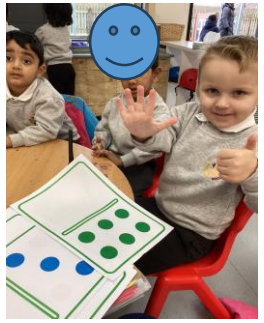
Weekly Learning Update

6th February 2026

Nursery



It has been another wonderful week and the children are continuing to show progress and are enjoying taking part in small group tasks.

The focus within our Maths sessions this week is the concept of subitising. The children have enjoyed exploring this in a range of practical methods and games. The concept of subitising is being able to recognise the quantity within a group without needing to count it. The children have identified that recognisable patterns support identifying quantities and we have used dice to explore patterns up to 6.

Within Phonics, we have continued to explore ways that sounds can be made and have started grouping them. We have thought about loud and quiet noises and we have also been using musical instruments and identifying that different sounds are made from different types of instrument.

The children have enjoyed accessing the different learning again this week. There have been lots of messy learning opportunities, which have given children an opportunity to gain independence in putting on aprons. They have enjoyed building using the construction blocks and shaving foam, they have gone to the moon in one of the small areas and accessed moon sand, they have practised mark making in flour and glitter and they have also enjoyed making potions as well. All of these activities have given children great opportunities to demonstrate their turn taking and sharing skills. Well done Nursery!

Reception (King Class and Parks Class)

We have had a very busy week in Reception! There has been lots of subtraction learning and we have completed our books. We hope you enjoy sharing these with your child. The investigation area has been a recycling centre with lots of sorting, following on from our courageous advocate work in reducing our rubbish.

To finish the week off, we have had the best time celebrating Number Day. The costumes looked amazing!

Year 1 (Bell Class and Windsor Class)

We've had another wonderful week of learning in Year One, continuing our work around the story *Look Up!* by Nathan Bryon. The children have been focusing on what makes a *good sentence*, and they have enjoyed sorting verbs into present and past tense.

One of the highlights of our English learning was taking our telescopes outside to look up, just like Rocket in the story. Afterwards, the children wrote fantastic sentences in the past tense to explain what they saw.

In Phonics, we are continuing to work through our Phase 5 phonemes. This week, we have been segmenting and blending words containing the split digraphs a–e, e–e, i–e, o–e and u–e. At home, you could support your child by spotting these in their reading books - this really helps to reinforce their learning.

In Maths, we have been exploring addition and subtraction within 20. This week, we focused on doubles and looked at different ways to represent them using concrete objects and pictorial models. The children especially enjoyed a dice game where they competed to be the first to score three points by rolling a double three times!

During RE, we became philosophers and thought deeply about the question *"What makes me happy?"* The children gave thoughtful and mature responses, recognising how the love and care of others play an important role in their own happiness.

The absolute highlight of our week was our Jobs Afternoon. We are very grateful to all of you who were able to give your time to speak to the children about your job roles. It was wonderful to have such a wide range of professions represented for the children (and adults!) to learn about. The children were fully engaged, excited, and brimming with new knowledge - there are certainly some budding doctors, scientists, mechanics and many more among us!

A big thank you again from the Year One team for making this fantastic opportunity possible for our pupils.

Year 2 (Braille Class and Kerr Class)

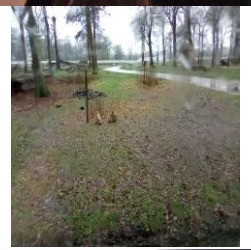
We've had a wonderful week of learning in class. In English, the children have been planning their own stories, thinking carefully about characters, settings and the sequence of events. In Science, we explored the importance of good hygiene and how it helps keep our bodies healthy. In Maths, we have been developing our confidence with multiplication by using different strategies to solve problems.

The highlight of our week, however, was our fantastic trip to the Safari Park. The excitement began the moment we boarded the coach and it only grew as we travelled through the safari. We spotted lions, elephants and even some very cheeky monkeys who decided our coach made the perfect climbing frame - much to the children's surprise and delight.

After enjoying our lunch, we took part in a brilliant Habitats and Adaptations workshop. The children learned about rainforest environments, the animals that live there, and how each one is specially adapted to survive. They were fascinated by the chance to touch real snake skins and a surprisingly heavy elephant tusk. This workshop directly supports and enriches our learning in Science, helping the children make real-world connections to the habitats and animals we have been studying in class.

We spent the rest of the afternoon exploring the park. Some groups enjoyed a ride on the train, while others spotted red pandas, penguins and sea lions before we headed back to school - tired but very happy.

It has truly been a memorable week of learning and adventure.



Year 3 (Malala Class and Anning Class)

Year 3 have had a great week!

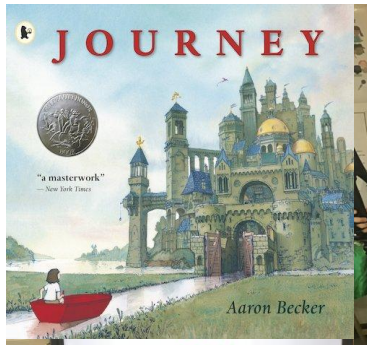
In English, we focused on the book 'Journey' by Aaron Becker, a wordless picture book. We imagined the conversations the character might be having and added direct speech, paying careful attention to correct punctuation. We also explored the key features of a narrative, thinking about how a story is structured and developed before we write our own next week.

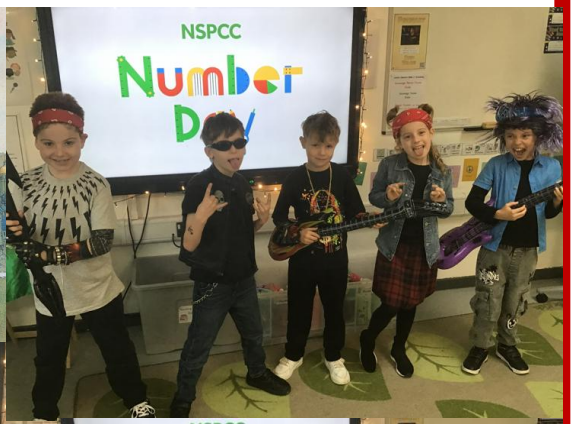
This week in Maths, we explored the relationship between the 2, 4 and 8 times tables. We learned how doubling facts can help us solve harder multiplication calculations. We also worked with multiples of 10, using place value to multiply accurately and used related calculations to check our answers.

In Geography, the children learned how mountains are formed by exploring the movement of tectonic plates and recalling how plate tectonics interact. The children developed their understanding of how different types of mountains can form as a result of this tectonic activity and they were able to identify and name a range of mountain types.

In Science, we learned how magnets work and what makes an object magnetic. We investigated how magnets can attract and repel other magnets. We also explored how the poles of a magnet affect the way magnets interact with each other.

We also enjoyed celebrating Number Day by dressing up as rockstars and robots. The children loved showing off their outfits and testing their multiplication skills in an exciting Times Table Rockstar battle. It was a lively and memorable day that helped make learning maths even more enjoyable.





Year 4 (Tagore Class and Turing Class)

We've had a busy and exciting week of learning across the curriculum!

In English this week, we explored the features of information texts and looked closely at a range of examples. The children have begun preparing to write their own information leaflets designed to support new starters at St Gabriel's, linking to our work on The Boy at the Back of the Class. We also carried out research about our school, which will be used to make the leaflets informative and helpful.

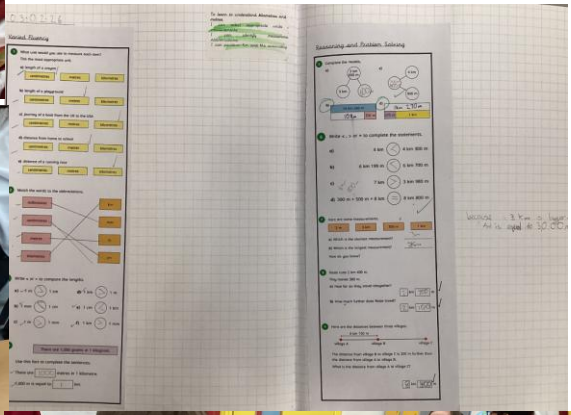
In Maths, we have started a new unit on Length and Perimeter. The children learned about different units of measurement, including centimetres (cm), metres (m) and kilometres (km). They practised converting between metres and kilometres and have begun exploring how to calculate the perimeter of different shapes. On Friday, it was Number Day! We got to dress up as either a Rockstar or a Robot, inspired by TTRS and NumBots.

In Religious Education, we learned about fasting within Christian worldviews. The children studied different pieces of artwork and discussed how these might represent fasting. They then used scripture to deepen their understanding, thinking carefully about how Jesus may have felt during moments of temptation.

In History, we stepped into the shoes of archaeologists as we examined a range of artefacts from the Roman civilisation. This hands-on exploration helped the children build a picture of what life might have been like in Roman Britain. They were fascinated - and sometimes surprised - by some of the artefacts and their uses!

Building on our history work, the children had a go at creating their own mosaics using a variety of materials. They enjoyed experimenting with patterns and colours to imitate traditional Roman designs.

In PSHE, we began our new topic on digital literacy. The children learned what a digital footprint is and discussed ways to ensure they create a positive one. We talked about practical steps such as being mindful of what we share online and checking privacy settings.



Year 5 (Attenborough Class and Rauf Class)

In English, we have been practising key grammar skills in preparation for writing our biographies. The children have focused on using parenthesis, relative clauses and the perfect tense. They have now planned their biographies and are looking forward to applying these skills when they begin writing them next week.

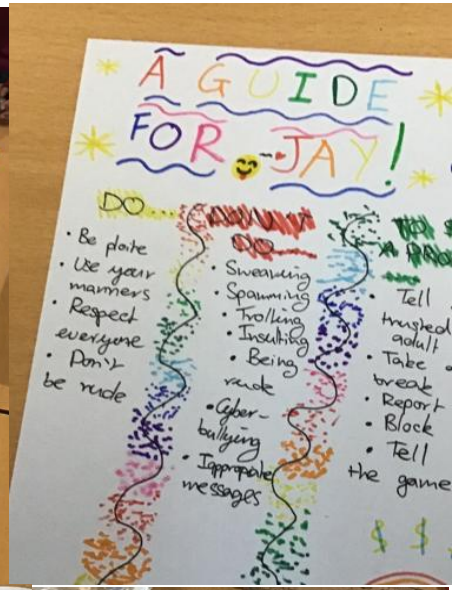
In Maths, we have been continuing our fractions unit by learning how to find fractions of amounts. The children have been encouraged to use bar models to support their understanding; these have been particularly helpful when working backwards to find the whole amount when only a fraction is given.

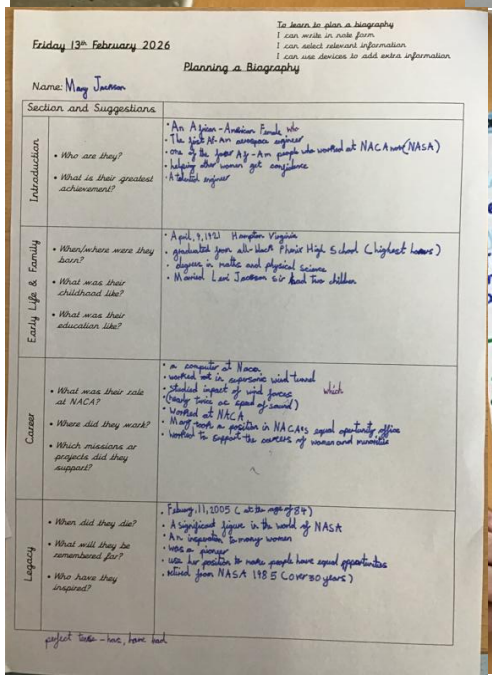
In Science, we have been learning about gears and pulleys and experimenting with the forces involved in making them work. This has linked brilliantly with our Design Technology work on moving toys and the children have begun designing their own mechanisms using gears and pulleys.

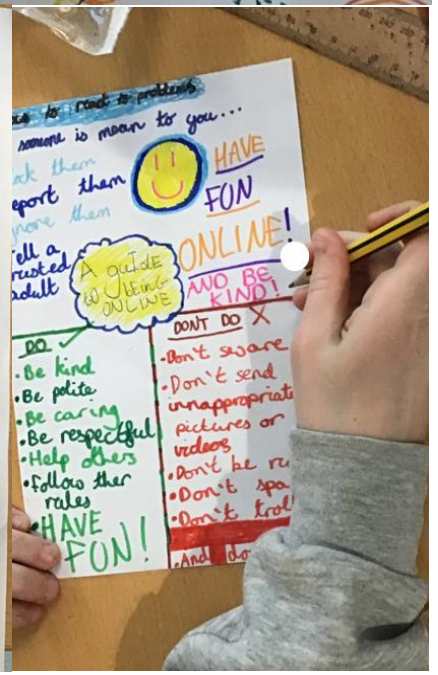
In PSHE, we explored what it means to be part of a respectful online community. We discussed key terms such as trolling and spamming. The children then wrote advice leaflets explaining how to behave responsibly online and what steps to take if someone else is not following the rules.

In Music, we have enjoyed learning to sing the Nasheed (Islamic song) '*Madina-tun-Nabi* using a call-and-response structure. We are now beginning to explore musical instruments that we will incorporate into our final performance.

In RE, we looked at how Jesus was not always liked by everyone - particularly by some Jewish groups who found his teachings challenging. The children approached this thoughtfully and engaged well with the discussion.







Year 6 (Pogson Class and Walker Class)

The children have had a fantastic week this week, showing us the brilliant progress they are making. We are so proud of all their hard work!

In English, we have explored the features of a speech and generated ideas for our own persuasive speech. We are going to be persuading Miss Crane and Miss Randle to take us on an exciting trip after we finish our SATs in May. We made sure to consider where we would like the trip to be, the benefits of going and solving any potential problems!

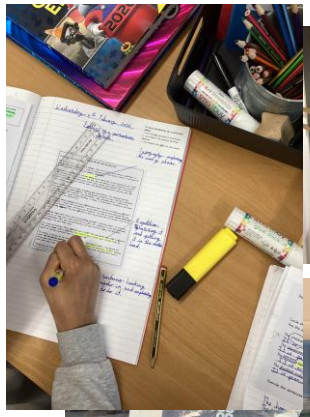
In Maths, we have continued with algebra, writing formulae and forming equations. We used letters to represent unknown values and simplified the equations, so it is clearer to understand. On Friday, it was Number Day! We got to dress up as either a Rockstar or a Robot, inspired by TTRS and NumBots.

In Science, we planned and set up an investigation into how micro-organisms, in particular mould, grows. We placed a slice of bread in 3 different conditions: a control condition, one with water and one in the sun. Over the course of this week, we have been observing the changes. We are curious to see what it will be like on Monday!

In History, we have used our research on the Silk Road from last week to write a non-chronological report. We organised the information into different sections with subheadings, and informed the reader about the significance of the Silk Road for trade during the Early Islamic Civilisation.

In DT, we were able to paint our clay bowls, which we made last week. We referred to our design to remember what colours we had chosen and used a watercolour paint to bring those designs to life!

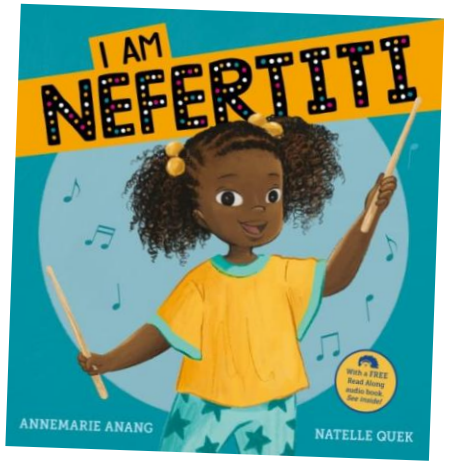
In Music, we have continued to learn Dona Nobis Pacem, a piece of music written in Latin. We have been practising singing in a round, which creates a beautiful harmony.



Collective Worship

We read **I am Nefertiti** during Worship Through Story this week. Her story reminded us that our own voices can be strong and that everyone's story deserves to be heard.

We also spoke about internet safety during Collective Worship ahead of Safer Internet Day. We focussed on the positives and negatives about AI.



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

Houlton Tapestry and Community Day at Houlton School

On 15th February 2026, between 12 and 3pm, come along to Houlton School to view one of the three mosaics made as part of the Houlton Tapestry.
It is 100 years since the opening of Rugby Radio Station, so you can go and celebrate the occasion in the actual building!

There will also be a taster of morse code and hourly tours.

Houlton Tapestry and Community Day at Houlton School - Houlton

National Storytelling Week

This week we have been celebrating National Storytelling Week by listening to stories and thinking carefully about how storytellers use their voices and gestures to bring stories to life. We enjoyed 'I Am Nefertiti' read by Annemarie Anang and 'What Will I Be?' read by Frances Stickley and Lucy Fleming.

The theme this year is "Soundtrack Your Story." Every story has a sound, a rhythm, a beat and a voice to be heard. Stories come alive through sound, music and movement and we all experience them in our own way.

We talked about how stories help us to find our voice, even before we find the words. We also discussed how we tell stories all the time - not just with words, but through moods, feelings and soundtracks. Nefertiti's story reminded us that every voice matters.

This week, we have been listening carefully to stories, imagining their soundtracks, and thinking about what the soundtrack of our own stories might be.

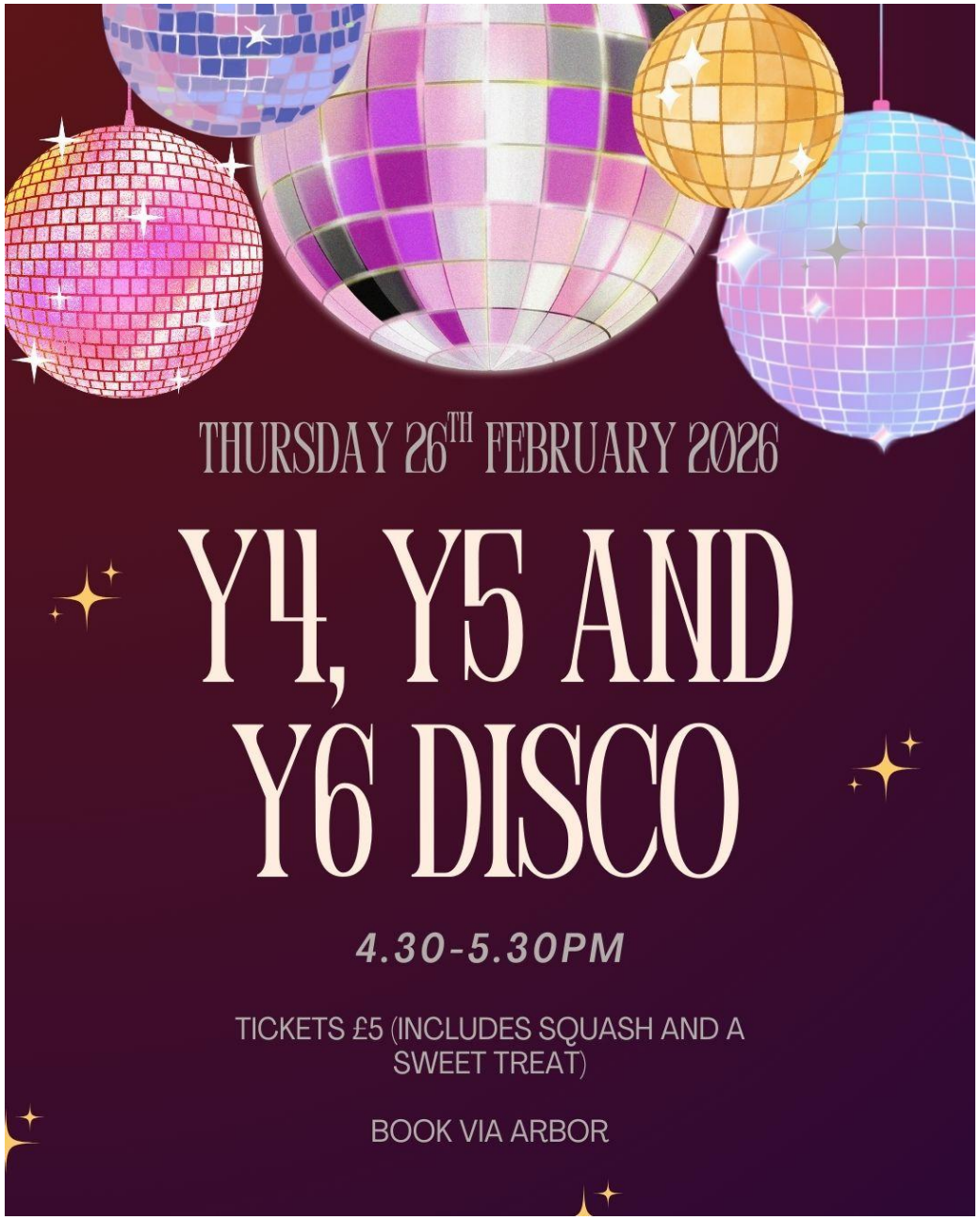
Here are some ideas to continue celebrating National Storytelling Week at home:

- Read a favourite story together and talk about what music or sounds would match different parts
- Listen to an audiobook and notice how the reader uses their voice
- Create a "soundtrack" for a story using household objects or instruments
- Encourage your child to tell their own story using voices, actions and sound effects
- Talk about the sounds that make up your child's day and how they might tell a story

Why not pop along to Draycote Water and enjoy their dedicated storytelling area?

Complete with its very own storytelling chair, it's the perfect spot to let children's imagination run wild!

Community Events

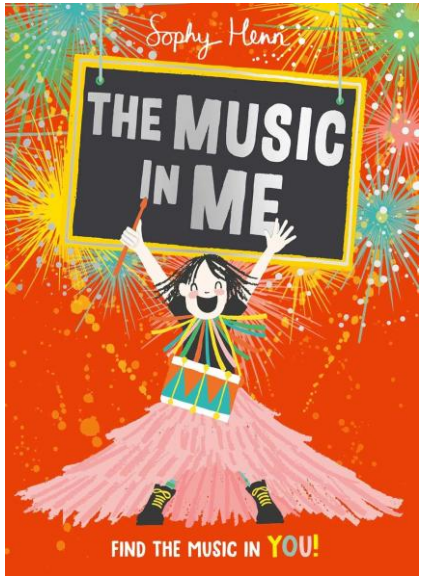


Recommended Read

In celebration of National Storytelling Week, this week's recommended read links to this year's theme of 'Soundtrack Your Story'.

The little girl in this book has rhythm in her toes and a beat inside her toes – she just loves music! Some days, the rhythm inside her makes her feel like marching, and some days she feels like a dreamy moonlit song. Sometimes, it's great to sing along with others and for everyone's voices to come together in harmony. Yet, sometimes, the little girl feels as though she ends up singing someone else's song, and that doesn't feel right at all. Luckily, she knows that if she just stays quiet for a moment, then she will hear her own song again, deep in her heart.

This bright celebration of following the beat of our own drum is a delightful book from Sophy Henn, whose books are great at helping children understand their emotions. The Music in Me uses music and rhythm as a metaphor for emotion, which could be a good way to start a conversation with a child about their feelings and even develop a way to communicate feelings using playful sounds.



Online Safety

This week, the children took part in a collective worship all about **Safer Internet Day**, which we will be recognising as a school on **Tuesday 10th February**. Safer Internet Day is a worldwide initiative involving schools, organisations and companies working together to promote safe, responsible and positive use of technology.

This year's focus is on the use of **AI (Artificial Intelligence)**—exploring how it can support us in our everyday lives, while also developing an understanding of the potential risks and challenges that come with this type of technology.

Next week, the children will take part in a range of activities to help them learn more about AI and online safety, and to equip them with the tools they need to navigate the online world confidently and safely.

For more information about Safer Internet Day, please use the link below and explore the resources and activities with your children at home.

https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2026

Maths Problem of the Week

KS1

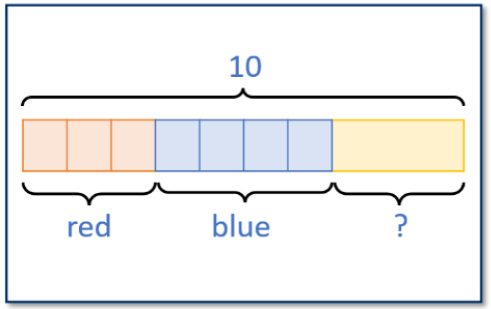
1 Annie has 10 scarves.

3 scarves are red.

Here are the blue ones.

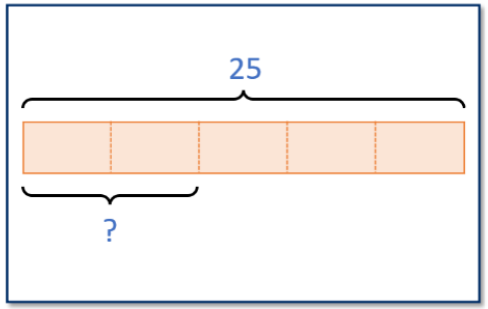
The rest are green.

How many scarves are green?



2 25 candy canes are shared equally between 5 stockings.

How many candy canes are there in 2 of the stockings?

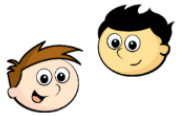


KS2

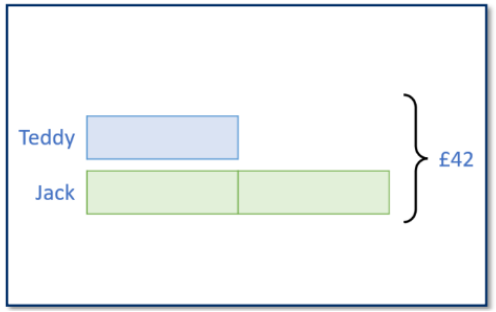
3 Jack and Teddy have £42 in total.

Teddy has $\frac{1}{2}$ the amount that Jack has.

Jack gives Teddy £6



How much money does each child have now?

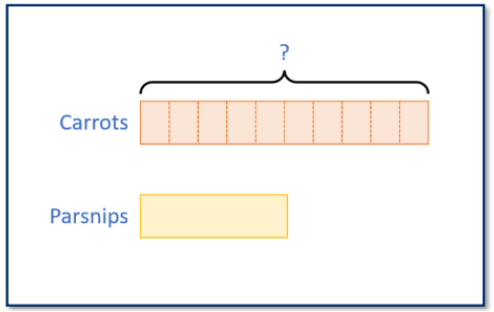


4 Dora has 282 carrots and parsnips.

She sells $\frac{7}{10}$ of her carrots and 48 parsnips.

She now has an equal amount of carrots and parsnips left.

How many carrots did she start with?



Challenge

5 A shop sells chocolate advent calendars and gift advent calendars.

- The ratio of chocolate advent calendars to gift advent calendars is 12 : 7
- 75% of the chocolate advent calendars are sold.
- 98 gift advent calendars are sold.
- The ratio of chocolate advent calendars to gift advent calendars is now 3 : 5

How many more chocolate advent calendars than gift advent calendars were in the shop at the start?

Answers

1 There are 3 green scarves.

2 There are 10 candy canes in 2 stockings.

3 Teddy has £20, Jack has £22.

4 She had 180 carrots to start with.

5 There were 245 more chocolate advent calendars.

Whole School Attendance	
Attendance since September	96.1%
This week's attendance	96.6%
Latest Local Authority ranking	49th out of 196 schools
Latest National ranking	Top 20-30% 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 Update 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.

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.

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

- 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: Coffee Afternoon

We'd love you to join us for a coffee afternoon on Wednesday 11th February, 2.15–3.15pm, in the Main Hall.

As part of Children's Mental Health Week, we've invited a range of external agencies to come along and chat with you. They'll be on hand to answer questions, offer advice and guidance and share useful information on a variety of topics linked to children's physical and mental wellbeing.

This is a great chance to connect, find support and learn more about what's available in our community. Pop in for a coffee, a friendly conversation and anything else you might find helpful.

We hope to see you there!

Warwickshire Family Information Service

School Nursing Service

Mental Health in Schools Team

Bereavement Support for Children and Young People

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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