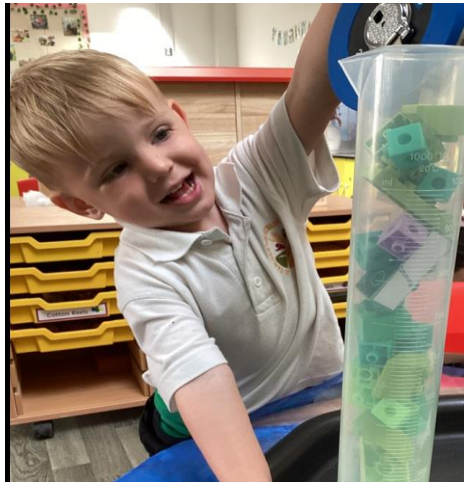
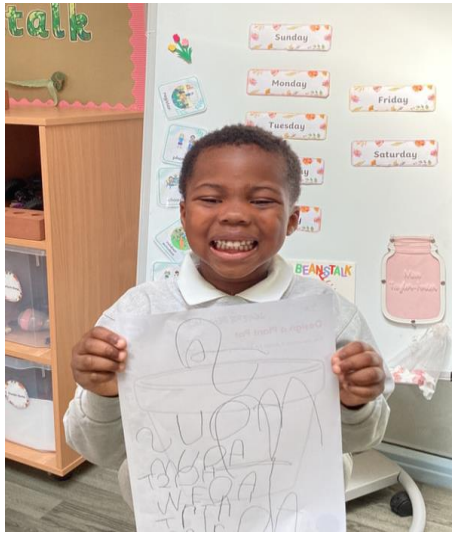
Weekly Learning Update

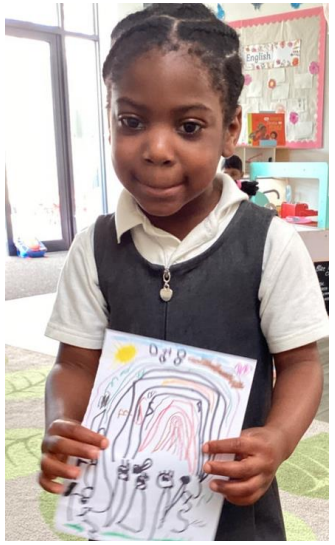
2nd May 2025

Nursery

This week, we have started a new key text, Jasper's Beanstalk, and have started learning about the plant life cycle. The children have examined a real plant and discussed the different parts by name and shared their thoughts on what they think plants need to grow. We will be continuing this focus throughout the term and exploring a range of life cycles to broaden our knowledge and understanding.







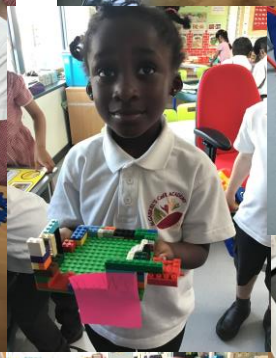
Reception (King Class and Parks Class)

It has been such an EGG-citing week in Reception! Not only has it been fantastic to welcome the children back to King and Parks Class, but when they arrived, they noticed something different in the classroom. To support our learning of Lifecycles, we have had the opportunity to observe fertilised eggs.

When the children came into school on Tuesday, there were 10 eggs in an incubator. When the children came into school on Wednesday, there were 4 chicks which had hatched and 6 eggs in the incubator!

English:

Whilst we observed the eggs in the incubator, we created posters to support the rules for how to observe carefully. We have also been writing diary entries for the purpose of informing and entertaining. The children have been really engaged in the real-life learning opportunity.



Maths:

We have been focusing on the skill of recalling number bonds to 10. The children have had a range of practical opportunities to explore making 10, by using two parts.

Continuous Provision:

There have been lots of learning opportunities linked to supporting our understanding of life cycles. In the Role Play Area, the children have really enjoyed accessing the 'St Gabriel's farm shop and egg chute'! We have also had communication opportunities, with the children writing their own letters and 'posting' them in our communication Small World Area. The children have really enjoyed being engineers as well, designing and building a range of creations in the Fine Motor and Creation areas. They have labelled their creations to share what they have built.

We cannot wait for another 'cracking' week with the chicks as we continue to explore life cycles! We look forward to seeing the children on Tuesday.

Year 1 (Bell Class and Windsor Class)

What a super first week back it's been!

In English, we started reading our new book 'The Lighthouse Keeper's Lunch' by Ronda and David Armitage. The children made predictions about what might happen in the book based on the front cover, then they enjoyed helping out Mr and Mrs Grinling by making and testing the mustard sandwiches they were going to give to the seagulls to stop them from eating Mr Grinling's lunch! Next week, the children are going to write their own instructions on how to make mustard sandwiches so we have spent lots of time testing out what makes a good set of instructions and playing games to help us to follow and give really good instructions to each other.

In Maths, we have been creating equal groups, as well as finding half of objects and shapes.

In RE, we have been learning about a special day for people with Jewish worldviews, called Shabbat. After reading the Jewish creation story, we learnt that Shabbat is a special day of rest and time to celebrate. We found out about some of the ways that Shabbat is celebrated.

In Geography, we started our new topic which is all about the seaside. We began to find some of the features of the seaside and started to locate and learn more about seaside resorts in the United Kingdom.

In PSHE, we have been discussing how to keep safe online and the importance of asking a trusted adult if we are ever unsure about anything online.

In Science, we looked at seeds and bulbs before planting our own. We are looking forward to seeing our sunflowers and freesias growing over the next few weeks!

Year 2 (Braille Class and Kerr Class)

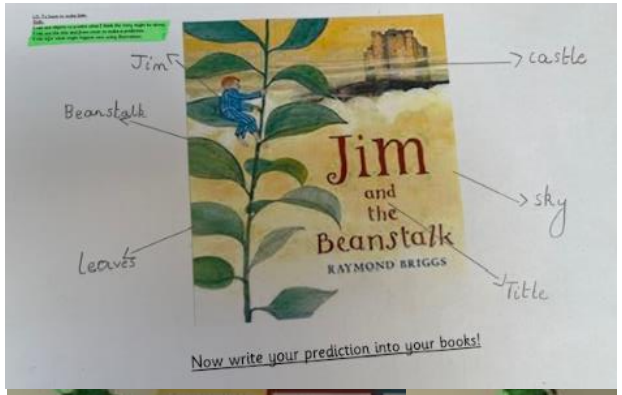
We have had a brilliant first week back!

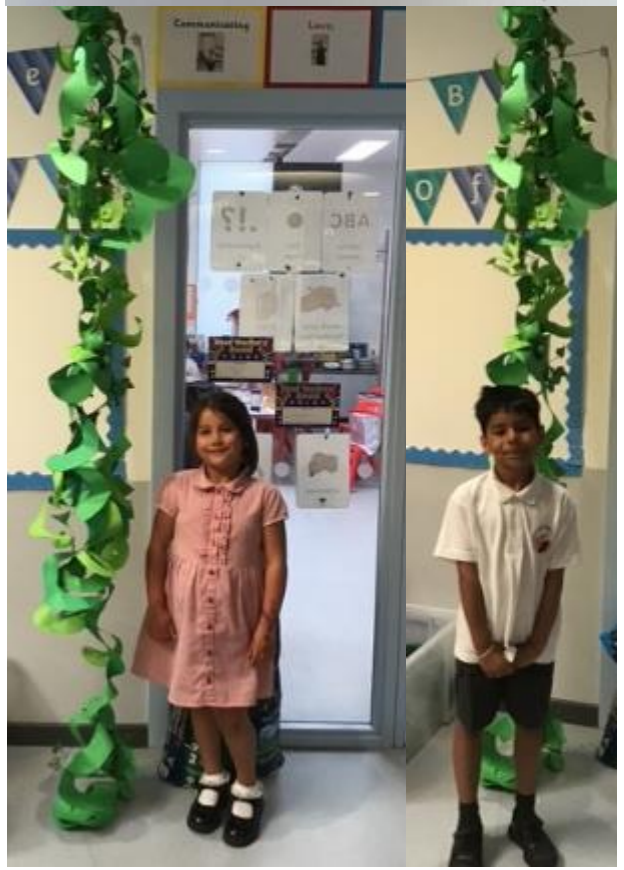
Reading:

In our Reading lessons, we have been focusing on the poem 'Last Night I Visited a Lion,'. We have been learning to read fluently and to visualise and infer.

English:

In English we have started our new book 'Jim and the Beanstalk,' by Raymond Briggs. We learnt to predict and infer using the front cover and illustrations within the book.





Maths:

In Maths, we have continued learning about time and have been learning to tell the time past and to the hour.

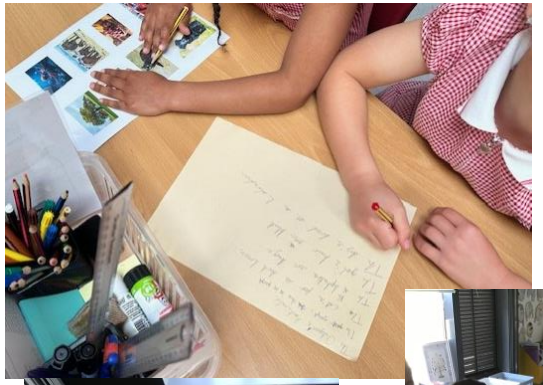
History:

In History, we started our new topic of Florence Nightingale and learnt to sequence the events of her life along a timeline.

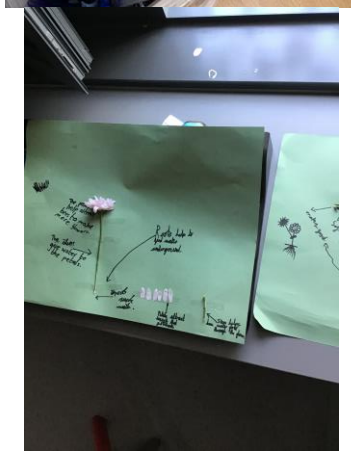
Year 3 (Malala Class and Anning Class)

In English, we have been focusing on using present perfect tense and possessive apostrophes in our writing. We have been developing our understanding of singular and plurals to support us with our use of possessive apostrophes and why writers use them.

In Maths, we have started our unit on 'Length and Perimeter' and this week we have been looking at measuring in m, cm and mm. We have been focusing on how we can measure accurately as well as converting measurements to support us in our understanding.



In RE, we have been learning more about the Bible and have introduced our new unit: People of God. We have explored the story of Noah and what this story teaches people with Christian worldviews.



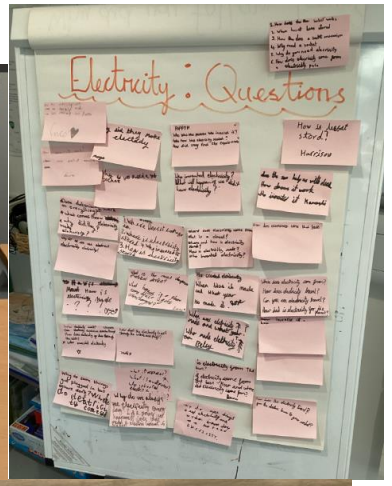
In History, we have begun our unit on 'Local History' and we have been exploring the different types of communication and technology and how they have changed over time. We made connections with Houlton and its relationship with types of communication.

In Science, we have started our unit on 'Plants'. This week, we have been dissecting plants to identify the different parts and their functions.

Year 4 (Turing Class and Tagore Class)

It was wonderful to welcome Year 4 back after a lovely Easter Holiday! It has been a fabulous first week!

In English, we kicked off our new text, Shackleton's Journey. To ignite our imaginations, we painted pictures to predict what Shackleton's boat might have looked like, which sparked some fascinating discussions about the challenges he faced during his expedition. We also delved deeper into the incredible journey he undertook, learning about the perseverance and bravery required for such an adventure.



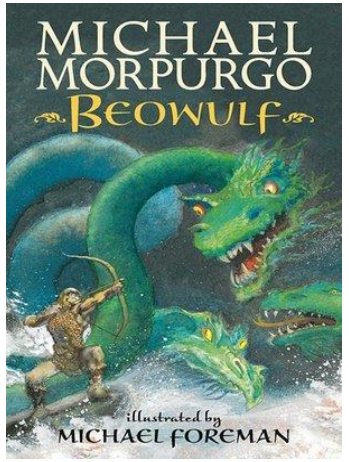
In Maths, we continued our exploration of decimals. The focus was on understanding the place value of different digits, which has really helped us to partition decimals in various ways. This newfound knowledge has empowered us to tackle more complex problems and deepen our mathematical understanding.

In Science, we began our inquiry into electricity. We investigated everyday items that use electricity and discovered the difference between those powered by mains and those that operate on cells. To reinforce our learning, we grouped different objects based on their power source, fostering a practical understanding of how electricity interacts with the world around us.

Art took a vibrant turn as we celebrated World Art Day. We learned about the dynamic artist Keith Haring, whose work inspired us to create a double-page spread showcasing our understanding of his unique style and techniques. The class really enjoyed this creative outlet, allowing us to express ourselves artistically.

Finally, in Geography, our focus was on Antarctica. We explored how the daylight hours there differ significantly from those in the UK. To illustrate our findings, we used a graph, which made the comparison both visual and clear. Overall, it's been an enriching week, filled with creativity, critical thinking, and collaborative learning!

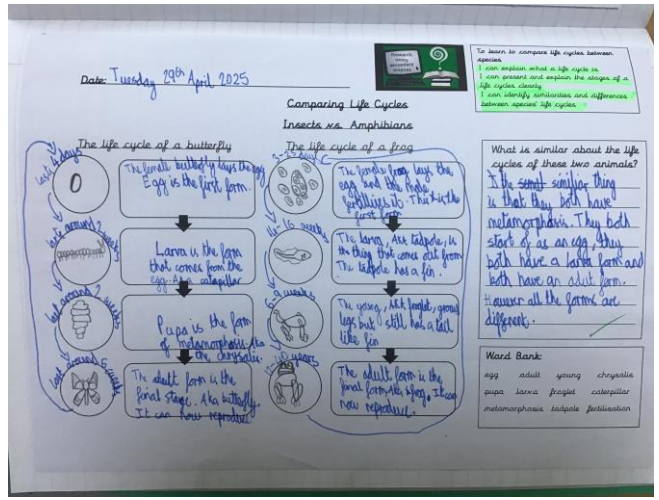
Year 5 (Attenborough Class and Gandhi Class)



We were really excited to see all the children this week after the Easter break.

This week, we have started a new text during our Reading lessons and in English, called 'Beowulf' by Michael Morpurgo – an Anglo-Saxon legend set in Denmark. We have plunged straight into reading the book and absorbing the rich language. From this we were able to discuss the effect of language choices on the reader and how the opening of the story may make them feel.

In Maths, we are continuing our unit on shape. This week, we have consolidated our learning on measuring and drawing angles, even exploring angles around a point and on a straight line.



In Science, we have started a new unit on living things and their habitats and we explored the life cycles of insects and amphibians. We used pictures to show our understanding then made comparisons between what we had found.

In RE, we have begun to explore our term's question: 'What would Jesus do?' We explored what is meant by the Gospels and how they are a biographical account of Jesus' life. In the Gospel of Matthew, Jesus delivers a Sermon on the Mount and sets out his expectations for living a good life. We explored some quotes taken from this sermon and discussed what they meant.

In PSHE, we have started a unit all about keeping safe. Our focus this week was on identifying different types of risk and then comparing the severity of them.

On Friday, we enjoyed our Geography fieldwork trip to Coventry to explore our question: 'How does tourism affect the population of Coventry?' We visited different areas of Coventry and made a tally chart of the amount of people we saw in those particular tourist spots. We also spent some time in Coventry Cathedral. Photos to follow in next week's learning update!

Year 6 (Pogson Class and Ahmad Class)

It has been a very busy first week back as the children of Year 6 have been spending a lot of their time preparing themselves during our mock SATs assessments. We have been so proud to see how mature the children have been and can't wait to see what they achieve in the next couple of weeks!

In Maths, we have been focusing on circles, identifying the three key parts of a circle and applying different rules in order to find the radius and diameter. We then moved on to explore the first quadrant of the coordinates grid; building upon our skills of finding and plotting a series of points using the x- and y-axis.

In English, we have been exploring writing for persuasion as we prepare to write our very own travel brochures to convince readers to travel to South America. Our week started off with finding out more about the specific structural and written features of different posts on Jet2. We then took the time to plan and research our chosen countries, ready to write next week!

In Art, we have been taking time to celebrate World Art Day! This year's theme, 'A Garden of Expression: Cultivating Community through Art', has inspired us to think about how art can impact society and individuals. This week, we focused on the work of a specific artist: Stephen Wiltshire. Next week, we look forward to experimenting with the mediums used by our artist.

Finally, during class worship this week we have been taking time to think about Earth Day and this year's theme: 'Our Power, Our Planet'. We took some time to read 'The Girl who Planted Trees' and also completed a quiz as we focussed on the importance of renewable energy and what we can do to save our planet for future generations.

Collective Worship

This week, during class collective worship time, children have been learning about Eastertide- 50-day period in the Christian calendar that focuses on celebrating the resurrection of Jesus. It begins on Easter Sunday (Jesus' resurrection) and ends on Pentecost Sunday (when the Holy Spirit was sent).

During this time, school prayer tables are dressed in **white and gold:** gold represents themes of **success and celebration** while white is used to represent **joy, celebration and cleansing**.

Collective worship at St Gabriel's always aims to be **inspirational** for all, **invitational** to all and **inclusive** of all.

Recommended Read

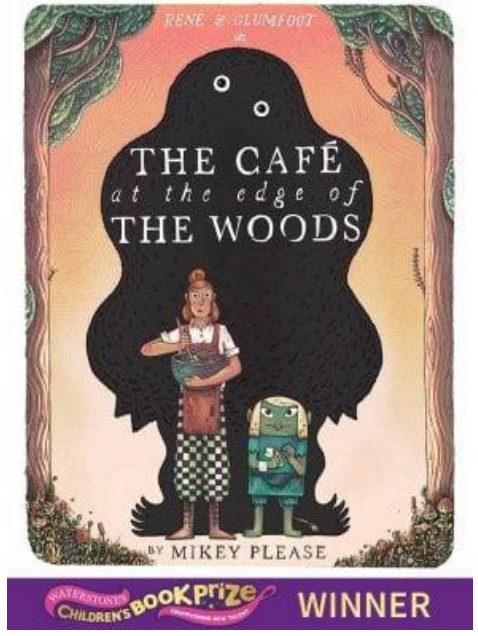
This week's recommended read is from Waterstones' Book of the Month called 'The Café at the edge of the Woods' by Mikey Please.

Welcome to the Café at the Edge of the Woods, the utterly charming and mesmerising new picture book from BAFTA award-winning writer Mikey Please.

Rene's dreams have finally come true! She's opened a café beside an enchanted wood, and with the help of a newfound waiter, Glumfoot, she is ready to serve the finest cuisine! But the locals seem to favour a most peculiar palette, requesting all sorts of disgusting things.

Can Glumfoot's quick-thinking save the day?

Join Rene and Glumfoot in this incredible other-worldly story full of magical humour, mythical creatures and culinary curiosities.



Online Safety

Ofcom have recently finalised child safety measures for sites and apps that will be introduced from July. They are laying down more than 40 practical measures for tech firms to meet their duties under the Online Safety Act. These will apply to sites and apps used by UK children in areas such as social media, search and gaming. This follows consultation and research involving tens of thousands of children, parents, companies and experts. The steps involve preventing children from encountering the most harmful content.

Dame Melanie Dawes, Ofcom Chief Executive, said: "These changes are a reset for children online. They will mean safer social media feeds with less harmful and dangerous content, protections from being contacted by strangers and effective age checks on adult content. Ofcom has been tasked with bringing about a safer generation of children online, and if companies fail to act, they will face enforcement."

Read more here https://www.ofcom.org.uk/online-safety/protecting-children/new-rules-for-a-safer-generation-of-children-online

Whole School Attendance	
Attendance since September	96.4%
This week's attendance	95.3%
Latest Local Authority ranking	13th out of 192 schools
Latest National ranking	Top 10-20% of schools

Outstanding	**100%**	190 days of full learning All lessons complete
Very Good	**98%**	186 days of learning 4 days and 20 lessons missed
Good	**96%**	182 days of learning 8 days and 40 lessons missed
More needed	**94%**	178 days of learning 12 days and 60 lessons missed
Concerning	**92%**	174 days of learning 16 days and 80 lessons missed
Very concerning	**90%**	171 days of learning 19 days and 95 lessons missed

Whole school target is 96%

National research shows, on average, children who meet expected standards in reading, writing and mathematics have higher attendance than those who did not.

Please contact the school for support and advice if you are concerned about your child's attendance.

NHS England has provided helpful guidance for parents and carers when making the difficult decision regarding not sending a child to school.

NHS guidance- Is my child too ill for school?

Attendance- Notification from Warwickshire County Council

LEAVE OF ABSENCE DURING TERM TIME

UPDATED INFORMATION FOR PARENTS

The Supreme Court has clarified the law on unauthorised leave, including holidays, during term time (Platt v Isle of Wright 2017). The Supreme Court has made clear that attending school 'regularly' means that the children must attend school on every day that they are required to do so. As such, the parents of any child who is absent from school without authorisation for any length of time are likely to be considered as committing an offence under s444 of the Education Act 1996.

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.

A leave of absence is granted entirely at the school's discretion. Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.

When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.

It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is the parents' responsibility to ascertain if the leave is authorised prior to the start of the leave.

Attendance- Notification from Warwickshire County Council

The school can only consider Leave of Absence requests which are made by the 'resident' parent ie the parent with whom the child normally resides.

Where applications for leave of absence are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an unauthorised absence. Where a leave of absence is requested, but additional days taken either prior to or after the request may be considered as part of the leave of absence.

Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.

All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service, part of Warwickshire County Council. Penalty Notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.

Leave of Absence taken in the academic year 2024-25

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.

- Penalty Notices are issued to <u>each parent of each absent child</u>, (for example 2 children and 2 parents, means <u>each</u> parent will receive 2 invoices – 4 in total).
    - <u>First Leave of Absence offence:</u> The Penalty Notice amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
    - <u>Second Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice):</u> The amount of £160 paid within 28 days. No reduced amount.

Attendance- Notification from Warwickshire County Council

- Payment plans will not be offered and/or payments received outside of the 28 day period will not be accepted. Where a penalty notice expires unpaid the matter will be referred to Warwickshire County Council's Legal Services to consider criminal prosecution.

- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice): A penalty notices will be not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

Your child's progress academically as well as socially is our shared priority.

Family Support

Warwickshire Local Welfare Scheme

Help for residents at times of unavoidable crisis when they have no other means of support.

How can the Local Welfare Scheme help?

The discretionary scheme provides:

- Emergency support towards food, energy or other essentials as vouchers, food parcels from local/community food banks or with credit for energy.
- Help to people whose needs are more long-term, who are vulnerable through an ongoing set of circumstances, including:
  - care leavers
  - victims of domestic abuse
  - former armed forces personnel
  - those resettling in a community after a custodial term

  This help may take the form of furnishing accommodation with basic furniture and appliances.
- Signposting to other agencies and organisations who can offer further support.

Warwickshire County Council

Who is eligible?

Applicants need to be:

- a legal resident in the UK
- aged 16 or over
- have no other access to funds or enough resources to pay for food or energy
- experiencing a situation which poses a serious health or safety risk to themselves and their family
- a resident of Warwickshire
- a member of the armed forces who can demonstrate a strong connection to Warwickshire

How to apply?

Call the Local Welfare Scheme on **0800 4081448** or **01926 359182** for a confidential discussion with a friendly advisor.
In order to assess needs, advisors will require certain information. To make an application to the scheme, applicants will need to be prepared to share information, such as:

- National Insurance number
- Household details
- Financial circumstances
- Access to other forms of financial support
- Circumstances and reasons for the claim
- Preventative measures taken by the applicant or partner

Opening Hours

Monday to Thursday	9am to 5pm
Friday	9am to 4.30pm

www.warwickshire.gov.uk/localwelfarescheme
www.warwickshire.gov.uk/facinghardship

The council is committed to tackling and preventing fraud in all its forms. Where the council suspects that fraud may have occurred, it will investigate the matter.

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