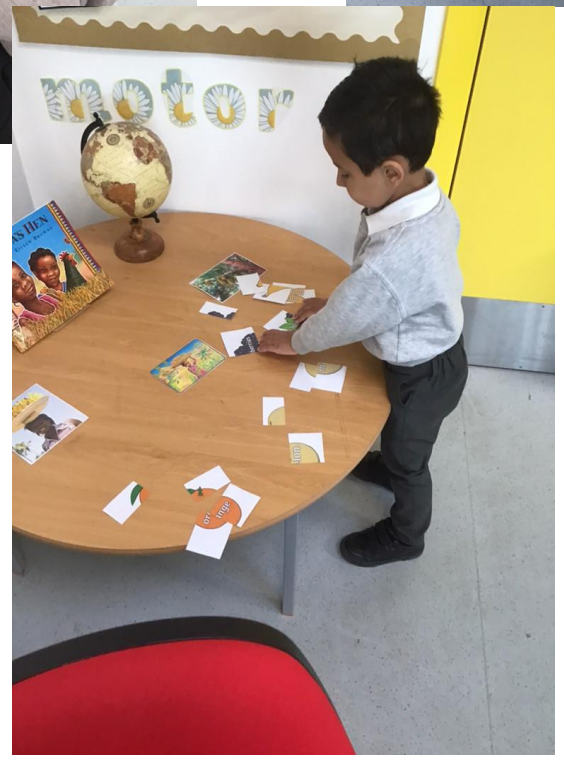
Weekly Learning Update

4th April 2025

Nursery

This week, we have been focusing on a range of activities; the children have explored our jungle safari train small world and used their fine motor skills to complete some formation creation with their fingers. Inspired by African jewellery, the children have been painting pasta in order to create their own jewellery. We have worked hard in Maths; we have been testing out our skills of number recognition and matching numeral to quantity.



Reception (King Class and Parks Class)

It has been another fantastic week in Reception!

English:

We have had a series of problems in Reception! We have had messages from Mummy Mouse, King David, Sir Lancelot and even a visit from a dragon! Each message has been asking for Reception's help to use describing words, as images of missing characters have not been accurate. The children have thought about some brilliant adjectives and then used these within their writing. We have been so proud to see the children's growth with their writing; we have showcased this writing by putting the posters up around the school!

Phonics:

We have been honing our Phase 3 blending skills. We have been extending the learning by exploring more complex words and building fluency.

Maths:

In Maths, we have been exploring composition of 10. The children have enjoyed exploring how 10 can be made, using multiple parts to create 10 as the whole.

Continuous Provision:

The children have enjoyed accessing a range of learning opportunities across the two Reception classrooms including the fine motor challenge of creating link chains and also making their own jam or cheese sandwiches in the Creative Area! Before the children could make their sandwiches, they had to write step by step instructions of how the sandwiches need to be made. There has been some very delicious learning!

Year 1 (Bell Class and Windsor Class)

It's been another super week in Year 1 and we have loved meeting with you all to celebrate the amazing progress that the children have made so far this year. Thank you so much for your time and support.

In English this week, we have been planning to write a non-chronological report all about toys. The children had lots of fun sharing their toys from home and we spent some time sorting them into different categories, ready to decide on the sub-headings for our report. The children have put together lots of ideas ready to write next week.

In Maths, we have been learning about mass and volume. The children had lots of fun measuring the mass of different objects using scales and cubes!

In Science, we went on a Spring walk to look out for some signs of Spring.

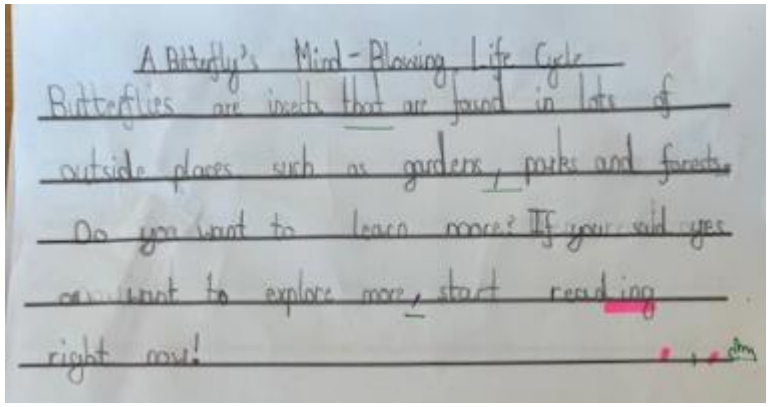
In Art, the children completed their own Pop Art inspired artwork, based on the work of Andy Warhol. They drew around photos of themselves to mount upon their background. They looked amazing!

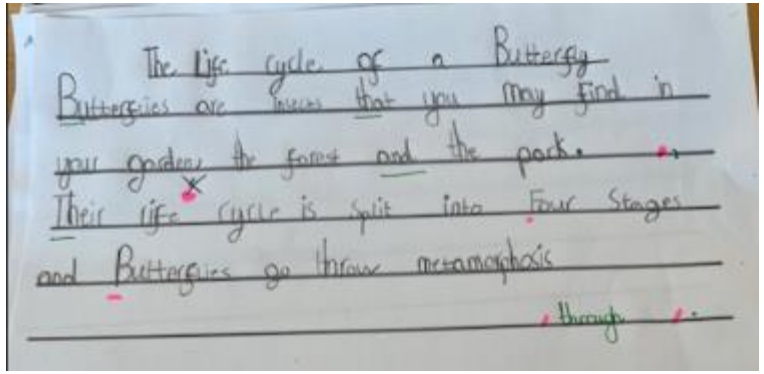
In PSHE, we talked about people in the community who help us. The children were able to describe their skills and job roles.

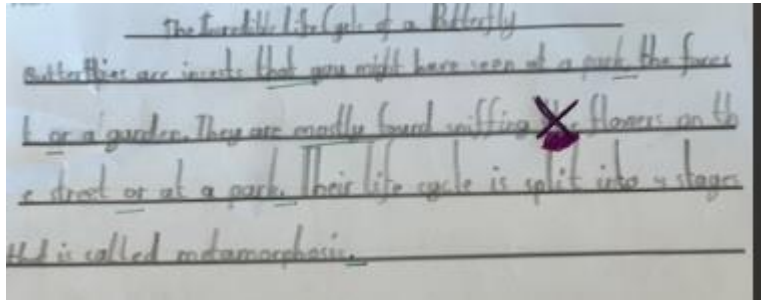
Year 2 (Braille Class and Kerr Class)

Reading:
In reading lessons this week, we have been focusing on reading with accuracy and automaticity and we have also been visualising.

English:
In English, we started writing our explanation text about the life cycle of a butterfly. Here are some super examples.


A Butterfly's Mind-Blowing Life Cycle
Butterflies are insects that are found in lots of outside places such as gardens, parks and forests. Do you want to learn more? If you said yes or want to explore more, start reading right now!

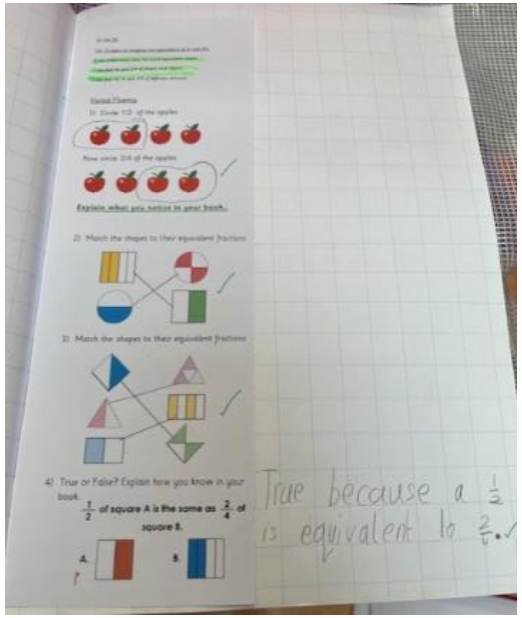

The Life cycle of a Butterfly
Butterflies are insects that you may find in your gardens, the forest and the park.
Their life cycle is split into four stages and Butterflies go through metamorphosis through

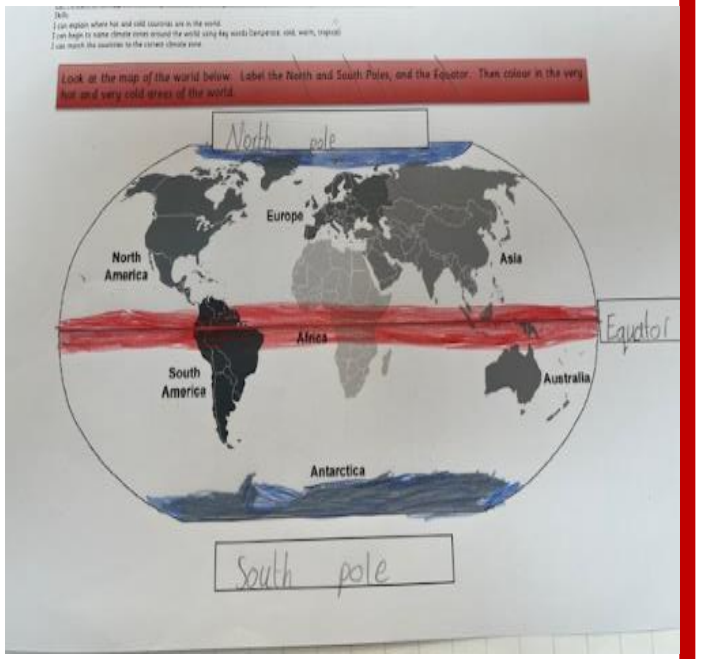

The Fourth Life Cycle of a Butterfly
Butterflies are insects that you might have seen at a park, the forest or a garden. They are usually found sniffing the flowers on the street or at a park. Their life cycle is split into 4 stages and is called metamorphosis.

Maths:
In Maths, we have been finishing off our learning about fractions and have been learning about the equivalence of ½ and 2/4.

Science:
In Science, we learnt about the life cycle of a chicken and compared this to the life cycle of a human.

Geography:
In Geography, we have been learning to locate cold and hot areas of the world and learnt that places nearest to the equator are the hottest and those that are furthest away are the coldest.



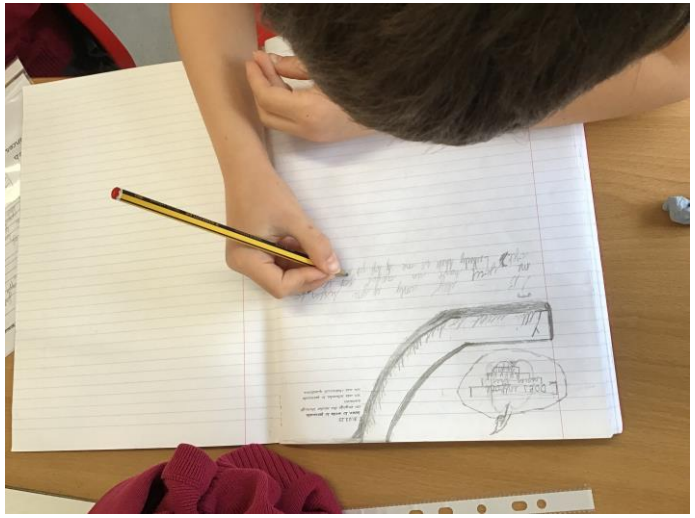


Year 3 (Malala Class and Anning Class)

It's been another busy week in Year 3, full of lots of learning! We loved meeting with you all to celebrate the amazing growth the children have shown so far this year. Thank you for all your support.

In English this week, we put ourselves in the shoes of the kind old lady from 'Once in a Wild Wood', to create a persuasive poster to convince someone to take a red apple. We had to use persuasive features, which included rhetorical questions and sentences with adverbs to tempt people to take the apple.

In Maths, we used our previous fractions knowledge and applied it to some trickier learning. First, we started off by adding and subtracting fractions. Perhaps you could test us at home to see if we can remember what happens to the denominator and numerator. We then moved on to finding unit fractions of a set of objects and finished our week off by finding non-unit fractions of a set of objects.



Finally, in Science, we completed an investigation to find out how shadows are formed and how they can change. We found out that when the distance is smaller, the shadow is bigger and the bigger the distance, the smaller the shadow. As it's been so sunny, we even got the chance to go outside and look at our own shadows.

This week in swimming for Malala, we learnt all about water safety; this included how to be safe around water and what to do if we get into difficulty in water.

Year 4 (Turing Class and Tagore Class)

As we head towards the end of the term, Year 4 have had a week focused on consolidating a lot of their learning.

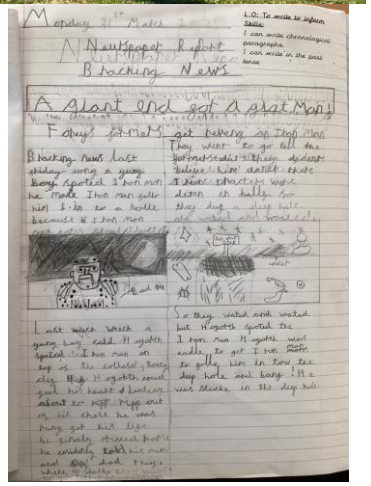
In History, we completed our letter to Emperor Honorius, expressing our mixed emotions about the Romans leaving, yet feeling relieved to be a free Britannia once again. Some aspects of Roman life that we expressed gratitude for were the law-and-order system, roads, concrete, and the sewage system.

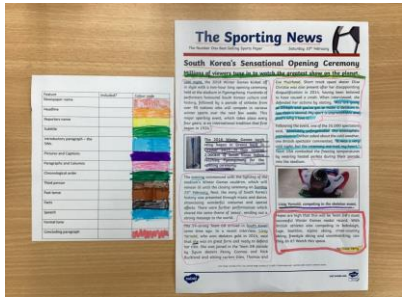
In Maths, we have been learning about tenths and hundredths as fractions and decimals. We explored different representations of fractions and decimals in order to solidify our understanding.

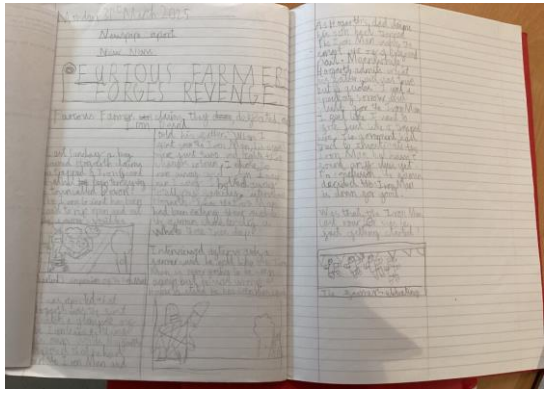
In RE, we learned about special journeys. We discussed different worldviews and how many of them, especially those connected to organised religion, involve a special journey to a place of spiritual significance for the individual. These journeys can often be challenging and demand not only physical endurance but also spiritual growth.

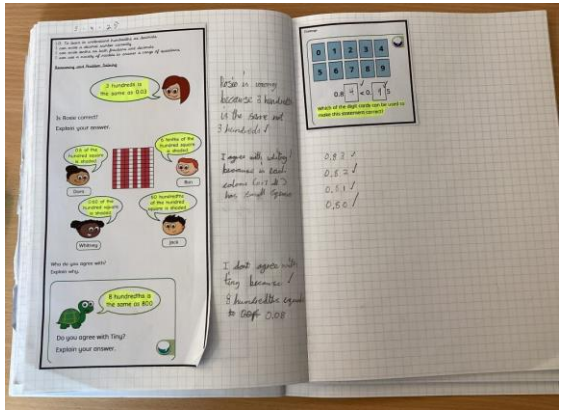
In Science, we continued our unit about sound. We took advantage of the warm weather and ventured outside to carry out an investigation, developing our pattern-seeking skills. We aimed to answer the enquiry question: "How does the distance from the sound source affect the volume of the sound?" We made paper telephones and were surprised to discover that we could hear each other. We found that when we spoke into the cup, the bottom of the cup vibrated, causing sound waves to travel through the string. We concluded that sound waves lose strength as distance increases.

In English, we have been writing a newspaper report based on Chapter 2 of The Iron Man. We took on the role of reporters, carefully considering the features and language found in newspapers to create our own reports.









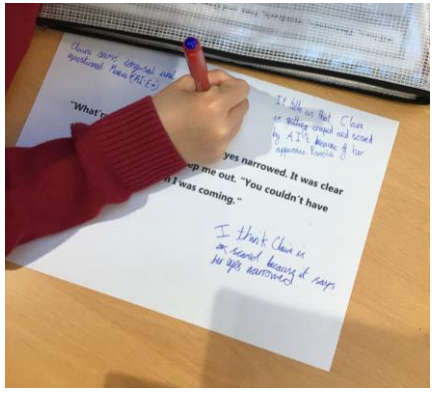
Year 5 (Attenborough Class and Gandhi Class)

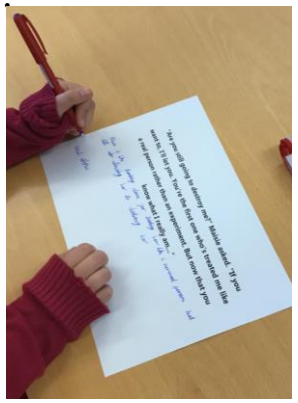
In English this week, we have been exploring the role of dialogue and how we can learn about a character from the conversations they have. We have analysed different extracts from 'Robot Girl' and made inferences about different characters. We have also used our exploration of dialogue to plan a narrative, which we have started writing from the perspective of Maisie, who we now know is also AI-E.

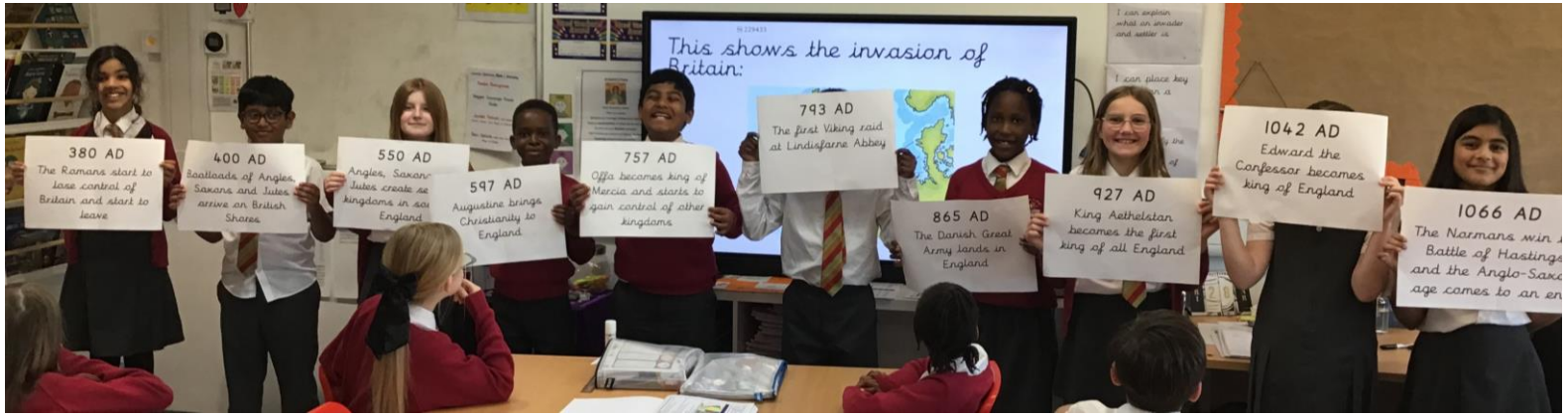
In Maths, we have finished our unit on statistics by reading timetables and solving problems linked to these. We have started our new unit on shapes, by classifying and estimating the angles of different shapes.

In History, we have started learning about the Anglo-Saxons and Vikings. We have ordered the key events in chronological order on a timeline, and identified the causes, why the Anglo-Saxons invaded Britain, and the consequences, how Britain was changed as a result.

In Music, we have composed a piece of instrumental music to represent a colour. We have considered how the different elements of music can be used to represent a variety of colours. For example, we hear yellow as an upbeat piece of music, so have composed the music to be high in pitch, with lots of bells and a glockenspiel playing at the same time to create a thick texture.







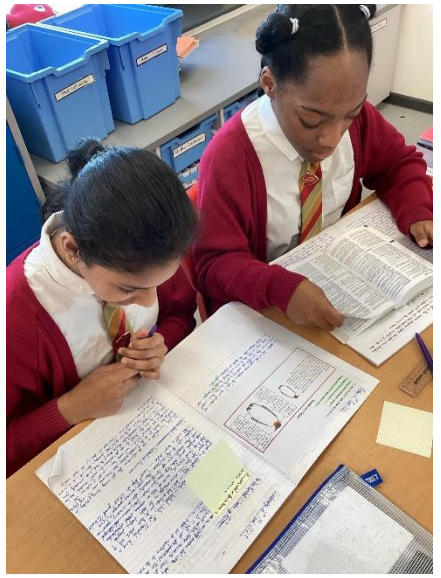
Year 6 (Pogson Class and Ahmad Class)

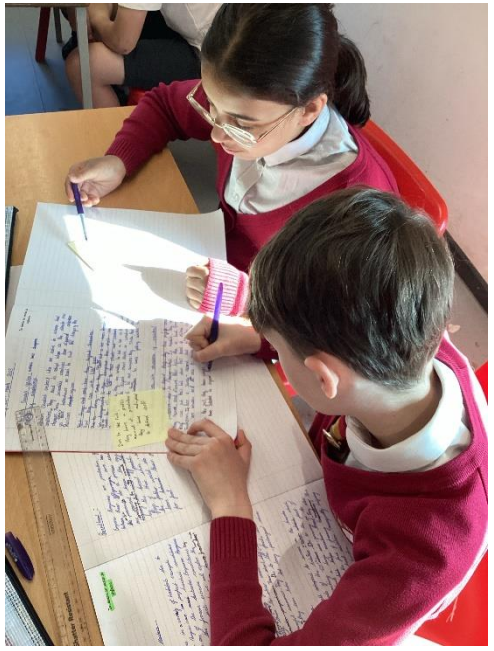
This week, Year 6 have been busy writing non-chronological reports in English to inform their reader about animal adaptations. Whilst sharing their scientific research, the children ensured they used appropriate language features to explain, including colons, relative clauses and causal conjunctions, as well maintaining a formal tone throughout their report.

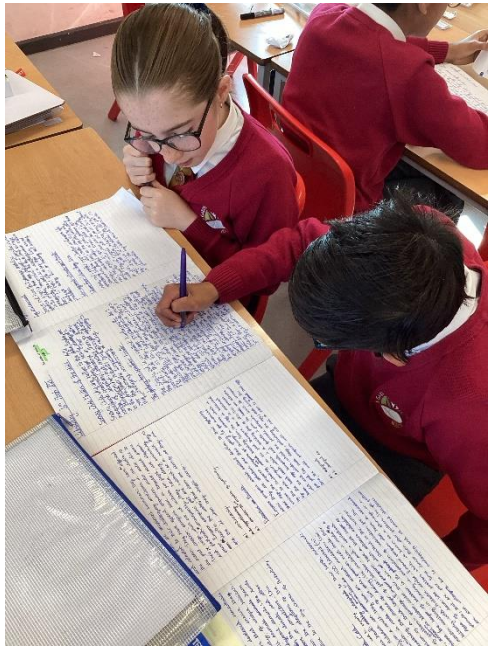
In Maths, the children have started looking at their new topic – Shape. To begin, they classified angles into broad groups using estimation, including identifying acute, obtuse and reflex angles. Following this, Year 6 could find missing angles by using known facts about angles in a right angle, along a straight line and in a full turn.

Following on from their discussions about deforestation in the Amazon Rainforest, in Geography, Year 6 have been comparing Sherwood Forest with the Amazon Rainforest. With a good understanding of the physical and human geography of the Amazon Rainforest, the children are prepared for their cross-curricular writing next week, where they will write a balanced argument about the consequences of deforestation in the rainforest.

We have been revising lots of topics related to spelling, punctuation and grammar, including playing lots of games (even Bingo!). We are very proud of how hard the children are working each day on their new learning, as well as recapping prior learning.







Collective Worship

During collective worship this week, we have been reflecting on the importance of justice and how the actions of Jesus during his ministry were centred around making the world a more just place. One of our Year 3 children perfectly summed up the meaning of justice saying, "Justice is giving people what they need to flourish."

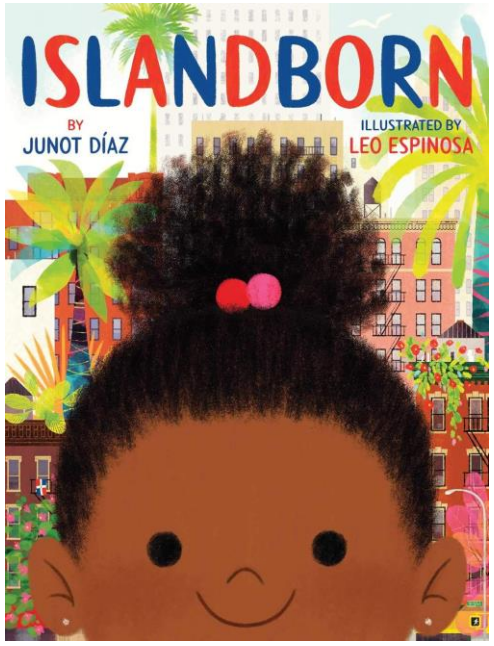
This week, Bell class led Celebration Collective Worship teaching us all about World Health Day, which is on 7th April. Every child performed brilliantly, remembering their lines and singing with passion to close their performance. Congratulations to all of the children who received a Head Teacher's Award for personifying the school's values and vision.

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

Recommended Read

'**Islandborn**' *by Junot Diaz*

When Lola's teacher assigns the task of illustrating the origins of their families' immigration, the students are filled with enthusiasm. However, Lola feels a sense of detachment. Having departed from the Island as an infant, she struggles to recall her early experiences there. Yet, with the support of her family and friends, along with their vivid recollections—ranging from joyful to fantastical, and even heartbreaking and terrifying—Lola's creativity embarks on a remarkable voyage back to The Island.



Online Safety

The adventures of Smartie the Penguin is a series of six stories for use with 3 to 7 year olds to help explore life online and understand how and when to ask for help.

In each story, Smartie the Penguin encounters three different scenarios. Each time, the children are encouraged to talk about what has happened, and explain what they think Smartie should do and why. In every story, children are also asked to join in with Smartie's special song, to help him make his decisions! Follow this link to find the stories:

https://www.childnet.com/resources/smartie-the-penguin/

Whole School Attendance	
Attendance since September	96.4%
This week's attendance	96.4%
Latest Local Authority ranking	14th out of 188 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?

Family Support

Here is some information for parents/carers about reporting safeguarding concerns.

Worried about a child?

If you have concerns that a child is suffering any form of abuse, neglect or cruelty contact the Warwickshire Children and Families Family Connect immediately by calling 01926 414144. Lines are open Monday to Thursday 8.30am - 5.30pm, Friday 8.30am - 5.00pm.

If you need to get in touch out of usual office hours, please contact the Emergency Duty Team immediately by calling 01926 886922.

If you think that a child is at immediate risk, contact the police immediately by calling 999.

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