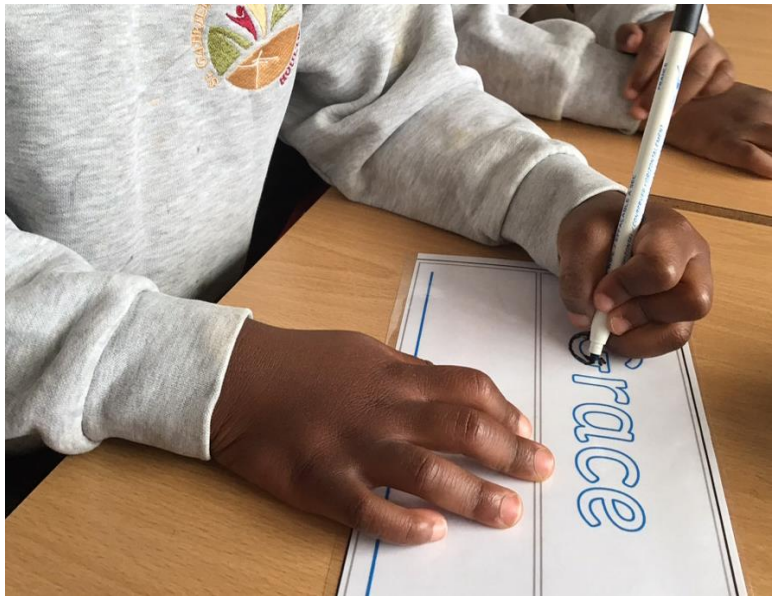
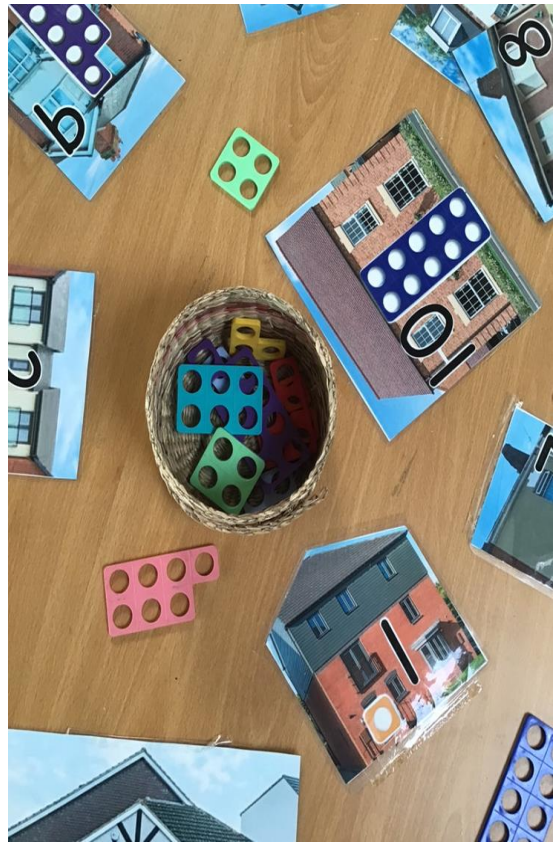
Weekly Learning Update

13th September 2024

Nursery



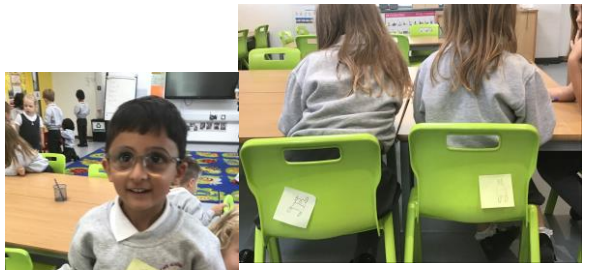


Wow! What a fabulous week we have had in Nursery! We are incredibly proud of the resilience the new children have shown in adapting to the new routines and settling in with us. Well done to our existing children who have set an incredible example to our new children!

This week we have enjoyed doing lots of small group games, exploring the outdoor area and lots of painting of course.

Reception (King Class and Parks Class)

It has been another wonderful week in Reception! The children have enjoyed their first full week and being on our full timetable.



English:

The children have started learning about our key text 'The Tiger Who Came to Tea' by Judith Kerr. We have focused on the importance of understanding what something is and how this can be achieved through labelling. The children have enjoyed a range of activities, including labelling items within the classroom!

Maths:

We have begun exploring the order of numbers and counting accurately up from 1-10. The children have spent time reflecting on how numbers can be represented.

Phonics:

Reception have started learning Phase 2 phonemes. The children have enjoyed reflecting on pure sounds and recognising the phonemes linked to graphemes 's' and 'a'.

PE:

Reception worked hard with getting themselves changed independently in preparation for their first PE session! Children spent time learning about the importance of self-care and ensuring that an effective warm-up takes place prior to any exercise. Throughout our PE unit, Reception will be investigating movement and building technique with effective jumps and ways to propel forward.

Year 1 (Bell Class and Windsor Class)

Wow, Year 1 have blown us away this week. It has been the first full week on timetable and the first week of our Year 1 curriculum learning. The children have settled in amazingly and they have really impressed us with how well they have adapted to the changes from Reception to Year 1.

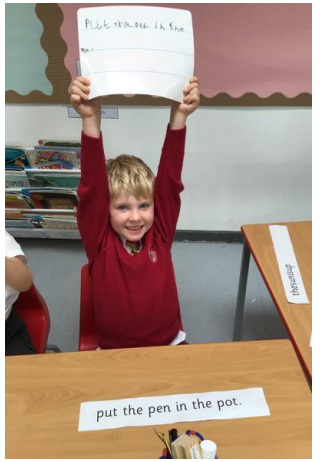
In Phonics, we have been recapping our Phase 3 phonemes, focusing on 'qu', 'ch' and 'sh'. The children have been able to recall the phonemes, the caption actions and write words and sentences containing these graphemes.

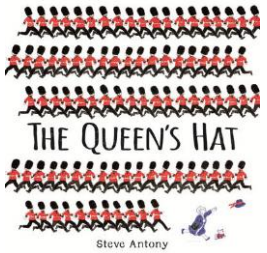
In English, we have had a big focus on capital letters, full stops and finger spaces and spent some time editing and improving sentences. We then read the story 'The Queen's Hat'. In the story, the wind blows the Queen's hat off her head and it lands on various landmarks around London. We created freeze frames of the landmarks then chose one to write a sentence about.

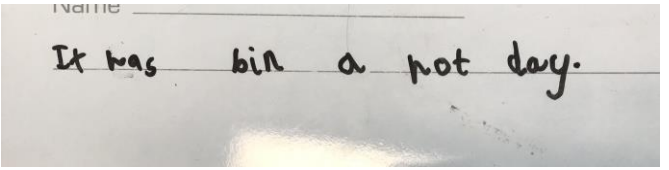
In Maths, we have started our Place Value unit and the children have had lots of fun using different equipment to represent numbers to 10.

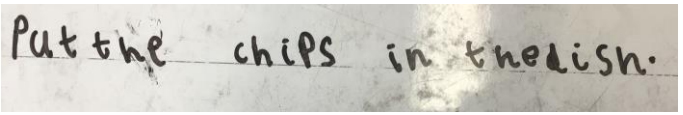
In Science, the children had an introduction to what Science is and had lots of fun completing a slime experiment.

In Geography, we have begun our topic 'Our Country'. We used a globe and atlases to locate and name the four countries of the United Kingdom. We wonder if the children could remember them and show you at home!









Key Reminders

Your child has come today with their homework folder. Inside the folder, you will find their phonics homework, their spelling homework in their home learning book, their phonics and library book and their NumBots login. A reminder that homework is due in on Thursday and books will be changed on a Friday.

Year 2 (Braille Class and Kerr Class)

Year 2 have had another super week!

Phonics/ Reading:

In Phonics, we have learnt that:

-The grapheme i can make the phoneme igh in words like find and mind.

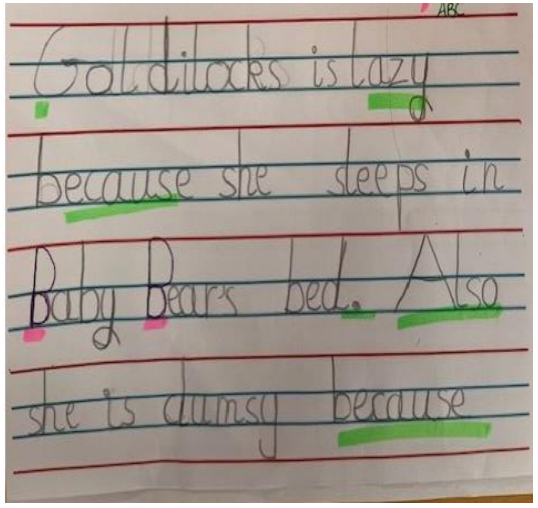
-The grapheme o can make the phoneme oa in words like no and go.

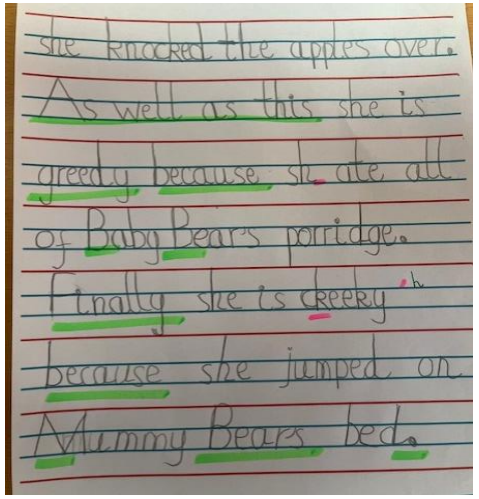
The graphemes au, ou and a make the phoneme o in words like Australia, cough and want.

We also learnt to read with accuracy and used the repeated reading strategy to improve our automaticity.

English:

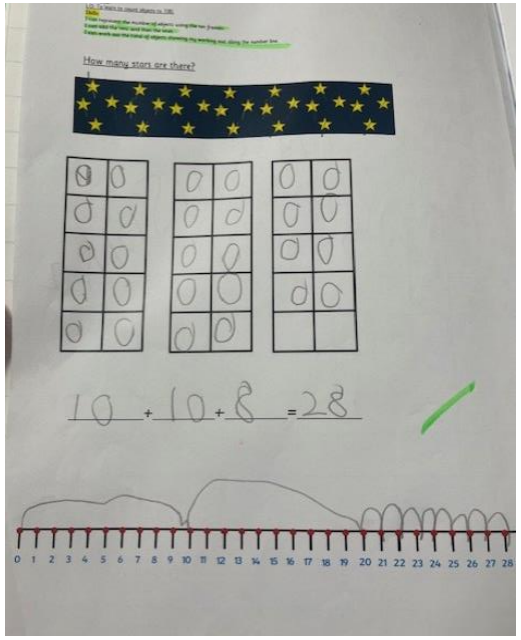
In English we have been using effective adjectives to describe what Goldilocks looks like and what she is like as a character. We then used the conjunction because to explain why. Here is a super example.





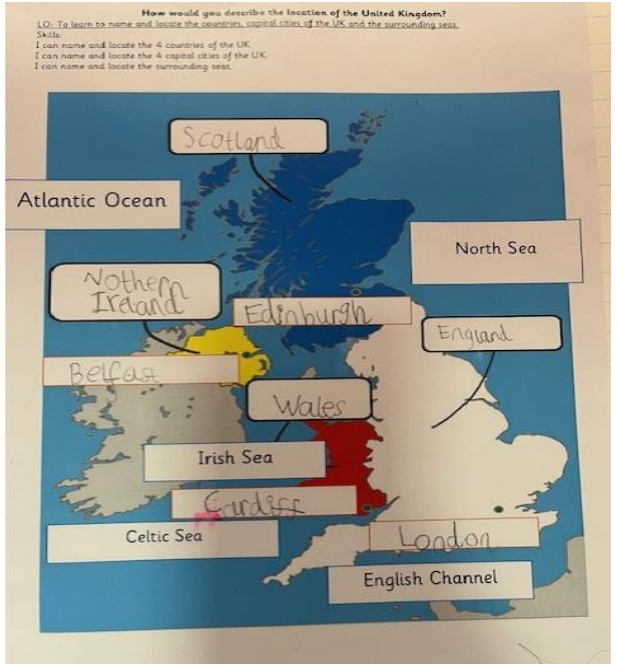
Maths:

In Maths, we have been counting objects to 100 and writing numbers to 100 in words and numerals. We used tens frames and Base ten to represent the number of objects and then used number lines to represent the addition calculation.



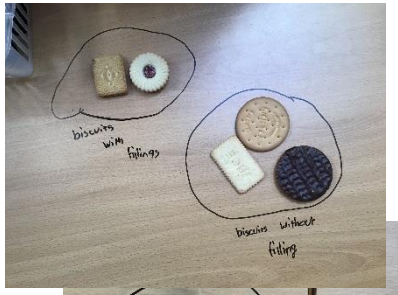
Geography:

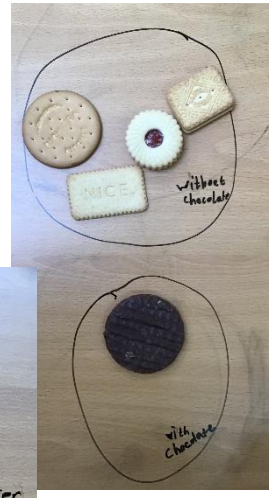
In Geography, the children learnt to name and locate the four countries and capital cities of the UK. We used actions to help us to remember them all. See if your child can remember the actions for each!



Year 3 (Malala Class and Anning Class)

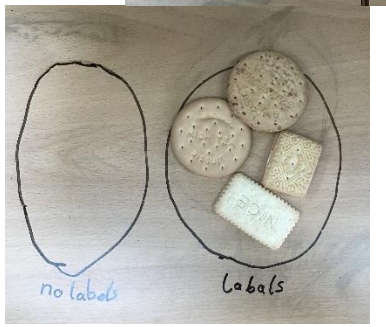
It has been another wonderful but very busy week in Year 3; the children have enjoyed their learning as we kicked off the start of our curriculum learning!





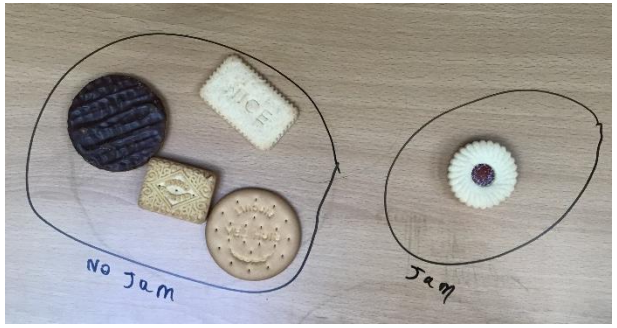
In Maths, we have began our topic of 'Place Value' where we have been exploring numbers up to 100 and 1,000. We have looked at different numbers and identified how many hundreds, tens and ones make up each number and we used Base 10 to represent the amount. We have also been partitioning our numbers and using number lines. The children have shown great knowledge and resilience!

In English, we have been recapping key areas of handwriting, grammar and punctuation from previous years. We even refreshed our knowledge of nouns, adjectives and verbs! This is ready for next week as we are going to be writing a letter to Mary Anning and Malala Yousafzai.



In History, we started our Stone Age topic where we looked at ordering significant events in chronological order on a timeline. This was the first time we have looked at both BC dates and AD dates - test us and see if we can remember what the letters stand for!

In Science this week, we were introduced the different enquiry types where we had a go at grouping Miss Randle's and Miss Fricker's favourite biscuits. We had to see how many different ways we could group them without being tempted to eat any of them!



Keep up the great work Year 3!

Year 4 (Turing Class and Tagore Class)

What a fantastic week it has been in Year 4! It has been our first full week back at school and it has been jam-packed with lots of different learning opportunities.

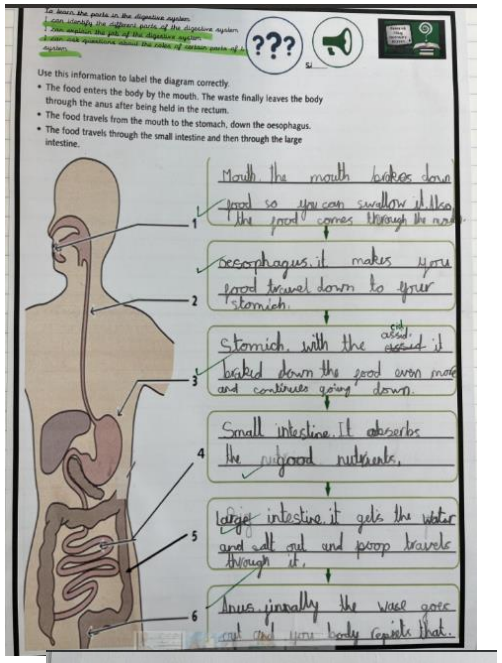
In English, we have completed some recap lesson specifically focusing on different word classes. We also watched a short clip and used this as inspiration to write a story to entertain.

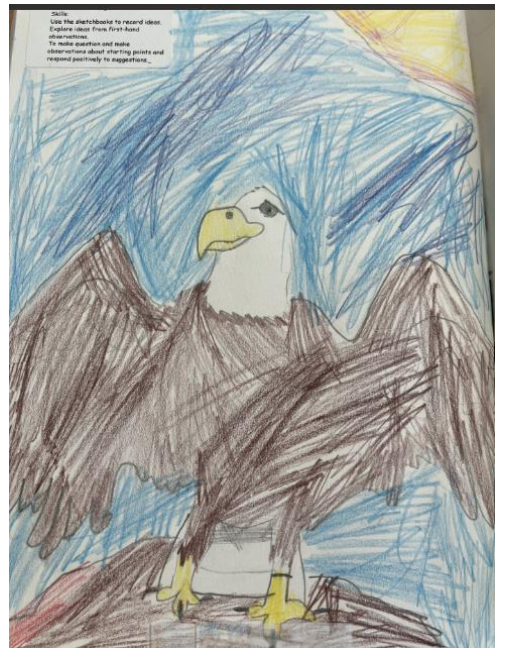
In Maths, we have been focusing on place value. We have looked at the value of digits up to 10,000. We have also calculated intervals on a number line.

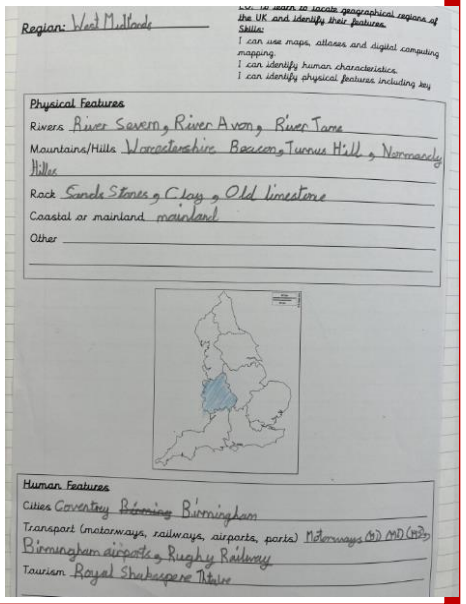
In Science, we learnt all about the digestive system. First, we learnt all the different organs and body parts that make up the digestive system and then we learnt the roles these all play. Year 4 showed lots of curiosity by asking lots of questions throughout the lessons to develop their knowledge further.

In Art, we spent time observing different images of animals. We then took the time to sketch the different animals, adding colour when we were finished.

In Geography, we started our new topic: UK Regions and Land Use. We learnt the different regions which make up England. We used atlases and digital devices to create a fact file based on the West Midlands and a region of our choice. We researched the physical and human features such as mountains, rivers, transport and energy sources.







Year 5 (Attenborough Class and Gandhi Class)

Year 5 have had a fantastic week as we have begun our learning across all subjects.

In English, we have been recapping key areas of grammar and punctuation from previous year groups. We have learnt the names and purposes of different word classes as well as learning how to use fronted adverbials.

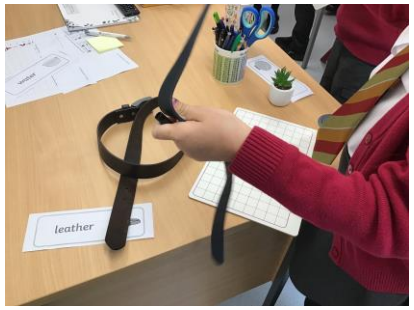
In Maths, we have begun our unit of place value where the pupils have learnt to recognise place value columns up to a million as well as reading and writing these numbers. The pupils have all shown fantastic knowledge of place value!

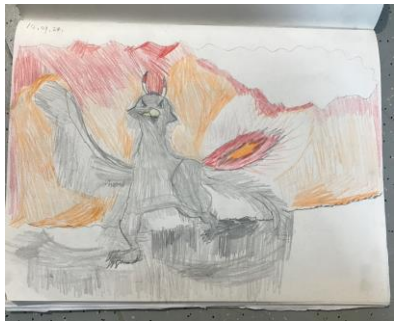
In Geography, we have started our unit of learning about Greece. In our first lesson, we explored the countries in Europe and located these on a map using an atlas and a globe. We also used compass directions to describe the location of each country in Europe.

In RE, we have considered our worldviews and how individuals can embody these worldviews through performing rituals. We considered this from religious perspectives as well as linked to rituals we perform in school.

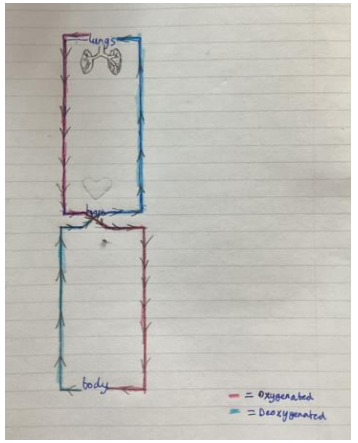
In Science, we have begun to consider the properties of materials and the purpose of using different materials.

Finally, in Art this week we had a go at drawing different mythological creatures from Greek Mythology. We encountered griffins, unicorns and the Cyclops!



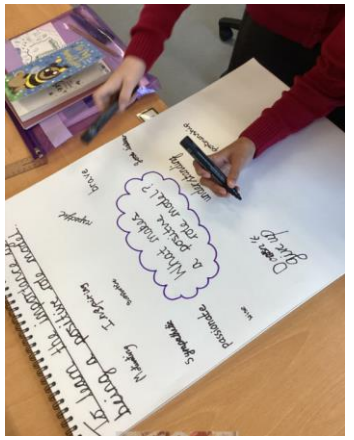


Year 6 (Pogson Class and Ahmad Class)



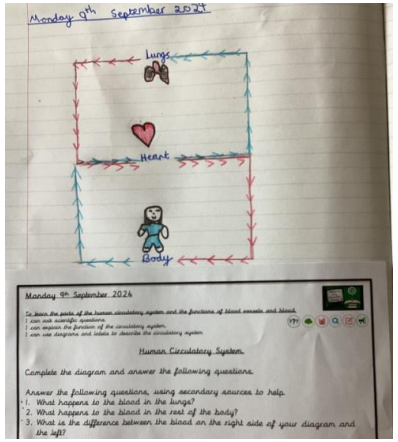
This week in Year 6, we have continued our learning on Macbeth in English. We have used expanded noun phrases and adverbial phrases to write a short character description about the three witches in Act I. To understand their character further, Year 6 took part in some role play activities where they imagined how they would move and speak. Following on from this, they created direct speech that could showcase the witches' characters to their readers.

In Maths, we have continued to learn about place value – looking at numbers up to 10,000,000. We partitioned, ordered and compared numbers and now we are beginning to round any number too! Remember, 5 or more, you raise the score and 4 or less, you let it rest!



In History, Year 6 recapped their prior knowledge about the Tudor Period and ordered significant events from this time on a timeline in chronological order. They considered why these events impacted life during the Elizabethan Era and beyond!

In Science, we began our topic which looks at the circulatory system. In this week's lesson, Year 6 demonstrated how the circulatory system transports oxygen, nutrients and water around the body in our blood in order to keep us alive. We created and drew our own scientific models to represent the blood is transported in a figure of 8.

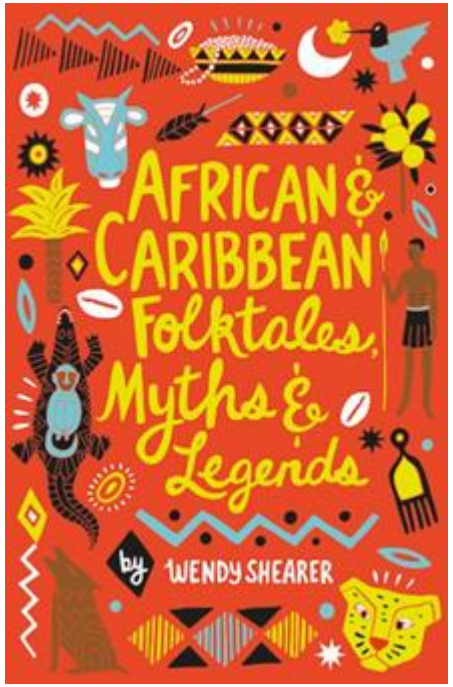


During our discussions in PSHE, Year 6 came up with important values that a positive role model should uphold. From this, we spoke about role models from the past and present and how they are inspiring to others.

Finally, in RE, we kicked off our new topic based on the exploration of human connection to land and the impact this has on our actions and how we live. We first talked about our own favourite places and then shifted our focus to the Christian worldview and how different Christians understand the Creation story.

Collective Worship

During collective worship this week, Mrs Roberts read the beginning of a popular folktale from Trinidad and Tobago called Monkey Liver Soup. It is the story of how crocodile tries to steal Monkey's liver and ends up getting tricked himself.



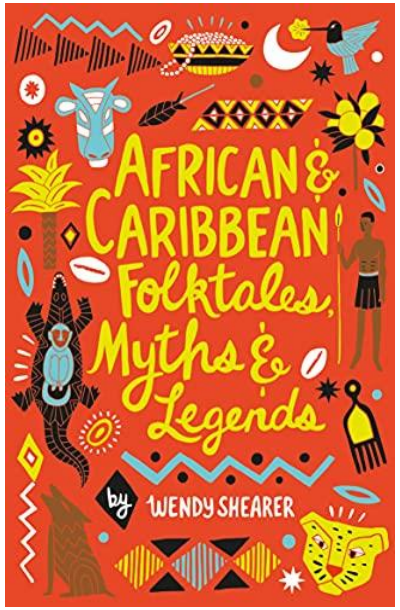
Friday's Celebration Assembly was another opportunity to celebrate individuals who have personified our values of Love, Respect, Community, Growth and Integrity. Attenborough class also received a group award as they have had 100% attendance since the beginning of the year.

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

Recommended Read

Our recommended read this week is a book that Mrs Roberts shared with the children during Collective Worship on Tuesday.

Enjoy a rich collection of folktales, myths and legends from all over Africa and the Caribbean, re-told for young readers. From the trickster tales of Anansi the spider, to the story of how the leopard got his spots; from the tale of the king who wanted to touch the moon, to Aunt Misery's magical starfruit tree. This book includes traditional favourites and classic folktales and mythology.



Online Safety

Now that we are into the new school year, there are new opportunities and new challenges. Help your child to get the most out of the technology around them by building good online safety habits now. Follow this link for resources, tips, real experiences and videos to support your child in keeping safe online.

A parent's guide to:

Discovering digital at primary school

internet matters.org

Online safety tips to support children

What are kids doing?

Before they've even learnt to read, most can navigate through devices to play games and watch cartoons.

By the time they reach the age of 8, over two in five children own their own mobile phone with **45% using it to go online.***

YouTube is the most popular destination and an alternative to TV with **37% of under-8s citing it as the only app they use.***

*Ofcom Children and Parents: Media Use and Attitudes Report 2022

Online activities

- Watch videos on **YouTube**
- **Play a range of online games** from Roblox and Fortnite to Toca Boca mobile games
- **Livestreaming is very popular** and can be done on most of the main social media platforms
- Some are also using platforms like **Snapchat, Instagram and TikTok** although the minimum age for these is 13
- **Use educational apps** to supplement learning

What risks and challenges do they face?

The internet can expose children to things that they may not be ready for such as violent content, extreme ideas and adult content either by accident or through an intentional search.

As they start to communicate with others through gaming or social networks there's the temptation to overshare information that could lead to incidences of cyberbullying or put them at risk of being approached by those that may wish them harm.

Whole School Attendance	
Attendance since September	96%
This week's attendance	96%

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?

WARWICKSHIRE COUNTY COUNCIL ATTENDANCE UPDATE
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.

LEAVE OF ABSENCE DURING TERM TIME
UPDATED INFORMATION FOR PARENTS

Leave of Absence taken in the academic year 2024-25

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 <u>each parent of each absent child</u>, (for example 2 children and 2 parents, means <u>each</u> parent will receive 2 invoices – 4 in total).
  - <u>First Leave of Absence offence:</u> The Penalty Notice amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
  - <u>Second Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice):</u> 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 <u>(from the date of issue of the first penalty notice):</u> 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

St Gabriel's CofE Academy is committed to providing high quality care and education to all of the children who learn and play at our school. We believe that all children, including those who are Care Experienced, children who are Looked After and children who are Previously Looked After, must have every opportunity to be fully included in all aspects of school life so they are able to flourish.

There is a legal requirement for every school to have a named Qualified Teacher called the Designated Teacher. The Designated Teacher has the lead responsibility for helping develop strategies and protocols, and understanding the issues which can affect how Care Experienced Children, Children Looked After and Children Previously Looked After learn. Our Designated Teacher is Mrs R. Roberts. Should you wish to, please do get in touch via the School Office.

St Gabriel's CofE Academy, Houlton Way, Houlton, Rugby, CV23 1AN

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