>Philosophy</b> Discussion and exploration of ideas/ philosophy e.g. concepts of freedom, relationships, what makes a 'good' person.</p>	<p><b>Theology</b> People's special places. Inside a synagogue/ what makes it special? Thinking about God.</p>

## **Contacts:**

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TRUST

RESPECT

H O N E S T Y

L O V E

T O L E R A N C E

F A I R N E S S

EXCELLENCE

C O M M U N I T Y