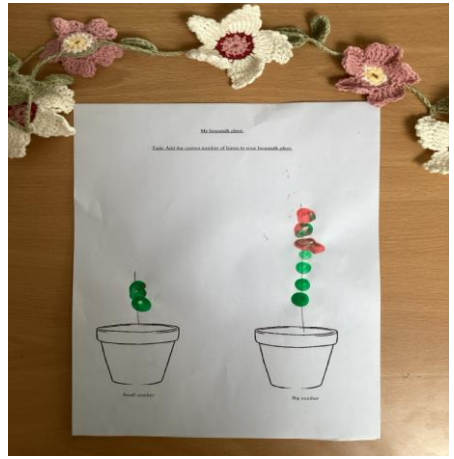
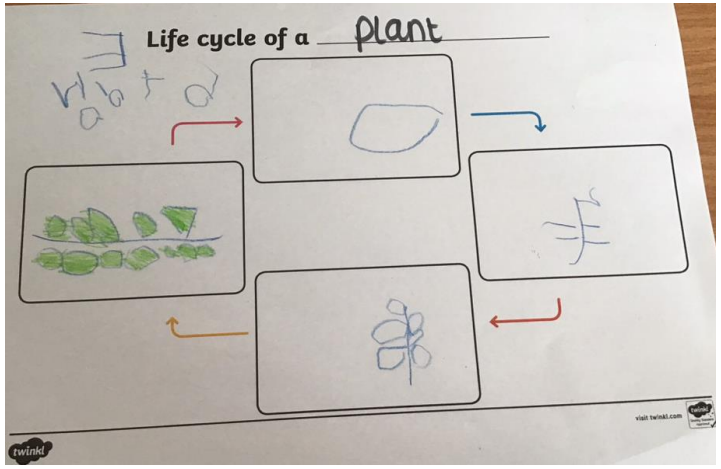
Weekly Learning Update

9th May 2025

Nursery



This week has been a Maths focus week. The children have worked incredibly hard to represent their number knowledge and take ownership of their learning. Using the key text 'Jasper's Beanstalk' the children have accessed an array of stimulating table top activities to aid their fine motor skills and extend their understanding of growing. Together we have planted our own beans to observe the growing process and to think about what growing things need! Towards the end of the week, Nursery were fascinated to see the chicks that have been taken care of by the Reception children.



Reception (King Class and Parks Class)

It has been such a 'cracking' week in Reception! We have been observing our four chicks growing and developing their characters each day and we have been able to share this with others around the school as well. The children have loved the learning literally coming to life with our topic of lifecycles and they have taken such good care of the chicks this week.

English:

To support our writing, the children have written invitations to other children within the school. The invites have been welcoming the children to come and observe the chicks in Reception. We then had a message from the farmer who needed some care instructions for the chicks, as they got collected on Friday.

Maths:

We have been focusing on the skill of doubling throughout the week. The children have enjoyed accessing a range of concrete resources, having an initial quantity, then making the same quantity again and identifying the total, therefore working out what the total or 'double' is.

Continuous Provision:

The children have really enjoyed learning about our focus artist to support their learning within World Art Day. We have been learning about Niki De Saint Phalle, who was a painter, sculptor and film maker. The children have enjoyed experimenting with bold colours and creating their own sculptures inspired by her work.

Year 1 (Bell Class and Windsor Class)

It's been another super week in Year 1, packed full of lots of amazing learning.

In English, the children have been writing their own set of instructions on how to make mustard sandwiches as part of our learning on our text 'The Lighthouse Keeper's Lunch'. They have remembered to use time sequencing words, verbs and correct punctuation, even challenging themselves to use adverbs in some of their sentences! We have been so impressed.

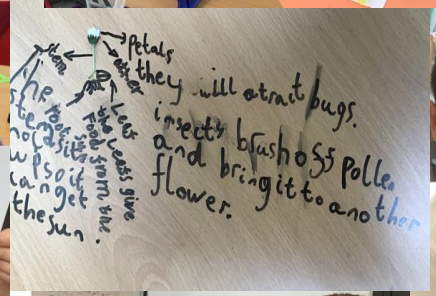
In Maths, we have been finding halves and quarters of different shapes and objects. We have challenged the children to see if they can recognise or find halves and quarters in the environment around them!

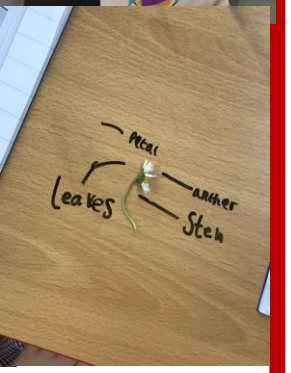
In Science, we have been learning about the parts of a plant. The children dissected flowers to look at and label the different parts.

In RE, we discussed special objects for people with Jewish worldviews. We learnt more about the mezuzah and why this is so important. We then thought about objects that are special to us and why.

In Art, we have been celebrating World Art Day which was on the 14th April. Our focus artist is Brianna McCarthy. She creates collages of imaginary faces, so we had a go at using her techniques to create our own.

In Geography, we have been recognising features of the seaside. The children had a go at sorting photos into different groups before labelling a picture of the seaside.





Year 2 (Braille Class and Kerr Class)

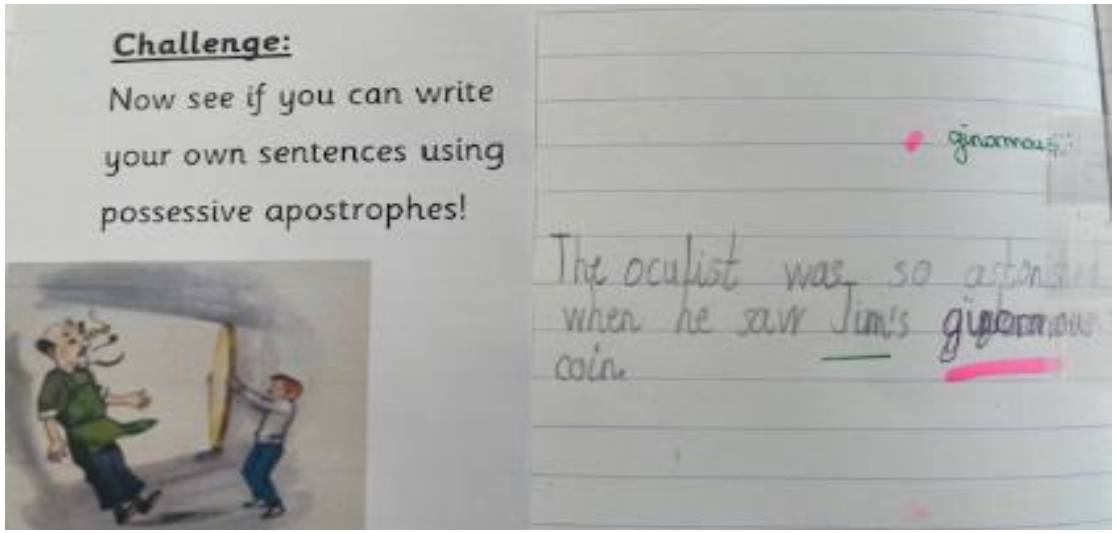
We have had another brilliant week.

Reading:

In reading, we have been learning to read fluently and have been focusing on inferring and visualising.

English:

In English, we have been learning to use possessive apostrophes to show possession. Here are some super examples.



Maths:

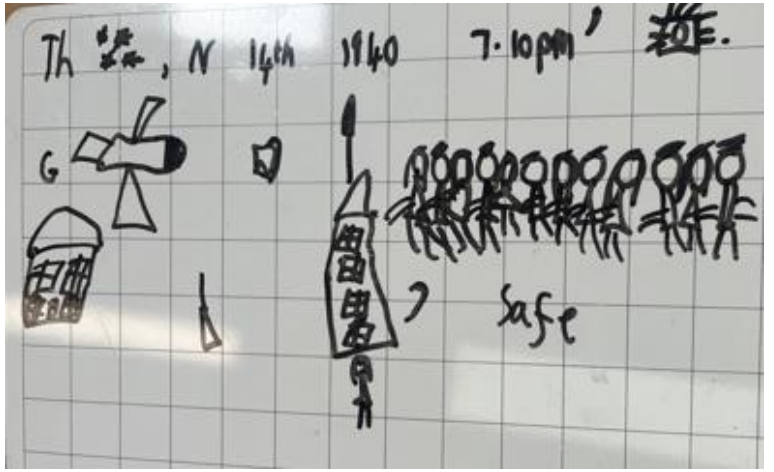
In Maths, we have been learning to tell the time past and to the hour.

History

In History, we have continued learning about Florence Nightingale and have been finishing off our timelines.

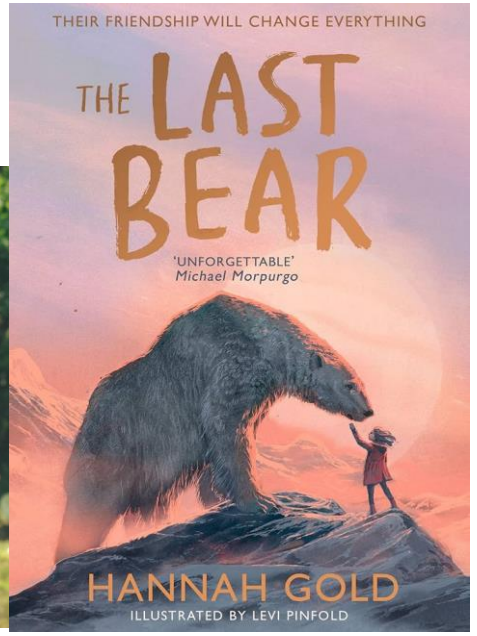
RE:

In RE, we have started learning about the Coventry Blitz and the history surrounding what happened. We created our own story maps recounting what happened in the event on 14th November 1940.



Year 3 (Malala Class and Anning Class)

In English, we have started our new book 'The Last Bear' by Hannah Gold. We are using this text as a stimulus to support our persuasive speech writing. This week, we have been gathering ideas surrounding the problems and solutions linked to climate change as well as identifying the features of a persuasive speech. As classes, we looked at speeches from both Greta Thunberg and David Attenborough and explored the use of language in their own persuasive speeches. We looked at how these impacted us as an audience to use as inspiration for writing our own speeches next week.

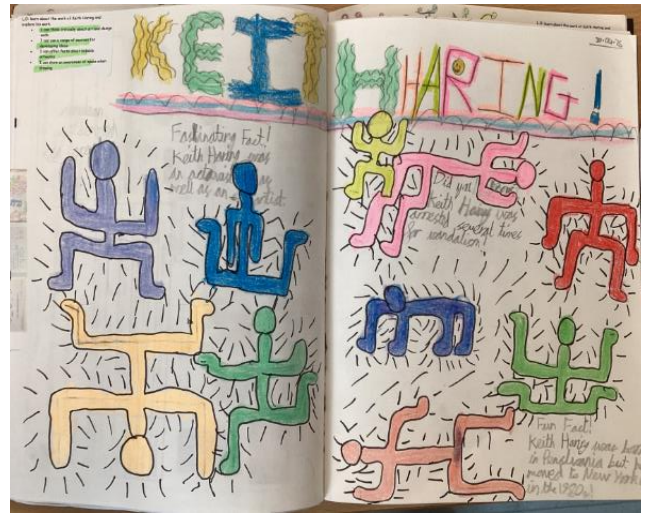


In Maths, we have been finding equivalent lengths with mm, cm and m as well as comparing and adding lengths. We've been using the skill of converting to support us with our problem solving skills.

In Science, we have been planning our own pattern seeking investigation where we are exploring the effect of different conditions on plant growth. We have set up our own investigations in the classroom and we are exploring how space can affect the growth of a plant.

In History, we have been exploring how the founding of Rugby School has been significant for our town and Britain. We discovered the famous alumni who attended Rugby School and what impact the school has had on the education of the town at that time and today.

Year 4 (Turing Class and Tagore Class)

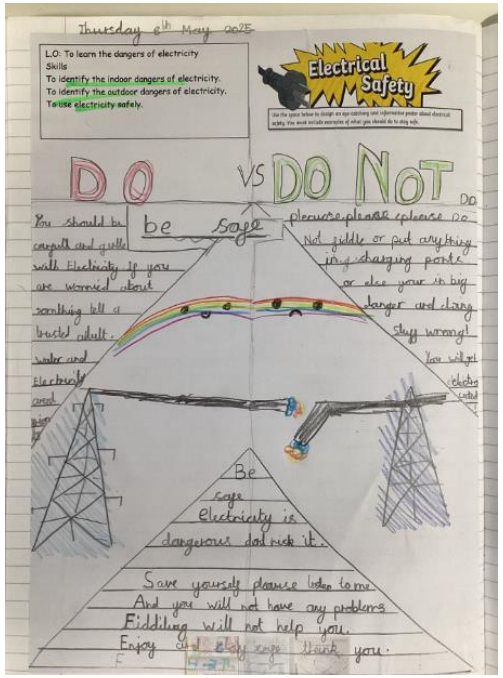


This week has been bustling with excitement and discovery as the children have delved into a variety of subjects.

In English, we focused on similes and metaphors in preparation for our setting description writing next week. The children have shown great enthusiasm in identifying figurative language, and it's clear they are eager to apply what they've learned in their upcoming tasks.

In Maths, the focus was on ordering and comparing decimals, as well as rounding them. Year 4 have made significant progress in understanding these concepts, which has enabled them to tackle more challenging problems with confidence.

In Science, we explored the dangers of electricity both inside and outside the home. The children created informative posters that highlight safety tips, showcasing their creativity and understanding of the topic.



In Geography, the children studied the world's biomes, making comparisons between the desert and tundra biomes found in Antarctica. They engaged in insightful discussions about climate and ecosystems, deepening their geographical knowledge.

In PSHE, we continued with our unit on money and work, focusing on loans this week. The children displayed remarkable interest and engagement, contributing to meaningful conversations about financial literacy.

Finally, in Art, we continued our activities for World Art Day, experimenting with various mediums. The children are eager to incorporate what they've learned into their final pieces, and the creative energy in the room is truly inspiring.

Overall, it's been a fantastic week of learning! Thank you to all those who were able to make the Tagore class assembly. The children have worked so hard all week to put it together!

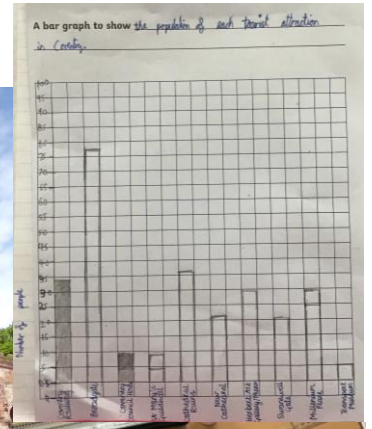
Year 5 (Attenborough Class and Gandhi Class)

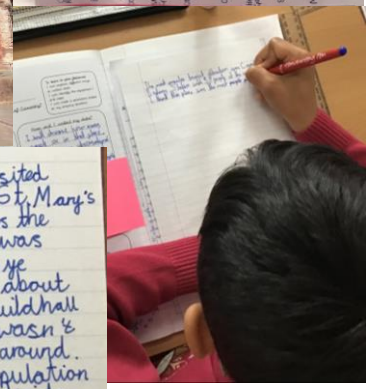
On Friday 2nd May, we visited Coventry to carry out some fieldwork based upon the enquiry question, "How does tourism affect the population of Coventry?" This week, we have been presenting the data that we collected through bar graphs and drawing conclusions to answer our enquiry question. We found that Broadgate and Coventry Railway Station were the most popular tourist destinations, whereas St Mary's Guildhall and Coventry Council House were the least popular. We concluded that tourism increases the population of Coventry; however, this could change based on the day of the week, or certain times of day. It was also clear that certain people that were at each tourist attraction were not there to visit it specifically, for example at Millenium Place, but were instead passing by to get elsewhere. There were tourist attractions, such as Coventry Cathedral and the Ruins, which people were visiting to learn more about the history of Coventry.

In Maths, we have finished our learning about Shape, by exploring angles within shapes, regular and irregular polygons and different 3D shapes.

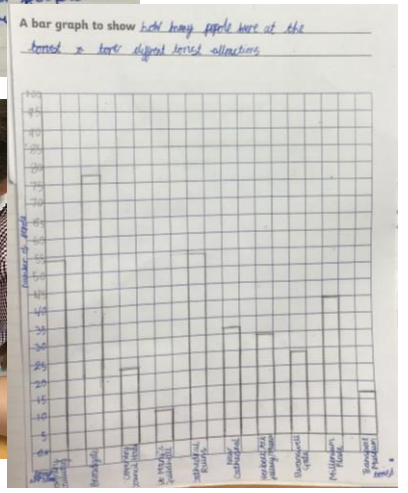
In English, we have continued our exploration of Beowulf with a focus on the persuasive speech Beowulf delivers to King Hrothgar to defeat the monster tormenting their kingdom – Grendel. We identified features of persuasion and then explored how authors use commas to avoid ambiguity in their writing.

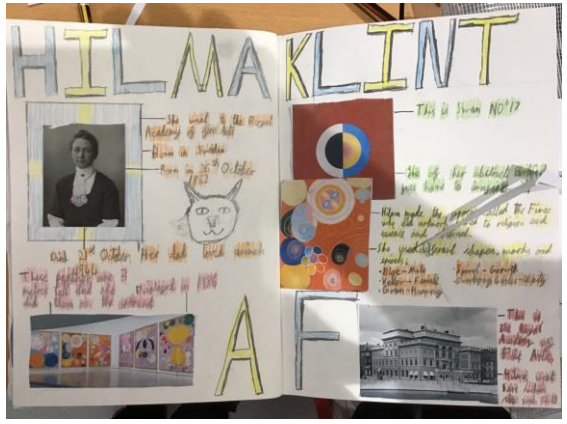
In Art, the children have been celebrating World Art Day with a focus on the Swedish artist Hilma af Klint, who was one of the first female European artists to explore abstract art.





We found out that the most people visited Broadgate and the least people visited St Mary's Guildhall and I think Broadgate was the most popular atraction because there was a lot of shops around it and maby ye people found it interesting to know about Lady Godiva. I think St. Mary's Guildhall was the least popular because there wasn't much to do and there wasn't stuff around. I think that tourism affects the population of Coventry because tourists could decide to share their experience with other people or decide to live their, which co the population of Coventry.





Year 6 (Pogson Class and Ahmad Class)

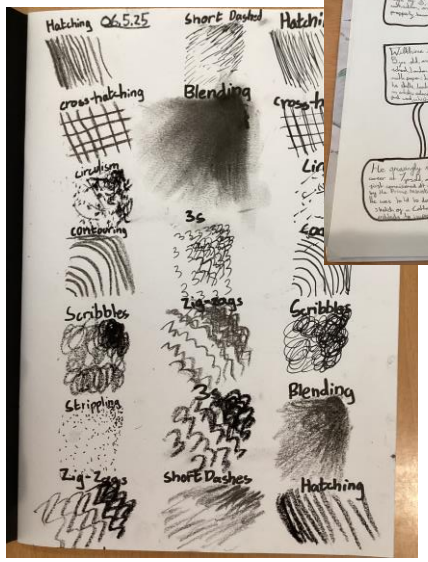
It's been another great week in Year 6!

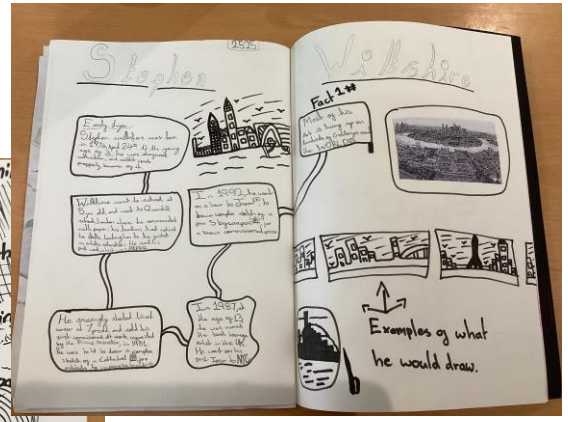
In Maths, we have extended our learning around coordinates as we have moved on to find out about the other three quadrants of the coordinates grid. We then applied this knowledge to translating and reflecting shapes.

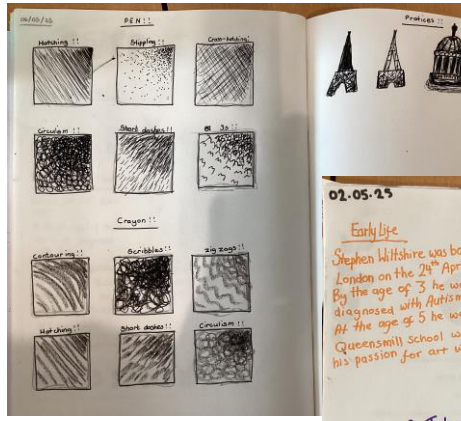
In English, we have begun writing our travel brochures about a specific country in South America. The children have worked very hard to think about how they can be as persuasive as possible, using specific techniques such as alliteration, exaggeration and the rule of 3. Next week, we look forward to completing our brochures and adding the final touches!

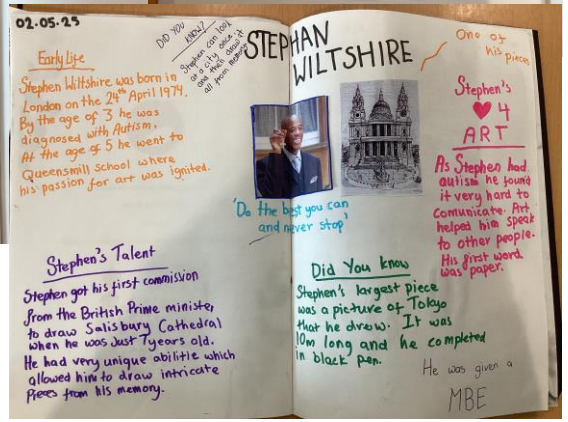
In Art, we have continued our exploration of the artist, Stephen Wiltshire. This week we began to explore his use of monochromatic shading to add depth to his intricate creations. Next week, we look forward to exploring this further before we plan our final pieces.

The rest of the week has been dedicated to some more revision for our tests next week. We hope the children have a very VERY restful weekend, ready to show off their skills next week!



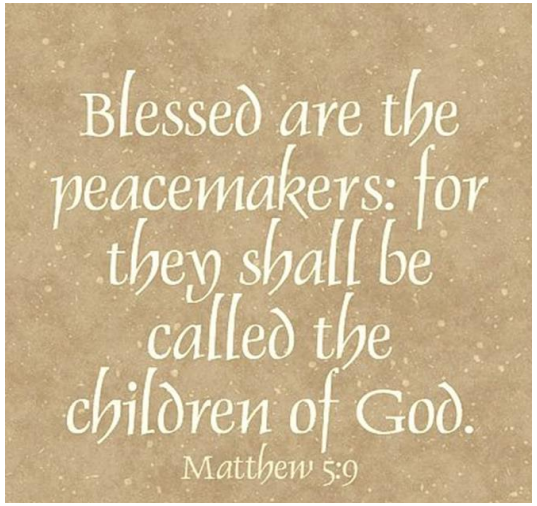






Collective Worship

During collective worship this week, we have been reflecting on VE Day celebrations and the importance of peace in the world. We also thought about how we can be peacemakers in our lives.



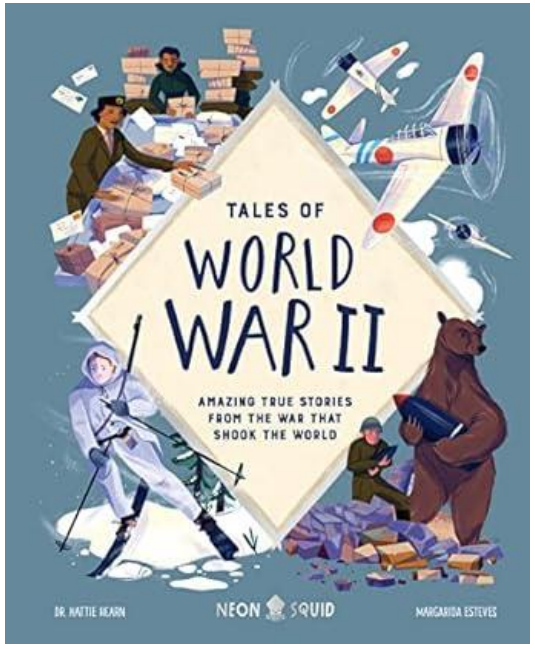
This week, Tagore class led Celebration worship focussing on Roman control of Britain; sharing the pros and cons of its impact. The rest of the school had an opportunity to vote and were mostly in support of the invasion!

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 inspired by our celebration of VE day on Thursday 8th May. This year marks 80 years since the war ended and there are so many books out there to inspire us with lessons and journeys of the past. This week's book is called **Tales of World War II** by Hattie Hearn.

Covering key events of the war, in chronological order, a glimpse down the contents page will generate immediate interest. The clues in the page titles lead to natural discussions and predictions about what the tale could be about – and are sometimes a red herring (surely you'd think 'The Guinea Pig Club' will be about guinea pigs; however, it contains a twist most readers will not be expecting!) Enjoy a dip-in-and-out non-fiction book collating amazing true stories from WW2.



Online Safety

Almost 1 in 5 children have chatted online with someone they've never met in real life.

It's vital that trusted adults know the risks. This guide explains the possible hazards of online friendships and gives advice on helping children build positive, safe relationships online.

Follow the link here: https://nationalcollege.com/guides/making-friends-online

Whole School Attendance	
Attendance since September	96.4%
This week's attendance	97.7%
Latest Local Authority ranking	13th out of 196 schools
Latest National ranking	Top 10% 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

This week's Family Information Service newsletter includes information about:

- Sure Start Maternity Grant
- Childcare Choices
- Maternal Mental Health Awareness Week

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