Weekly Learning Update

31st January 2025

Nursery

This week, we have been celebrating Lunar New Year. Mrs Tang has shared lots of fun facts about how Lunar New Year is celebrated. The children have also continued their focus on our topic of traditional tales. This week, we have constructed houses for the three little pigs; the children have worked together to build the strongest house using a range of materials to keep the wolf out! We have been creating our very own potions like the wicked witch from our story and filling, emptying and transferring!

Reception (King Class and Parks Class)

What a super week it has been in Reception!

English:

We completed our own versions of the story 'Where The Wild Things Are' by Maurice Sendak! The children have spent two weeks compiling sentences to sequence the story and also created their own front covers- they cannot wait to take them home!

Phonics:

As well as assessing the children on their Phase 3 phonemes, we have begun to recap them again. There is now a focus on blending and reading words that contain the focus phoneme.

Maths:

We have continued to explore the concept of subtraction to gain confidence with applying this at an abstract level. The children have started to write their own take away number sentences and worked through them in a systematic process. We wonder if they can show you?

Continuous Provision:

There have been lots of exciting learning opportunities! To support learning about Lunar New Year, children have been exploring dragon dancing, creating their own dragon masks and they have been able to fold and cut paper to create snakes (as it is the year of the snake). Children have also enjoyed the fine motor challenge of creating under water volcanoes using vinegar and bicarbonate of soda! It has been such an exciting week!

Year 1 (Bell Class and Windsor Class)

It's been a wonderful week in Year 1!

In Phonics, we have been focusing on the digraphs 'ph', 'ew', 'oe' and 'au'.

In English, we have had lots of fun using a video clip as a stimulus for our writing. The clip is called 'Bubbles' and focuses on a girl called Gabby. Gabby is walking on the beach and finds a bottle of bubbles. When she blows it, she gets transported into fantasy. She has lots of fun riding on bubbles and meeting lots of people and things along the way. The children enjoyed making predictions about the book, as well as imagining where they would go on an adventure in their own bubble. They have written amazing setting descriptions to share their brilliant imaginations with us.

In Maths, we have begun our learning on Addition and Subtraction within 20. The children have worked systematically to find their number bonds to 20 using ten frames and counters and then used part-whole models to represent these.

In Art, we used a variety of types of paper to experiment with collage in the style of our focus artist, Giles Davies.

In Geography, the children looked at and devised their own sketch map of St. Gabriel's, using all of the key features.

In RE, we learnt about the role of Prophet Muhammad (PBUH) in Islamic worldviews and thought about people that were important to us.

In Science, we learnt to describe the properties of materials by carrying out a simple test. The children made a simple prediction and drew a simple conclusion after testing which materials were bendy or not bendy, waterproof or not waterproof and transparent or opaque.

We also had our NSPCC 'Speak Out Stay Safe' assembly this week to help us with talking about our worries. We have considered which safe people we can talk to, both in school and out of school.

A reminder that next Friday 7th February at 10:15am is Windsor's class assembly. We hope to see you there!

Year 2 (Braille Class and Kerr Class)

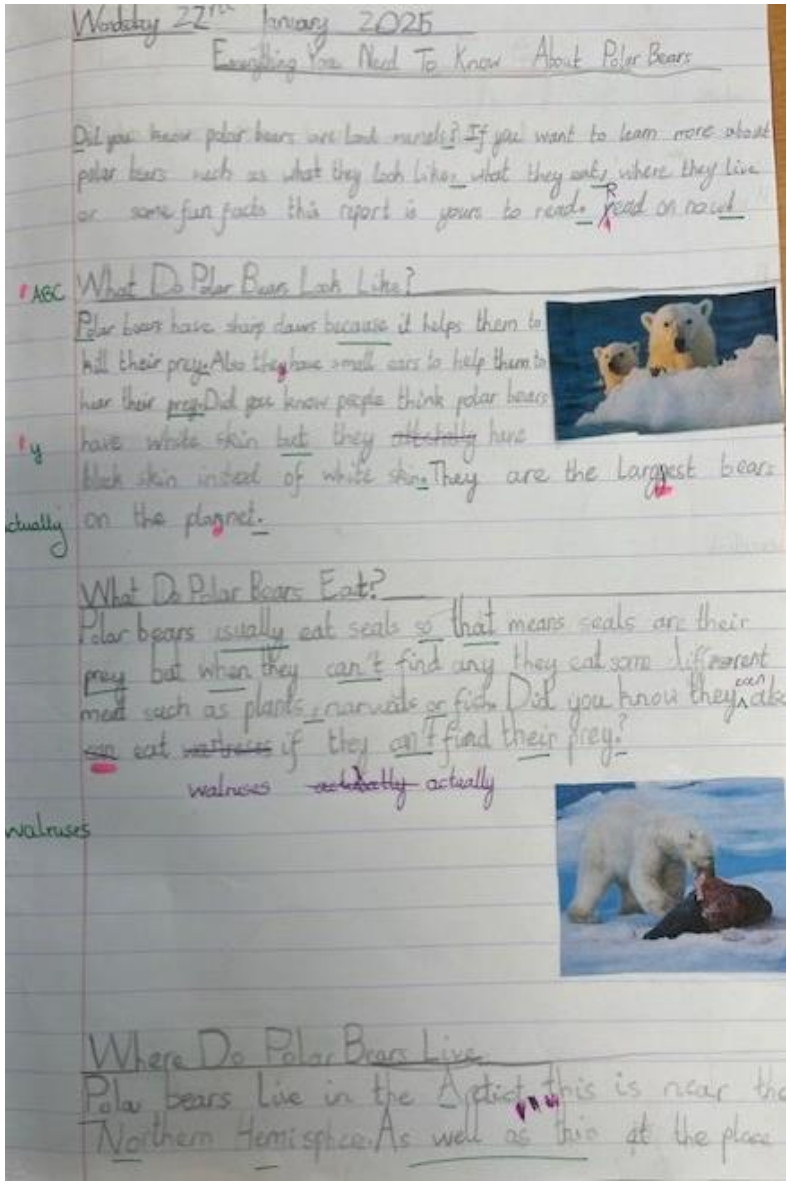
Phonics:
In Phonics, we have learnt that:

-The grapheme al makes the phoneme ar in words like half and calf.

-The grapheme al makes the phoneme or in words like walk and talk.

We have also been focusing on reading with accuracy and automaticity.

English:
In English, we have finished our information reports about polar bears and have used paragraphs, conjunctions and questions within our reports.


Wednesday 22nd January 2025

Everything You Need To Know About Polar Bears

Did you know polar bears are bad swimmers? If you want to learn more about polar bears such as what they look like, what they eat, where they live or some fun facts this report is yours to read. ~~read~~ R read on now!

What Do Polar Bears Look Like?

Polar bears have sharp claws because it helps them to hill their prey. Also they have small ears to help them to hear their prey. Did you know people think polar bears have white skin but they ~~actually~~ have black skin instead of white skin. They are the Largest bears on the plagnet.

What Do Polar Bears Eat?

Polar bears usually eat seals so that means seals are their prey but when they can't find any they eat some different meat such as plants, narwals or fish. Did you know they can also eat ~~walruses~~ if they can't find their prey?

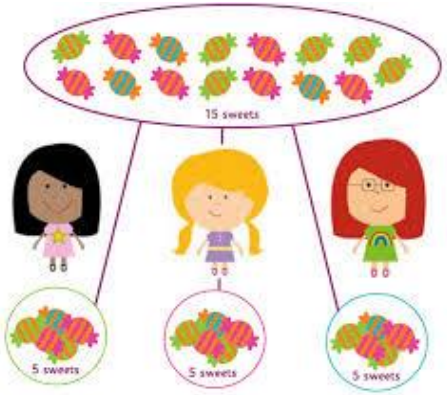
walruses ~~actually~~ actually

walruses

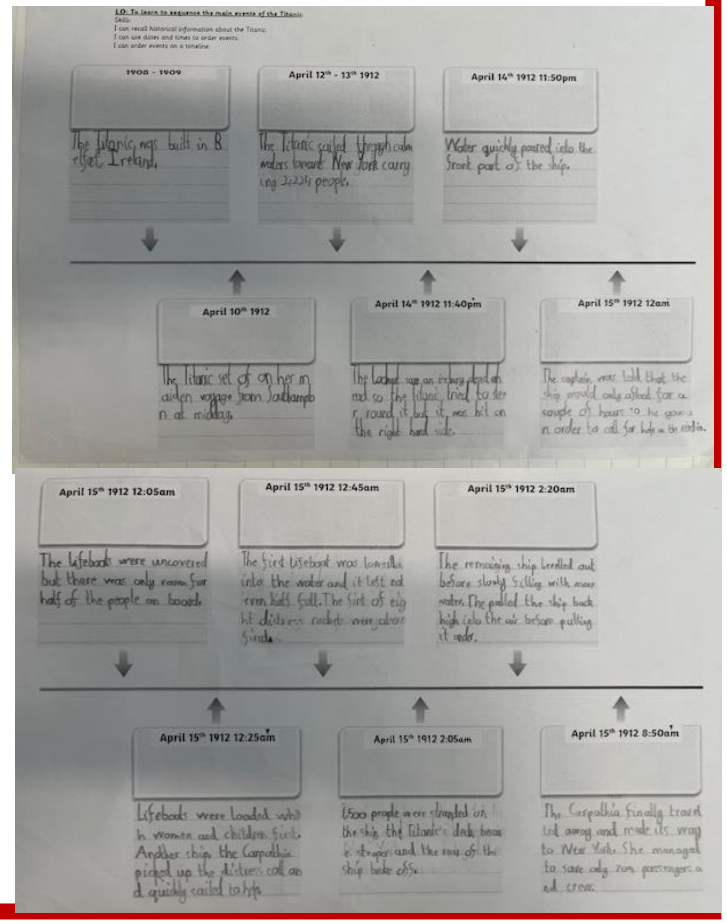
Where Do Polar Bears Live

Polar bears live in the Arctic this is near the Northern Hemisphere. As well as this at the place

Maths:
In Maths, we have started our new topic of division. We have learnt that when we divide, we share equally.

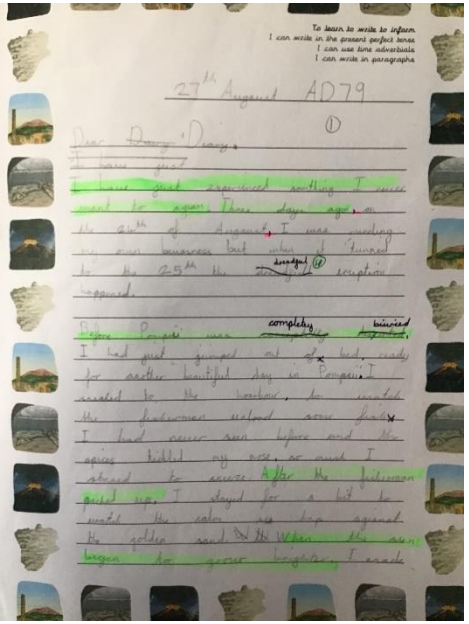


History:
In History, we sequenced the events of the Titanic along a timeline and created a story map and actions us to help us to remember the different events.



Year 3 (Malala Class and Anning Class)

In English, we have finished writing our diary entries. We have been so impressed with the language the children have used; they have really thought about the purpose of the writer and the impact their words would have on the reader. We were also super excited to show Mrs Roberts and Mrs Garner all of our fantastic pieces of writing!

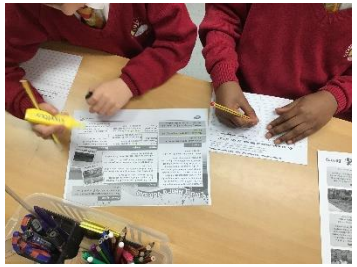


In Maths, we have been focusing on developing our understanding of the 8 times table. We have spotted patterns within the 8 times table and have also been making connections between multiples of 2, 4 and 8. Why not try 'Hit the Button' to help consolidate the learning from this week.

In RE, we have looked at the importance of reconciliation in Christian worldviews. We explore the 'Big Frieze' and how the story of 'Fall' in the Bible Story links to forgiveness.

In Music, we have crafted our own pentatonic scales. Linking with effect and purpose, we decided how we wanted our listener to feel and adapted our pentatonic scale to get this across.

In Geography, we have been discussing the interaction between human and physical geography. We explored the question 'Why do people live near the Ring of Fire?'. As classes, we discovered many positive consequences for living near the Ring of Fire such as fertile soil, geothermal energy, tourism and mining advantages as well as some negative consequences such as the destruction of buildings and the possibility of the loss of life to animals and people.



Year 4 (Turing Class and Tagore Class)

It has been a great week in Year 4!

In English, we have started writing our information reports based on our civilisation. We have considered the purpose for writing and thought carefully about the skills we need to include. We have written our introduction and section on our crop. We will finish these next week!

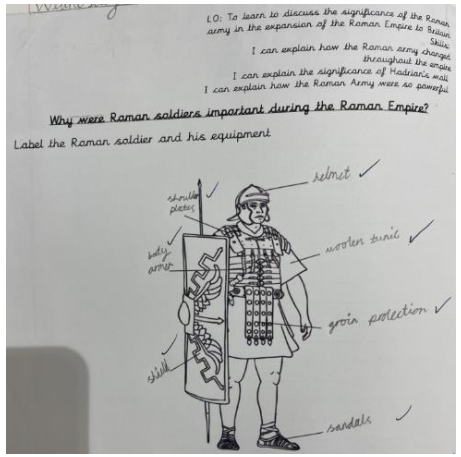
In Maths, we have continued to practise the formal written method for multiplication. We have also completed the inverse operation – division. We have used various different methods to solve 2 and 3 digit divided by a 1-digit number. The Maths has proven tricky, but it has been great to see Year 4 challenging themselves.

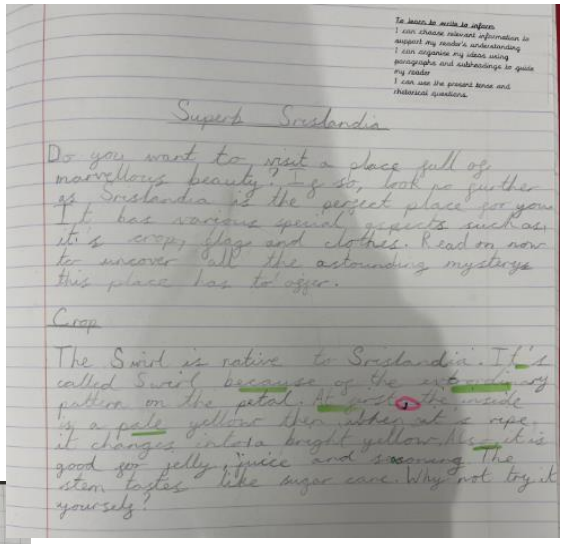
In Science, we have learnt all about invertebrates. We used classification keys to classify/sort different animals under the category.

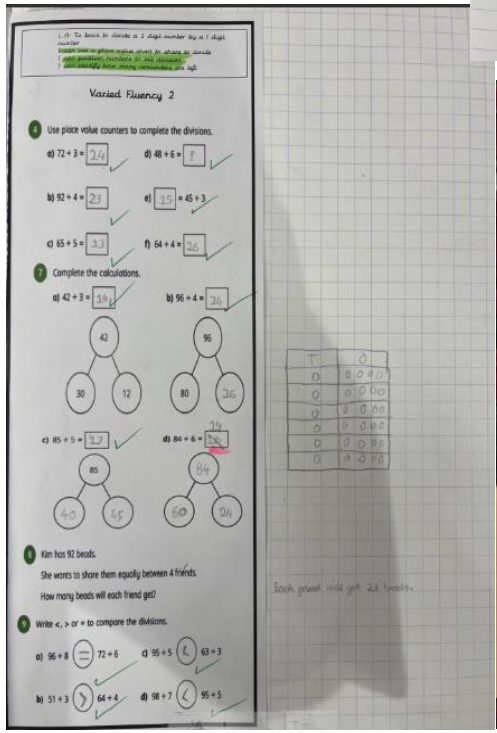
In History, we learnt more about the Romans! This week, we learnt all about the Roman army and why they were so important to the expansion of the empire. We learnt that they were the most powerful ancient army and their soldiers were highly trained.

In PSHE, we were discussing what compassion is and how we can show this towards others. We thought about this in relation to why people move homes and wrote a postcode showing compassion and giving advice to those who may find this hard.

Turing Class have been busy practising for their class assembly. Thank you to those who could join us today!

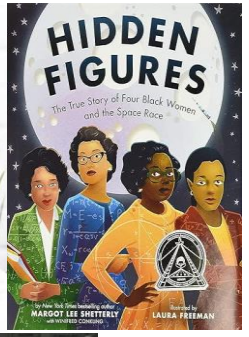


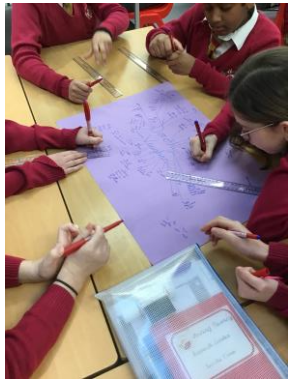




Year 5 (Attenborough Class and Gandhi Class)

In English this week, we have started a new text, called 'Hidden Figures' by Margot Lee Shetterley. It is a non-fiction text about the four black women who worked for NASA during the Space Race to get the first man on the moon. We started the week by making predictions, by having a part of the front cover revealed at a time. We have also gathered information, which we have summarised and shared with our class, and explored the features and purpose of a biography.

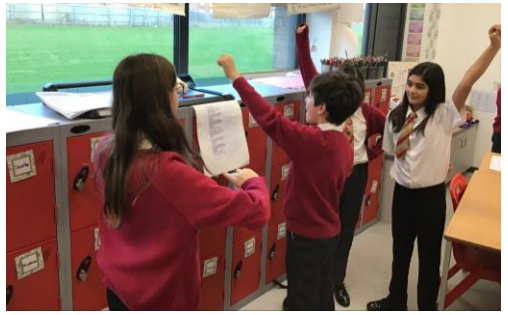




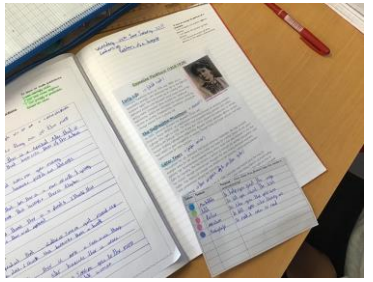
In Maths, we have finished our second unit on fractions. We have been finding fractions of an amount, finding the whole and investigating fractions as operators. To support our understanding, we have used multiple representations, including arrays, bar models and the four operations.

This week we have had our NSPCC 'Speak Out Stay Safe' assembly to help us with talking about our worries. We have considered which safe people we can talk to, both in school and out of school. On Thursday, we had a year group NSPCC workshop to explore this further.

In Music, we have been creating our own jukebox musical. We have started rehearsing 'Rocket Man' by Elton John, considering whether it is a character song or an action song. In groups, we have been choreographing some dance moves and directing each other to show the story we have made within the song.



In Science, we investigated the effects of friction and water resistance. We know that we have grips on our shoes to create friction between the surface we are moving on and our shoes, so that we can stop ourselves from sliding, especially on smooth surfaces. The more bumpy the surface, the slower an object is able to move because of the friction. In water, fish are streamlined so that the pushing force allows them to keep moving, and prevents water resistance from acting against it.



Year 6 (Pogson Class and Ahmad Class)

This week has flown by in Year 6! In Maths, we have finished off our topic of Algebra as the children have been building their skills with one- and two-step equations as well as finding one and two unknowns. It has definitely been a tricky task, but we have loved watching how the children have worked hard to persist!

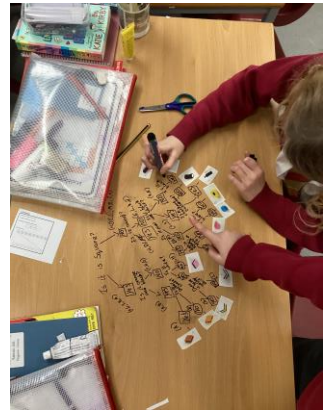
In English, we have been publishing our emotive narratives and moving on to develop our understanding of direct and indirect speech – to later be used when creating our own newspaper reports.

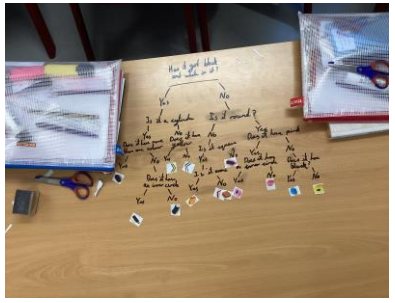
In Science, we have been exploring classification systems as the children have been tasked with making and following a range of classification charts. First, they started off with classifying a set of sweets, thinking of simple 'yes' or 'no' questions. They then had to accurately follow a flowchart in order to sort and classify different buttercups!

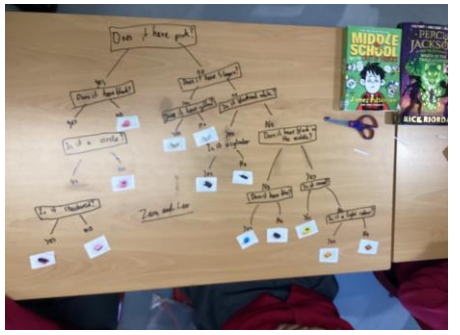
In Design and Technology, we have finally had the chance to create our Islamic bowl designs! It has been wonderful to see the creativity in the children and how they have applied useful ceramic skills to ensure their design is as effective as possible.

In History, we have been comparing the Early Islamic Civilisation with the Anglo Saxons, who were living at the same time as each other. We found out that life in Baghdad was far more prosperous than life in Medieval England! Not only did Baghdad have its very own hospital and library, called the 'House of Wisdom', but they were far ahead with their scientific and mathematical thinking! Meanwhile, England did not even have their own sewage system yet!

Finally, this week we were very lucky to be visited by a volunteer from the NSPCC, who came to share with the children important messages about Speaking Out and Staying Safe. You might want to reflect upon this with your children at home and talk about the importance of asking for help from trusted adults around them.







Collective Worship

During collective worship this week, the children continued to learn about the importance of justice and reflected on how justice was achieved through the actions of friends in the Parable of the Paralysed Man. You can watch a version of the parable shared with the children here.

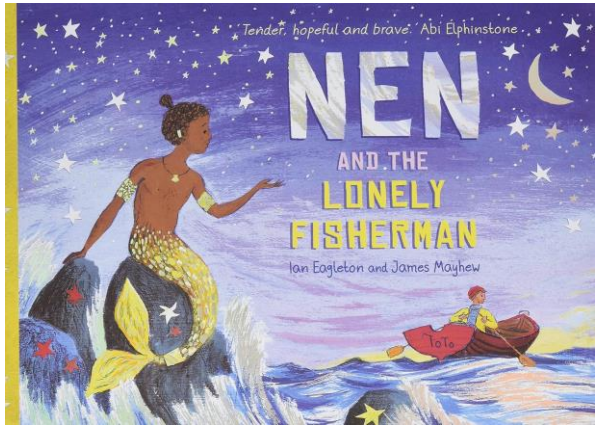
This week, Turing class led Celebration collective worship and thoroughly entertained the school teaching all they had learnt about Romans. The class performed songs, added humour and decided school would be even better if it was led by the Romans!

Congratulations to all the children who earned a Head Teacher's Award this week!

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

Recommended Read

'Nen and the Lonely Fisherman' by *Ian Eagleton and James Mayhew*



Far out to sea and deep below the whispering waves lives a merman called Nen. Nen spends his days exploring his underwater kingdom, but something is missing: his heart is empty. So, Nen ventures to the forbidden world above and it is here that he meets Ernest, a lonely fisherman. But can two people from different worlds be together and what will happen when a terrifying storm gathers? A lyrical, beautiful celebration of love, acceptance and faith, with a gentle message about how we treat our oceans, and each other.

Online Safety

How safe is WhatsApp for children?

WhatsApp is one of the most popular instant messaging apps, used by over 2 billion people in 180 countries. It allows you to send and receive messages, as well as make voice and video calls. You can connect with people individually or join group chats where lots of people can contribute. All you need to set up a WhatsApp account is a phone number. However, children and young people can easily subvert the restrictions placed on its access. Although rated at 16+, all that is required is a phone number. This can lead to increased vulnerabilities for child users. The NSPCC has released its own analysis about the dangers of the app. If interested, please follow the link below:

https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/2023-01-12-is-whatsapp-safe-for-my-child/

Other News

Parking:

The school politely requests families travelling to school via car are mindful of road safety and refrain from parking on or in front of private residential parking spaces. The school car park is reserved for staff and visitor parking with disabled bays available for blue badge holders. Driving into the school park, particularly during drop off times, compromises the safety of children and adults.

Whole School Attendance	
Attendance since September	96.3%
This week's attendance	96.8%
Latest Local Authority ranking	17th out of 188 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

This week, children participated in the **NSPCC's *Speak out. Stay safe.*** programme. This aims to help children understand abuse in all its forms and to recognise the signs of abuse. Children are taught to speak out if they are worried, either to a safe adult or Childline.

The NSPCC have shared some important information below on wider NSPCC resources and support to help keep children safe.

Parent/Carer support Take a look at information, support, advice and activities from NSPCC for parent and carers. www.nspcc.org.uk/parents	**Activities to extend learning at home** Take part in games and activities at home to help children learn about speaking out and staying safe. www.nspcc.org.uk/activities
Online Safety Hub For information on a range of different online safety topics including gaming, social media, sharing images, parental controls and more. www.nspcc.org.uk/onlinesafety	**Childline – under 12's** Childline have an accessible website with advice, support, games and activities. Children can change the language, enlarge text and also listen to the content. www.childline.org.uk/buddy (5-7) www.childline.org.uk/kids (7-11)
Talk PANTS with your children Talk PANTS is a simple conversation to help keep children safe from sexual abuse. From P through to S, each letter of PANTS provides simple but important messages. Download the free resources at www.nspcc.org.uk/pants	

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