Weekly Learning Update

10th July 2026

Nursery

It has been a fantastic week in Nursery! The children that are moving into St Gabriel's Reception in September had a fantastic stay on Transition Day and were very excited to explore their new classrooms and meet the Reception team.

Within Maths, we have continued to consolidate our knowledge of matching number to quantity and gaining confidence to create a set quantity when shown a numeral. The additional challenge has been to recognise the numeral out of numerical sequence and we have extended numbers to 10 and even beyond!

Our focus in PE has been preparing for Sports Day and the children are very excited! We have practised working in groups and encouraging one another within a competitive event. Children have been enjoying this and cannot wait to showcase their skills next Wednesday. We have also thought about how exercise and the important of warming up prior to exercise. The children have been practising stretching and warming their bodies in preparation for their physical activity.

There have been lots of physical learning opportunities and exploring with different senses. The children have enjoyed using their sense of hearing with exploring with a music tree. Children place a ball at different levels of the leaves, and as the ball drops, it creates different sounds.

There have been lots of focus with cause and effect as well, including water play. The children filled and emptied different containers to explore capacity.

Reception (King Class and Parks Class)

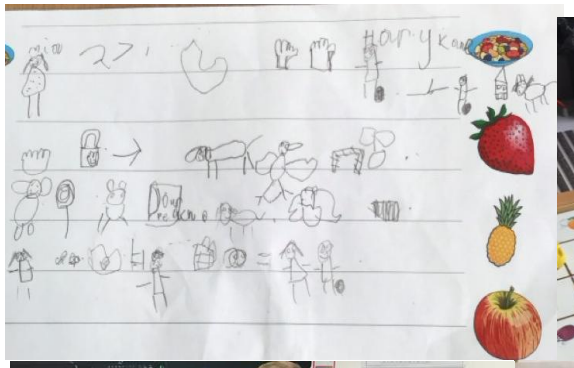
Reception had the best time with their new Year 1 teachers this week!

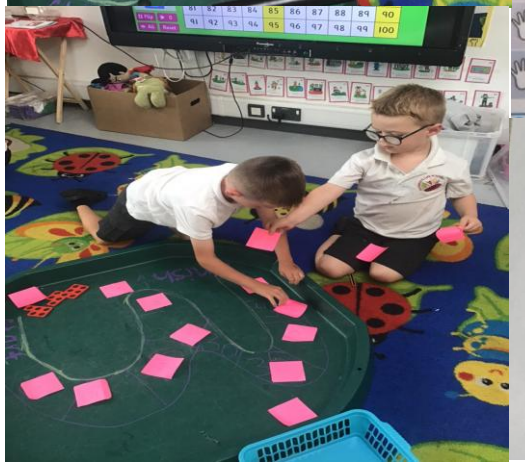
Between all of the excitement of Transition Day, we still managed to complete lots of learning. In the Maths area, we have been extending our learning of counting in 2s, 5s and 10s. In the Creative Area, we have decorated Handa's basket, cutting and weaving. The beebots have made an appearance in the Investigation Area and they are always very popular. We have been programming them to collect the fruit for Handa.

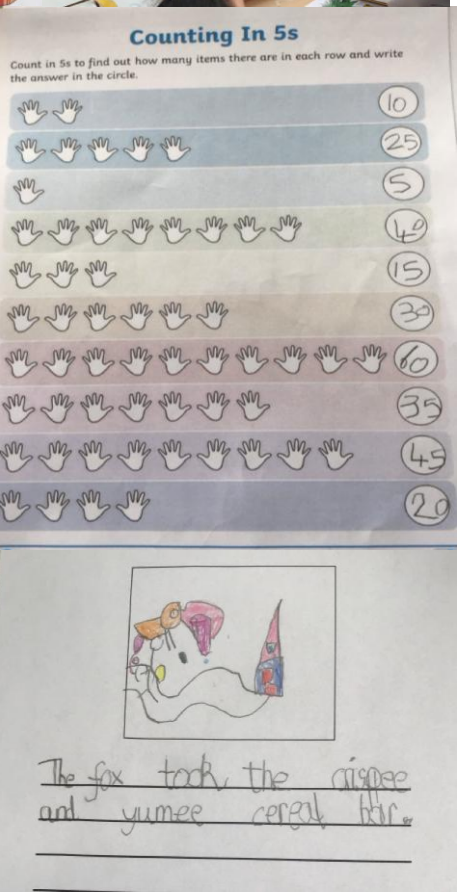
We have recapped learning on counting in 2s, 5s and 10s whilst consolidating other prior learning from subitising to representing numbers.

In English, we have adapted our stories, changing the characters from Handa and Akeyo to Mia and Harry Kane in King where as Parks changed theirs to Hattie and Amy. The children created their own story maps with the new characters and were challenged to write their new story.

This week, we listened to animals sounds, a rhyme and a story. Whilst listening, we drew pictures. First, we guessed which animal the sound was from and drew that animal. Then, we drew images to match the story 'Monkey's so lazy, he makes us crazy'.







Year 1 (Bell Class and Windsor Class)

This week in English, we completed our poems about a garden. The children have done a brilliant job of trying to entertain the reader by including lovely descriptions linked to their senses. We have also been building our confidence with reading aloud by performing our poems to a partner and using expression to bring our writing to life.

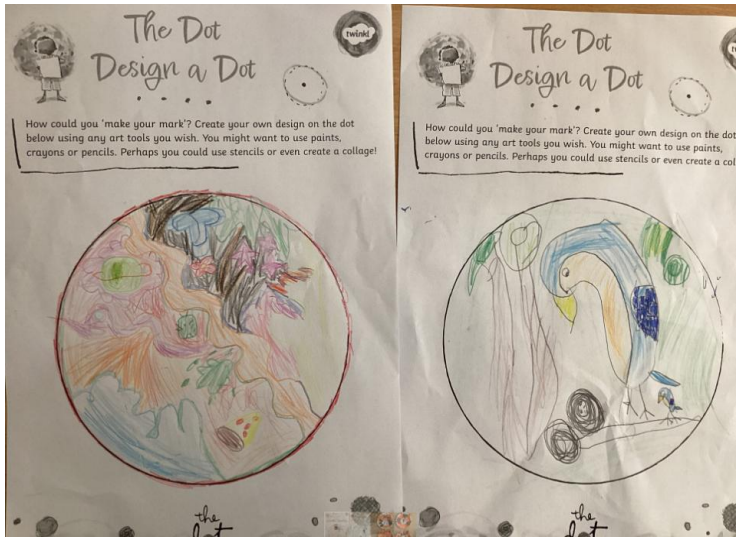
In Maths, we completed our unit on time and learnt how to tell the time to the half hour on an analogue clock. The children persevered brilliantly with this tricky concept and got to grips with understanding which hand measures the hours and which measures the minutes. We were very impressed with their determination and progress.

In Science, we recapped our learning from across the school year by testing our knowledge and seeing how much we were able to recall. We were delighted to see that the children have remembered so much about materials, animal classification and plants. They were able to use a broad range of scientific vocabulary confidently when discussing their learning.

In History, the children were fascinated to learn about the features of a castle. They recognised how castles were built to protect the people living in them and to keep out intruders. We then demonstrated our knowledge by carefully labelling a castle diagram with the correct names for each part.

On Wednesday, the children enjoyed a wonderful transition day in year 2. They were so excited to meet their new teachers Miss Nleya and Miss Dall and completed lots of settling in activities to learn more about what to expect as year 2 pupils. We are so pleased they had a great day!

The children will be bringing home their end-of-year reports today and we hope you enjoy reading them. We are so proud of how hard they have worked this year and the brilliant progress they have made. It has been wonderful to see how much they have grown in confidence, independence and enthusiasm for learning throughout their time in Year 1.



Year 2 (Braille Class and Kerr Class)

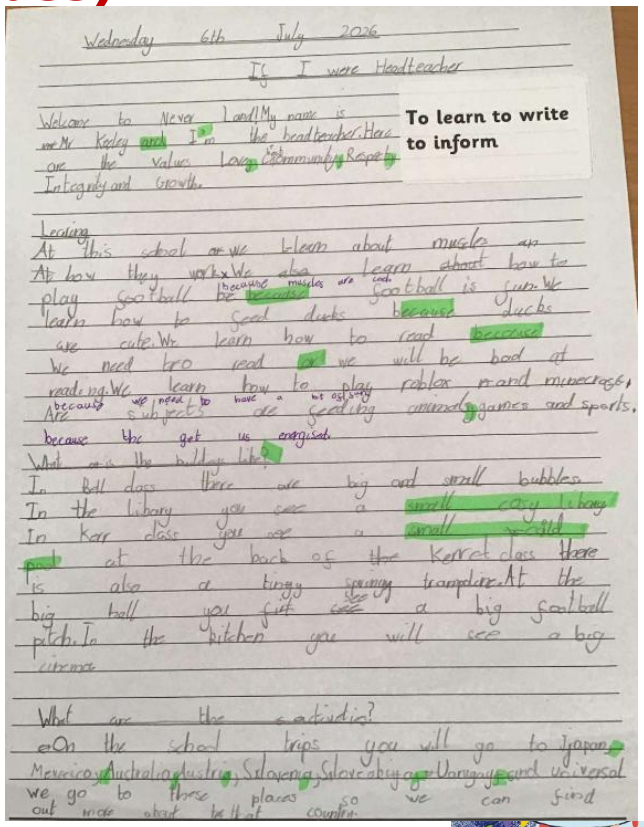
We have had a very exciting week with lots of great learning and new experiences. The children enjoyed meeting their new class teachers for Year 3 in September, Mrs Harrison and Miss Merrick, during their transition day.

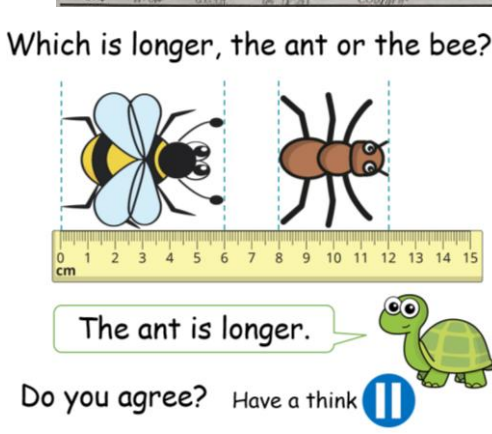
In English, we finished our unit on 'If I were Prime Minister' by writing an information report about what the school would be like if they were head teacher. The children used their imagination to design a dream school and presented it using subheadings to make it easier for the reader to understand.

In Maths, we have been learning about length and height. We looked at comparing and ordering lengths and heights in both centimetres and metres. We used our knowledge of the four operations to try to answer questions in relation to length and height.

We completed lots of learning this week, including PSHE, where we explored how touch can make people feel. We started by discussing different objects and how it feels to touch them. Then we discussed different ways humans can touch, through hugging, high-fiving or tapping for example. We talked about how some people can find this comfortable and how some people can find it uncomfortable. We talked about how it is important to ask permission and gain people's consent.

Finally, in Geography, we used our knowledge from our walk around Houlton last week to produce informative posters about Houlton and its geographical features.





Year 3 (Malala Class and Anning Class)

It's been a great week in Year 3. We have been busy learning, reflecting and looking ahead.

In English, we have been writing our own survival guides for Roz from The Wild Robot. The children had the opportunity to choose how they wanted to present their guides, carefully considering the best way to share their information with the reader. They worked hard to include imperative verbs, conjunctions and commas in a list to make their writing clear, detailed and engaging.

In Maths, we have been exploring turns, angles and lines. The children have been identifying and comparing right angles, comparing different angles and learning about parallel and perpendicular lines, developing their understanding of shape and position.

In Geography, we have been comparing a region of Mexico with Rugby, identifying and naming geographical features and exploring the similarities and differences between the two locations. The children have enjoyed using their geographical knowledge to explain how places can be both similar and unique.

In PSHE, we have been looking ahead to Year 4 and thinking about the exciting journey ahead. The children have reflected on what they are looking forward to, changes they would like to make, how they feel about growing up and any worries they may have, as well as discussing ways to manage these feelings. They also shared their favourite memories from Year 3.

The children had a fantastic time spending Wednesday as Year 4s and we are incredibly proud of their maturity, confidence and readiness for the next step in their learning journey.

Year 4 (Tagore Class and Turing Class)

This week, we have been hard at work planning how we will create our poems. We have thought about: rhyme schemes, personification, similes and how we will set the rhythm of our poems. We have worked tremendously hard to put together all of our learning and the gruesome facts of being a child during ancient times.

We have continued to develop our understanding of position and direction this week too! We learned how to describe a point on a coordinate grid, how to plot coordinates on a grid and draw 2D shapes on a grid. Next week, we will move onto looking at how to describe translation of shapes too!

Both classes also had the pleasure of meeting their new teachers for Year 5! Lots of smiley, happy faces came back through our doors eager to share all that they had been up to and discussing what they are most looking forward to next year. We are very sure that Mrs Ahern and Miss Fricker feel very much the same!

We were also very lucky in that we were able to visit the Tutankhamun exhibit at the NEC. The children enjoyed a VR experience, acting as a metaverse Howard Carter and exploring the tomb whilst following the whole journey of his life and discovery in the immersive theatre.

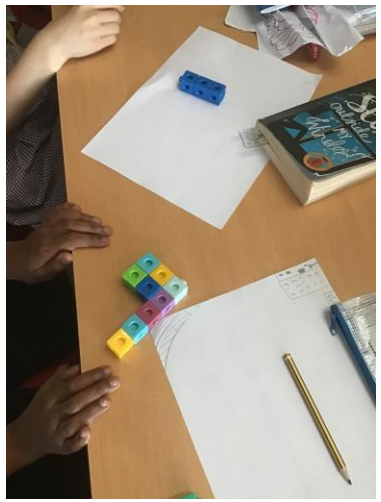
Inspired by our Egyptian unit and our Tutankhamun trip, we began our task of creating our very own death masks... it was very messy to say the least!

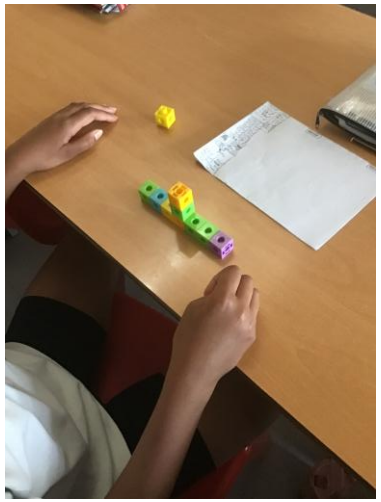
Year 5 (Attenborough Class and Rauf Class)

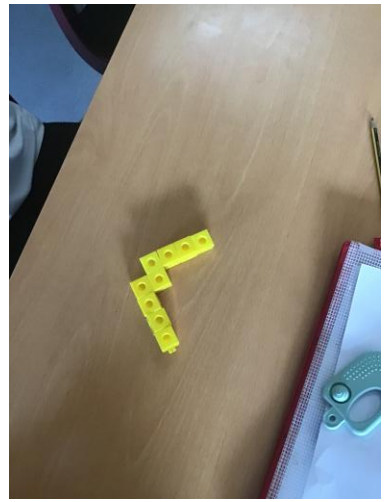
It has been yet another busy week in Year 5, with the children focusing predominantly on rehearsals for our upcoming Year 5 production of *Grimm*. They have done an amazing job learning their lines, designing props, practising choreography and developing their performance skills. It has been fantastic to see their confidence grow and they are all looking forward to performing the show next Wednesday. We are incredibly proud of the hard work, teamwork and enthusiasm they have shown throughout the rehearsal process.

When not preparing for the production, we have been rounding off our learning in Maths by beginning our final topic of the year: Volume. The children first explored what volume is before investigating different ways to calculate, compare and estimate the volume of a range of 3D shapes. They started by using concrete resources, including Unifix cubes, to build their understanding before progressing to more challenging reasoning and problem-solving activities as their confidence developed.

Finally, in PSHE, we began learning about puberty in males and the physical and emotional changes that boys experience as they grow into adulthood. The children discussed these changes and explored how puberty can affect thoughts, feelings and emotions, helping them to develop a greater understanding of this important stage of life.







Year 6 (Pogson Class and Walker Class)

On Monday, it was the Year 6 Enterprise Market. The children did such a fantastic job at displaying their products ready to sell! Thank you to everyone who came to buy something from the Enterprise Market.

Earlier in the week, the children also took part in a Cricket Festival at school, where they were able to practise their bowling, batting, rolling and catching skills. They coached each other to support the development of their skills, also making use of the rebound net to practise their throwing and catching skills in combination.

In PSHE, the children have been learning about how bodies grow and change as a person goes through puberty.

The children have continued to rehearse for their Year 6 Leavers' Service, taking place next Thursday afternoon to the whole school and on Friday morning to parents and careers.

On Wednesday, the children went to their new school for the day, meeting their new teachers and other children in their form. They all had a fantastic day and came back on Thursday with huge, beaming smiles.

As the end of the year approaches, we are so incredibly proud of the progress made and how much the children have grown. What a year they have had!

Collective Worship

Children have enjoyed singing together during our Worship through Song Collective Worship on Tuesday, where we sang Power in Me.

This week, Kerr Class led Friday's Celebration Collective Worship. Thank you for your brilliant performance!

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

Fundraising Efforts

Thank you for supporting our recent community events, including the Summer Fair and Y6's Enterprise Market.

We are delighted to share that Y6 raised £228.90 at their market and the Summer Fair's fundraising total was £1,100.

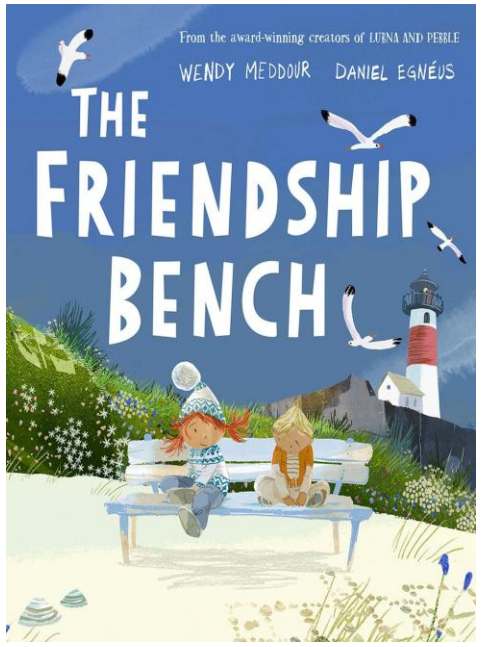
Thank you very much to local businesses for supporting our fair.

Recommended Read

The Friendship Bench by Wendy Meddour is a beautiful picture book that celebrates new beginnings and the power of human connection.

Tilly moves to a new home by the sea. She's sad to learn that her precious dog, Shadow, is not allowed to go into her new school on her first day. Tilly faces the challenge of a new start alone. At playtime, the teacher notices that Tilly is by herself and suggests trying the Friendship Bench.

A boy already occupies the bench and the pair form a bond as they work together to transform the old, broken bench into something beautiful. As the bench begins to change, so does Tilly's confidence. What started as a place for lonely children becomes a welcoming space where friendships grow, showing that even the smallest act of kindness can make someone feel they truly belong.



Online Safety

Young people are growing up in an increasingly digital world, exposing them to both the opportunities and risks of the internet. CyberSprinters empowers them to make smart decisions about staying secure online.

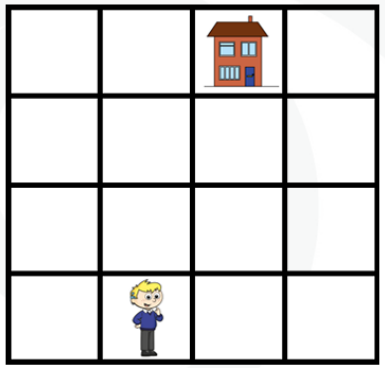
The digital game can be played on phone, tablet and desktop, and is supported by a suite of activities to be led by educational practitioners working with 7-11 year olds. Parents and carers can also try the CyberSprinter puzzles with their children at home!

https://www.ncsc.gov.uk/collection/cybersprinters

Maths Problem of the Week

KS1

Max is walking to his house.



a) Describe how Max could get to his house.
Compare your answer with a partner.

b) Is it possible for Max to get home using only clockwise turns?
Explain why.

c) Is it possible for Max to go through every square only once on his way home?

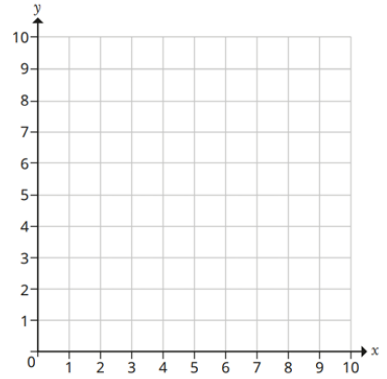
LKS2

Point A is translated from (2, 3) to (6, 5).

Jack says, "Point A moves 2 squares right and 4 squares up."

Kim says, "Point A moves 4 squares right and 2 squares up."

a) Who is correct?
Explain why.



b) Point A is one vertex of a square.
The other vertices are Point B, Point C and Point D.
Before translation, Point B is at (2, 5).
After translation, Point C is at (8, 7).
What are the coordinates of Point D after the translation?

UKS2

Mo and Alex compete in a two-minute basketball shooting challenge.

Mo took 44 shots.

75% of Mo's shots were scored successfully.

70% of Alex's shots were scored successfully.

21 of Alex's shots were scored successfully.

a) Which child had the better success rate? How do you know?

b) Estimate the time taken for Alex to score 21 baskets if she didn't miss any shots.
Explain your reasoning.

c) Can you create a similar problem where 2 children compete in a penalty shoot out?

Answers

KS1

a) Multiple possible answers e.g. Forwards 1 square, a quarter turn anti-clockwise, forward 3 squares.

b) Yes — for example, forwards 1 square, 3 quarter turn clockwise, forwards 3 squares.

c) No

LKS2

a) Kim.
If Point A moves 2 squares right and 4 squares up then the coordinates would be (4, 7)

a) (8, 5)

UKS2

a) Mo took 44 shots and scored 33 ($\frac{33}{44} = \frac{3}{4} = 75\%$)

Alex took 30 shots and scored 21 ($\frac{21}{30} = \frac{7}{10} = 70\%$)

Mo had the better success rate, because 75% is greater than 70%.

b) Approximately 84 seconds.
Alex took 120 seconds for 30 shots. That is 4 seconds per shot. So 21 shots should take approximately 84 seconds.

c) Children's answers will vary.

Author Visit

On Friday, we were delighted to welcome local author Gareth Hopkins for an inspiring author event with children from Reception to Year 3. Gareth shared his journey to becoming an author before entertaining the children with a fun reading of Super Mega Tortoise, a creative draw-a-long activity, an introduction to Cliff: The Man with a Seagull on His Head and a lively “Seagull or Beagle” quiz. The visit concluded with a book signing and book sale in partnership with Hunt's Bookshop. The children came away feeling extremely inspired and excited to keep reading and exploring new stories in their own time.

Summer Reading Challenge

On Tuesday, we welcomed Cheryl from Rugby Library, who visited the children to introduce this year's Summer Reading Challenge. She explained how the challenge encourages children to keep reading over the summer holidays while having lots of fun. The children left feeling very excited and inspired to take part!

What is the Summer Reading Challenge?

A free reading challenge for children aged 4–11, where children set their own reading goal and can read anything they enjoy, including library books, eBooks and audiobooks.

Why take part?

The challenge helps children maintain their reading skills over the summer, build confidence, develop a love of reading and return to school ready for the new academic year. It also gives families the opportunity to enjoy free books, activities and events at Rugby Library.

How do you join?

Simply visit Rugby Library to sign up, collect a special sticker booklet and earn rewards as you complete your summer reading.

We hope many of our children will take part this summer and we'd love to hear all about the fantastic books they read and the rewards they earn!

Whole School Attendance	
Attendance since September	96.4%
This week's attendance	97.8%
Latest Local Authority ranking	26th out of 196 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

Contact the Family Information Service for advice and guidance on a wide range of subjects including:

- Housing
- Finance
- Childcare
- Parental conflict and contact
- Special educational needs and disabilities (SEND)

FIS

0800 408 1558
fis@warwickshire.gov.uk
www.warwickshire.gov.uk/FIS

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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