Weekly Learning Update

12th June 2026

Nursery

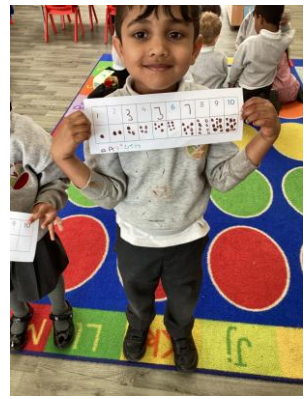
We have had a wonderful week in Nursery and the children have enjoyed accessing the challenges within the learning environment, even creating their own challenges to extend their learning.

Within our Maths focus, we have been exploring matching number to quantity. Children are exploring recognising numerals both in order and out and then engaging in a range of activities linking to matching quantities to number.

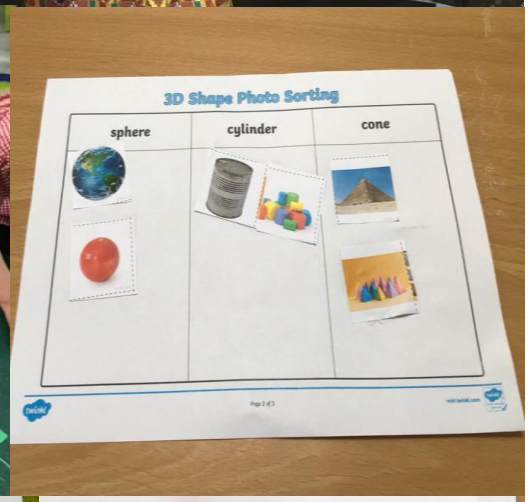
Within our Phonics focus this week, we have explored alliteration and verbal sounds. The children have been exploring the sounds that can be heard in words and linking this to objects that are within the classroom. The children have enjoyed playing a range of games linked to identifying objects that have certain initial sounds and items that begin with the same sound as a given letter.

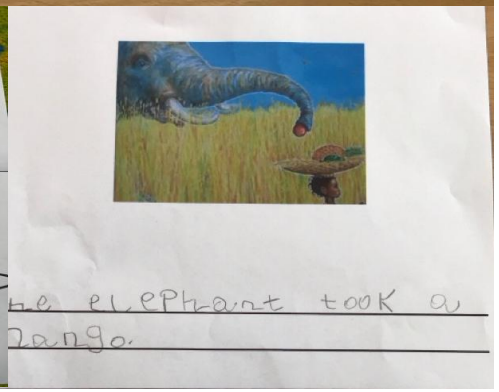
The children have enjoyed a range of activities where children have been working within groups as well as independently. They are enjoying accessing the challenges and taking the next step with their learning, especially those that are preparing for the transition of moving to Reception.

The children have enjoyed exploring numerical recognition and formation. They have accessed the areas within the classroom to develop their fine motor control and enjoyed exploring number formation and focusing on certain letter formation as well.



Reception (King Class and Parks Class)





Reception have had another fabulous week complete with lots of new learning about our key text 'Handa's Surprise'. In the investigation area, we have compared and sorted wild animals from domestic. In our role play area, the children have been retelling the story.

In Maths this week, we have been learning about 3D shapes, recalling the shape names, identifying them in the classroom and sorting them by their properties. We have also used shape in our creative area to make pictures.

In English, we have continued our learning of Handa's surprise, writing sentences all about the characters and fruit.

Our RE lesson this week focused on kindness and how many stories have messages of love and kindness. We listened to a story about a person helping a stranded starfish thinking carefully about the message behind it and linking it to our school value of love.

In our outdoor provision, the children have been planning and constructing houses for the 3 little pigs. They have explored the 'Dear Zoo' story in the reading area and matched the fruit from Handa's surprise to the correct character in the sand pit.

Year 1 (Bell Class and Windsor Class)

What a fantastic effort the children put into their Year One Phonics Screening Check this week! We are so proud of them for their brilliant progress in phonics throughout the year. Your child's result will be shared within their end-of-year report.

In English, we have continued exploring *The Secret Sky Garden* by Linda Sarah. The children have been learning about settings and what makes an effective setting description. They have begun designing their own secret gardens and have been gathering exciting adjectives to describe them - there have been some truly imaginative ideas!

In Maths, we have continued our learning on place value for numbers up to 100. The children have been practising counting forwards and backwards, as well as bridging 10 using a 100 square and exploring numerical patterns. They have also challenged themselves with reasoning and problem-solving tasks, showing great perseverance and determination - well done!

In History, the children have been learning about British monarchs. They have explored key facts about Queen Victoria, Queen Elizabeth II, and King Charles III. The class enjoyed ordering the reign of each monarch on a timeline to understand chronology.

In RE, we have been learning about weddings. The children compared the traditions and rituals of Jewish weddings with those of Christian weddings. They were able to share their own experiences and really enjoyed discovering more about these special celebrations.

In Design and Technology, the children have begun designing their own thrones. They have been thinking carefully about the requirements of a throne and which shapes and materials would be most suitable. We are very excited to see their final creations!

Year 2 (Braille Class and Kerr Class)

We have had a very busy and productive week in Year 2.

In English, we have recapped our learning on different sentence types and practised writing these with connections to our book, The Invisible. We then looked at the features of a speech with the purpose to inform. We then had a go at writing our own short speech about how we could look after the classroom.

In Maths, we have been learning about block diagrams and pictograms. We have enjoyed creating these to represent data and then using them to answer questions.

In Science, we investigated materials to see which material would be the most suitable for a raft. We put 8 materials onto water and watched to see which ones absorbed water and which ones sunk to the bottom. When we discovered that many of them floated, we then added some weight on top of them – in the form of rubber ducks. We all agreed that either plastic, wood or cardboard was the best option for creating a raft!

In DT, we explored how to create a trolley-like object out of paper using a 3D net. We are looking forward to trialling out how to attach wheels next week!

In RE, we continued our learning linked to Coventry Cathedral and Reconciliation. We learnt about a historic time in South Africa's past and compared how the people of South Africa found reconciliation with each other to the experiences of the people of Coventry and bombers in the war.

In Geography, we learnt about the basic compass points and had a go at using a real compass!

Year 3 (Malala Class and Anning Class)

This week, we have enjoyed another busy and successful week of learning across the curriculum.

In English, we have been developing our vocabulary skills by exploring expanded noun phrases, powerful verbs and similes. The children have enjoyed experimenting with descriptive language and are now well prepared to write their own detailed robot character descriptions next week.

In Maths, we began our new unit on money. The children have been learning about pounds and pence, converting between the two, adding and subtracting amounts of money and finding change. They have shown increasing confidence when applying these skills to real-life money problems.

In Science, we have been learning about the parts of a flower. The children have been naming, identifying and describing the different parts of flowering plants and learning about their functions. As part of our learning, we carefully dissected plants to observe each structure up close, labelling the different parts and discussing how they help the plant grow, reproduce and survive.

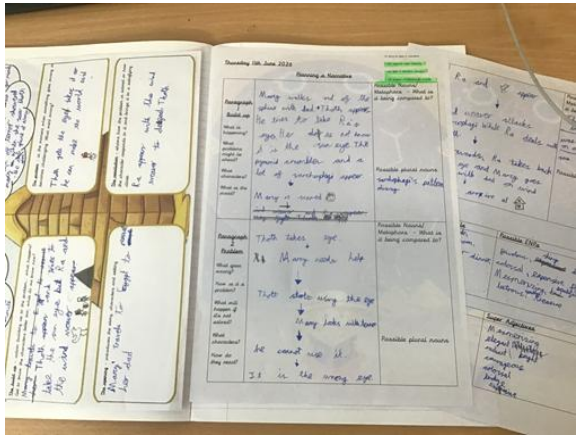
In RE, we learned how ideas about Allah are represented in Islamic art and architecture. We explored images of mosques and examined how intricate geometric patterns and beautiful calligraphy are used to communicate important Muslim beliefs and demonstrate respect for Allah.

In Art, we researched the textile designer and artist Althea McNish and created fact files about her.

In Geography, we identified the position and significance of the Northern Hemisphere, Southern Hemisphere and the Equator. The children developed their understanding of how these imaginary lines help us describe locations around the world and influence climate patterns.

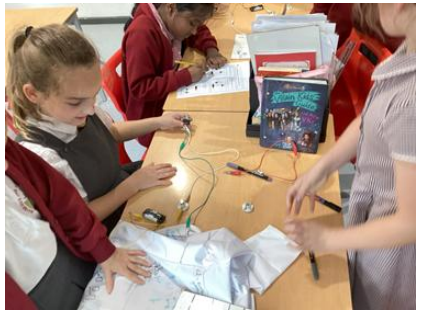
Year 4 (Tagore Class and Turing Class)

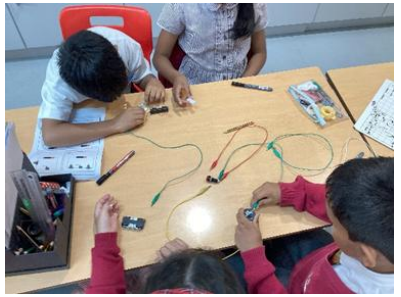
The children have shown great enthusiasm and confidence in their learning about angles. They explored angles as turns and worked hard to identify and classify acute, right and obtuse angles with increasing accuracy.



In English, the children have impressed us with their creativity and thoughtful planning as they developed their own narratives about Marcy and the appearance of Thoth. The children learned about and used the structure of a narrative effectively and ambitiously incorporated metaphors and plural possessives into their writing.

The children thoroughly enjoyed exploring electrical circuits and demonstrated excellent curiosity when creating circuits with switches. They showed growth in developing their understanding of how circuits work and were able to confidently build and test their own designs.





In History, the children have shown a keen interest in Ancient Egypt, particularly in learning about the social structure and the roles of pharaohs, viziers and priests as well as regular people like slaves and craftsman. They also deepened their knowledge by studying significant figures.

In Art, the children explored the significance of death masks in Ancient Egyptian culture and created their own inspired designs. They showed wonderful creativity and attention to detail, reflecting strong growth in their artistic skills.

In RE, the children explored the story of Jesus calling his disciples and thoughtfully considered what this would have meant for those who chose to follow him. They reflected on how challenging it would be to leave behind a familiar life for something uncertain.

We also absolutely smashed our MTC and eagerly await the results to come!

Year 5 (Attenborough Class and Rauf Class)

This week has absolutely flown by, and we cannot believe that another weekend has come around so quickly!

In English, we have been exploring the features of discussion writing. The children have been learning how to use modal verbs and degrees of possibility to show different levels of certainty and uncertainty within their writing. We have also continued to develop our understanding of speech and dialogue, exploring how these features can be combined to create effective discussion-based texts. To conclude the week, we held our very own class debate centred around the question: *Should Fen and Rey be allowed to leave the Light House to explore the Wildlands and find their mother?* The children impressed us with their thoughtful arguments and use of evidence from the text.

In Maths, we have now moved on to multiplying and dividing decimals by 10, 100 and 1,000. The children began by using place value charts and pictorial representations to support their understanding before progressing to more abstract methods. As their confidence grew, they successfully applied these skills to a range of problem-solving activities.

In History, we explored the concept of cause and effect while investigating how England changed during the Anglo-Saxon and Viking periods. The children matched a range of historical causes and effects before presenting their findings. Through this learning, they discovered how Roman, Anglo-Saxon and Viking influences shaped many aspects of life in England, including villages, religion, communication, laws and society as a whole.

In Science, we continued our learning about foetal development. The children explored how a foetus grows and develops within the mother's womb, learning about the different stages of development and the changes that take place over time. They then created informative posters to showcase their understanding, including labelled diagrams and detailed annotations.

As part of our AYLA learning, we were fortunate to make the most of the lovely weather and venture into our local community. The children carried out an audit of the services available in the area, using their observation skills to identify who might use these services and where there may be opportunities for improvement. This fieldwork will help inform our final community project later in the year. We also took the opportunity to place the kindness pebbles that the children created during the Spring Term as part of our Festival of Hope celebrations. If you happen to visit our local park, keep an eye out - you may spot one of the children's creations!

Finally, in PSHE, we explored viruses and bacteria. The children learned what viruses and bacteria are, how they spread, how they survive and the impact they can have on our health. To demonstrate their understanding, they created comic strips showing how infections can spread and the steps that can be taken to reduce the risk of transmission.

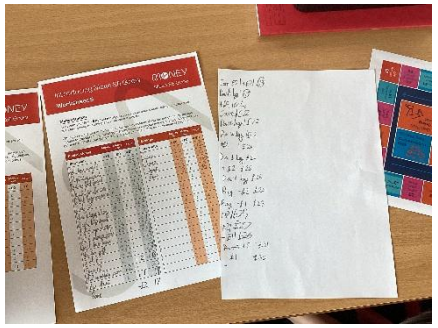
Year 6 (Pogson Class and Walker Class)

In English, the children have written a piece of suspense writing, based on the visual stimulus, Dracula's Whitby. On Monday, the children generated a range of ideas, considering the five senses and how they could use these to create similes, metaphors, alliteration and personification. They planned their piece of writing using the ideas generated and then wrote a narrative in first person. It was amazing to see how the children carefully considered vocabulary to build suspense and create a tense atmosphere for the reader.

The children have also started their Enterprise Market Project in Maths this week. The children have explored how people spend their money, as well as how they build their money! Chidren have discussed what is meant by the word 'enterprise' and how this links with other businesses and money. On Monday 6th July, there will be a Year 6 Enterprise Market, which is what they are working towards.

In RE, the children have started a new unit which focusses on the question, 'Do religions change or stay the same?'. To begin to develop their knowledge, the children used the iPads to carry out some research about religions over time across England and Wales. They recorded their results from the 2021 Census in a table to compare the percentage of people in England and Wales to Rugby who follow a certain religion.

In Geography, the children began learning about Coasts, in preparation for their residential to Swanage in July. The children learnt about erosion and weathering and the impact that this can have on the coasts.



Collective Worship

This week's Worship Through Story reflected on Refugee Week. Refugee Week is the world's largest arts and culture festival celebrating the contributions, creativity and resilience of refugees and people seeking sanctuary. In 2026, it runs from 15th to 21st June.

We read The Journey by Francesca Sanna. Told through the eyes of a young girl, the story explores the unimaginable decisions made as a mother and her two children are forced to flee their home and everyone they know to escape the turmoil of war.

King Class led Celebration Collective Worship on Friday, where they shared their recent learning. Well done, King Class!

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

School Travel

For children riding bikes and scooters:

•Always wear a helmet to help protect against injury.
•Ride at an appropriate and safe speed, especially near the school gates and on busy pathways.
•Be mindful of others, particularly pedestrians, younger children and those who may be less steady on their feet.
•Dismount where necessary, such as in crowded areas and before entering the school site.

For pedestrians:

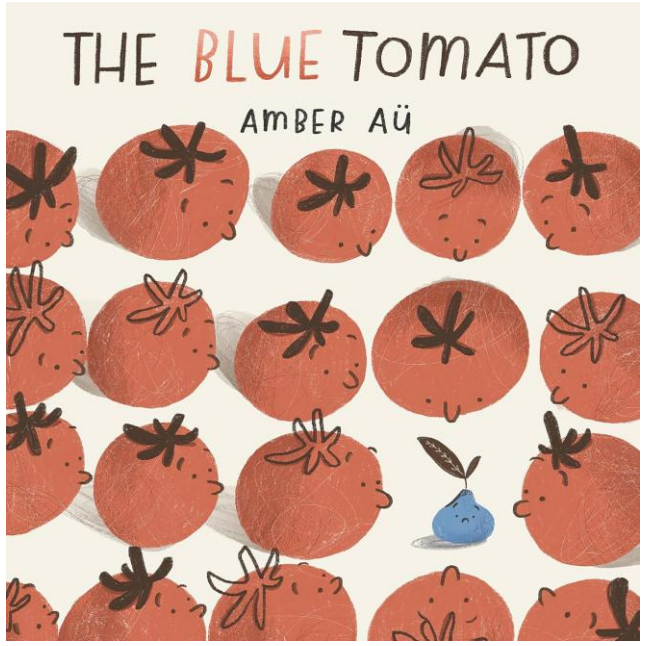
•Please remember that the pavements around the school are shared-use routes, meaning they are designed to be used by both pedestrians and those on bikes or scooters.
•We kindly ask that pedestrians also remain aware of riders, allowing space where possible and helping to ensure safe and considerate use of these shared areas.

Recommended Read

Blu is excited to move to a brand-new town full of tomatoes, until he realises he's the only one in blue! Desperate to fit in, Blu sets off on a frustrating project to turn red, like everyone else...

Debut talent Amber Aü spins a sensitive tale of personal growth and self-acceptance. Quirky humour and a warm, pared-back palette beautifully capture both the ache of feeling like an outsider and the joy to be found in the very things that set us apart.

Ideal for fans of Elmer by David McKee, The Day the Crayons Quit by Oliver Jeffers and Odd Dog Out By Rob Biddulph, this heartfelt, confidence-boosting picture book will captivate readers young and old.



Online Safety

Children are accessing technology and the internet at a younger age than ever before. It's never too early to talk to your child about what they do online and who to tell if they come across anything online that makes them feel worried, scared or sad.

Jessie & Friends is a series of three animations that follow the adventures of Jessie, Tia and Mo as they begin to navigate the online world, watching videos, sharing pictures and playing games. There's also a storybook for each episode, to help you and your child keep the conversation going.

https://www.ceopeducation.co.uk/parents/jessie-and-friends/

Maths Problem of the Week

KS1

a) Work out the value of each shape.

24 + 6 = 21 + ■

79 + ● = 75 + 5

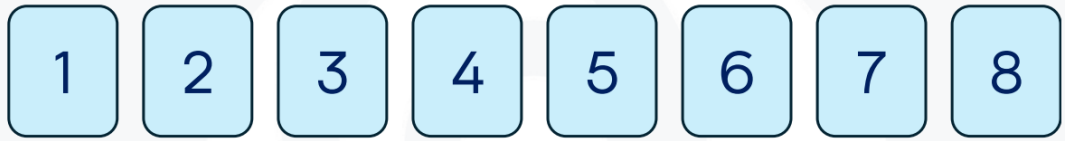
83 + 7 = ▲ + 82

b) ■ + ● + ▲ =

c) Create your own problem like this where the sum of the missing numbers is 12

LKS2

Ron is using the digit cards to add two 4-digit numbers.



□□□□ + □□□□

a) What is the closest Ron can get to a total of 10,000? Prove it.

b) Ron adds a '0' and a '9' card to the set.
Find five possible ways to total 10,000

c) What do you notice?

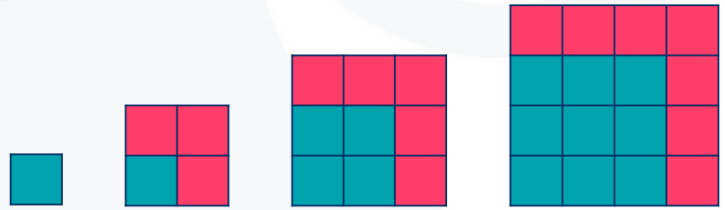
UKS2

9 is a square number.
It is the product of 3 x 3

a) List the square numbers to 100 in order.

b) Now find the difference between each consecutive square number.
What do you notice? Can you find a rule?

c) Copy and continue the pattern below. Can you use this pattern to explain the rule you noticed?



Answers

KS1

a) = 9

= 1

= 8

b) 18

LKS2

a) 9,999
The digit cards can be arranged as number bonds to 9, for example, 1 and 8, 2 and 7, 3 and 6 and 4 and 5
So, 8,735 + 1,264 = 9,999 and 5,371 + 4,638 = 9,999

b) Multiple possible answers, e.g.
5,197 + 4,803
7,351 + 2,649
6,521 + 3,479
4,968 + 5,032
8,403 + 1,597

c) The digits in the ones column always sum to 10
The digits in the tens, hundreds and thousands sum to 9
There are always three exchanges.

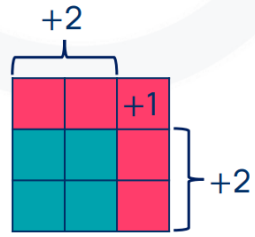
UKS2

a) 1, 4, 9, 16, 25, 36, 49, 64, 81, 100

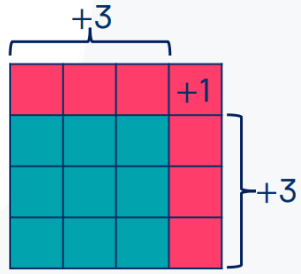
b) The difference between consecutive pairs of square numbers is an ascending odd number pattern. For example, the difference between 1 and 4 is 3, the difference between 4 and 9 is 5, the difference between 9 and 16 is 7

c) The pink squares show what has been added each time.

$(2 \times 1) + 1 = 3$



$(2 \times 2) + 1 = 5$



$(2 \times 3) + 1 = 7$

Whole School Attendance	
Attendance since September	96.4%
This week's attendance	96.5%
Latest Local Authority ranking	25th out of 195 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?

Key Dates

Friday 19th June – Bell Class Celebration Worship
Friday 19th June – Summer Fair
Are you able to donate a prize for our raffle or know someone who could? Perhaps a product, voucher or service?
We also have stalls available for local businesses to sell their products.

Thursday 25th June – Teddy Bear's Picnic Reading Event (Nursery and Reception)
Friday 26th June – Parks Class Celebration Worship
Friday 3rd July – Tagore Class Celebration Worship
Monday 6th July – Year 6 Enterprise Afternoon
Wednesday 8th July – Transition Day
Friday 10th July – Kerr Class Celebration Worship
Tuesday 14th July – Sports Day (R-Y6)
Wednesday 15th July – Y5 Production
Wednesday 15th July – Nursery Sports Day
Thursday 16th July – Y6 Leavers' Disco
Friday 17th July – Y6 Leavers' Service (9.30am)

Class teachers will send in-app messages by Thursday evening to let you know if your child has won a certificate. These will be presented in Celebration Collective Worship on Friday. Please ensure you check your in-app messages regularly.

Book Fair

A huge thank you to everyone who visited our recent Scholastic Book Fair or ordered books online. Your support has been incredible and we are delighted to share that your purchases have earned an amazing **£810** in book vouchers for our school.

These vouchers will help us purchase exciting new books for our classrooms and library, giving all of our children even more opportunities to discover, enjoy, and develop a love of reading.

Thank you for helping us to put more wonderful books into the hands of our children. Your support makes a real difference!

SCHOLASTIC
BOOK FAIR

Author Event

We are delighted to share that author and filmmaker Mikey Please will be appearing at the Nevill Holt Festival in Market Harborough on Saturday 20th June from 11:00am–12:00pm. During this special event, held in The Spiegeltent, Mikey will be sharing his wonderful books 'The Café at the Edge of the Woods' and 'The Cave Downwind of the Café'. This promises to be a fantastic opportunity for children to hear directly from a talented storyteller, discover more about his imaginative characters and adventures and be inspired by the joy of reading. It looks set to be a great event and a memorable experience for the children. For more information and to book tickets, follow this link:
https://nevillholtfestival.com/events/waterstones-presents-mikey-please2026/

Family Support

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

- Warwickshire SENDIAS online consultations
- Carers Week
- Outdoor fire safety advice

and much more!

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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