

Weekly Learning Update

16th October 2026



Nursery

What a wonderful week Nursery have had! The children have continued to engage enthusiastically in their learning and have been working hard during our Maths small group sessions. We have been focusing on counting, number recognition and developing an understanding of more and less. The children have enjoyed exploring these early mathematical concepts through practical activities and play.

The children have been busy exploring all areas of our Nursery provision!

Maths Area: This week, the children have been counting loose parts into numbered diggers, helping them to develop their counting skills and number recognition through hands-on learning.

Writing/ Mark Making Area: The writing area has been linked to our role play provision, with children creating shopping lists for our supermarket. This has encouraged mark making with purpose and supported imaginative play.

Fine Motor Area: The children have been using little dot stickers to complete autumn-themed pictures. Peeling and sticking small stickers can be tricky, but Nursery have shown great perseverance and fine motor control. This has become a firm favourite activity!

Role Play: Our new supermarket role play area has been very popular. The children have enjoyed taking on different roles, shopping for items, using baskets and using their own shopping lists from the writing area.

Sensory Area: This week, the children have been exploring playdough and dried spaghetti. They have been using the materials to create little spiky hedgehogs while developing their imagination and fine motor skills.

Investigation Area: The children have been closely examining the wonderful treasures collected in their autumn bags. Using magnifying glasses, they have been investigating leaves, conkers and other natural materials, making careful observations about what they can see.

Creative Area: Continuing our autumn theme, the children have been using the natural materials from their autumn bags to create beautiful autumn wreaths. They have enjoyed exploring different textures, colours and shapes in their artwork.

Outdoors: The children were very excited to welcome our brand-new mechanic car toy to the outdoor area this week! They have loved giving the car a full MOT using the tools and pretending to drive it too. Outdoor play has also included lots of opportunities for exploration, construction and imaginative play.

Home Learning Suggestion: Why not go on a **number hunt** at home or when you are out and about? Look carefully for numbers on doors, buses, cars, signs and shops. Can your child recognise and name any of the numbers they find? - Upload any photos you take to Tapestry! We love seeing your learning!



Reception (King Class and Parks Class)

It has been another fantastic week in Reception. The children are continuing to work hard and are enjoying challenging themselves in their learning.

Phonics:

We finished our phase 2 phonics and have moved onto phase 3. We will teach the full set of initial sounds, so the children have learnt the full sounds to support the alphabet. In this week's sessions, we learnt j, y, w, x. The children have taken the supporting decodable book home. The QR code also enables access to the book.

English:

We have extended our learning to move onto caption writing. The children have focused on a caption being a group of words that describes a picture. The children have generated their own ideas to support writing a caption of a range of images and taken on the challenge to write multiple words and hear multiple sounds within words.

Maths:

This week, we have thought about number recognition and recall, the children have played a range of games and demonstrated their knowledge of identifying missing numbers within a set order.



Reader 7
Phase 3
The Fox



Year 1 (Bell Class and Windsor Class)

We have had another wonderful week.

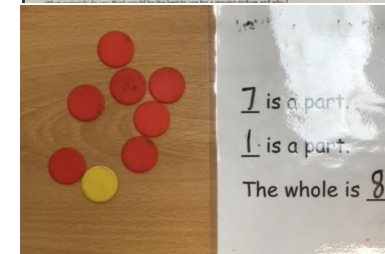
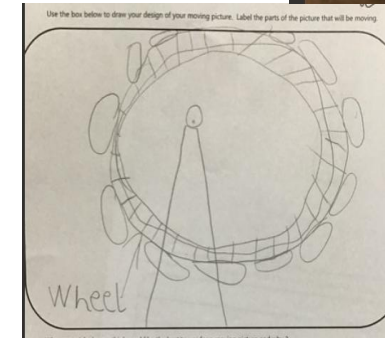
This week in Phonics, we have been revisiting the phonemes tt, gg, pp, nn and mm. The children have been practising reading and spelling words such as attic, eggs, pepper and dinner. They have also applied their learning by writing dictated sentences, helping to develop both their spelling and sentence-writing skills.

In English, we have been learning how to write to inform. The children have begun planning their own letters as if they were Tin Dog. They have been using pictures and actions to help them remember the different sections of their writing and to organise their ideas before writing independently.

In Maths this week, the children have started our new unit on addition and subtraction. They have been introduced to the concept of part-whole models and have been identifying different parts and wholes. The children have done a fantastic job describing the different components and explaining how the parts combine to make the whole.

This week, the children learned about puja, which is the Hindu act of worship and explored why worship is important to people with Hindu worldviews. They discovered that puja can take place at home or in a mandir (Hindu temple) and that it is a way of showing love and devotion to God. The children also learnt how Hindus use all five senses during puja and thought about how they make visitors feel welcome, linking this to how God is welcomed in Hindu worship.

In Science, we took part in a range of activities that used our senses to help us explore and investigate the world around us. We also developed our classification skills by sorting and grouping different objects based on their characteristics, including colours, animals and gender.



Year 2 (Braille Class and Kerr Class)

What a brilliant week we have had in Year 2! The children have been working hard, asking thoughtful questions and building on their learning across lots of different subjects.

In English, we are getting ready for our next big writing task: writing a letter! We started the week by thinking about some of the dangers Tom might face and writing sentences to suggest solutions. We then gathered the writer's knowledge we will need to make our letters successful. By the end of the week, everyone had planned each section and was ready to begin writing. We can't wait to see the finished letters next week!

Our Maths learning has continued to focus on addition and subtraction. We have been using related facts to tackle more challenging number sentences and practising our number bonds to 100. We have also used practical resources to help us add by making ten, giving the children another useful strategy for their mathematical toolkit.

In Geography, we became map detectives! We used digital mapping to compare London in the past and present, noticing how buildings have changed over time while some of the city's physical features have stayed the same.

In Science, we investigated food chains. We learnt what producers and consumers are and then used this knowledge to create our very own food chains.

We ended our RE learning by considering the question, "Is Jesus a hero?" After discussing what the word *hero* means, we considered why some Christians might describe Jesus as a hero and why people may have different viewpoints about him.

Well done, Year 2, on another super week!



Year 3 (Malala Class and Anning Class)

It's been another busy and productive week in Year 3, with lots of exciting learning taking place across the curriculum.

In English, we have been focusing on the key features of explanation texts. We explored the purpose and effectiveness of these features and identified examples within a model text. We then began planning our own trap explanation texts, which we are looking forward to writing next week.

In Maths, we have been developing our understanding of adding and subtracting 1s and 10s, including crossing over tens boundaries and applying these skills to a range of questions.

In Science, we carried out a soil investigation to identify different types of soil. We examined their colour and texture and tested how quickly water drained through them. We carefully recorded our results and justified our conclusions using the evidence we gathered. In RE, we learned about Shabbat and explored how the passing of time is important for people with Jewish worldviews, particularly through the weekly cycle of rest, reflection and worship. In History, we compared the lives of rich and poor Tudors, looking at the differences in their homes, clothing and food.

Anning Class also did a fantastic job leading their Class Celebration Worship, sharing their learning and helping us celebrate Black History Month. Well done to all of the children involved. We are incredibly proud of you all for your confidence, effort and enthusiasm.

We can't wait for our Tudor Day next week! A reminder that children are welcome to dress up if they would like to but there is no expectation to do so. If they choose not to dress up, they should come to school in their usual uniform. Have a lovely weekend!



Year 4 (Tagore Class and Turing Class)

It has been another busy week in Year 4!

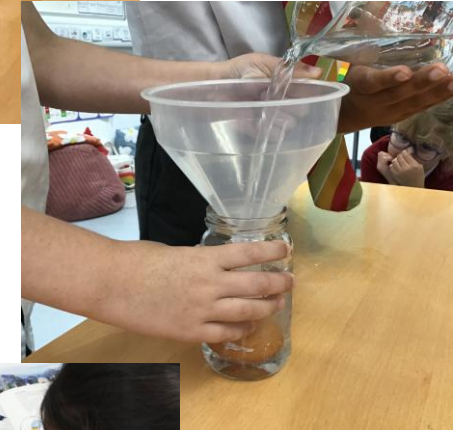
In English, we explored the features of effective newspaper writing and analysed how journalists engage their readers. We then chose a marine creature to focus on and wrote our own newspaper paragraphs, using the present perfect tense, speech punctuation and alternative nouns to avoid repetition. Towards the end of the week, we carefully planned our newspaper reports, organising our ideas and preparing to write full pieces next week.

In Maths, we continued our learning about subtraction. We practised using the column method, including exchanging when needed, and explored efficient strategies for solving subtraction calculations. We worked hard to explain our methods and improve our accuracy by applying methods to check our answers.

In Geography, we learned about different types of renewable and non-renewable energy. We found out how energy can be obtained in different ways and the impact these can have on the environment. We then created informative posters to share our understanding and demonstrate the two types of energy sources.

In Science, we carried out a fascinating investigation into the effect of different liquids on teeth. To help us model this, we placed eggs in jars containing various liquids and observed the changes over time. The results were both interesting and quite disgusting! We discovered that some liquids caused significant staining and damage, helping us understand the importance of looking after our teeth and making healthy choices.

In RE, we discussed whether God is male and explored how different Christians have interpreted this question. We shared thoughtful ideas and considered a range of viewpoints. We then tried to represent God in different ways that did not imply gender – there were some very interesting takes on the task!



Year 5 (Attenborough Class and Raúf Class)

We cannot believe that the first half of the Autumn term is almost over! In English, we have been exploring how authors use vocabulary and grammatical features to create an impact on the reader. We focused particularly on relative clauses and parenthesis, considering how both can be used to add extra information to a text in different ways. The children then revisited a model mission log based on Neil Armstrong's journey to the Moon, identifying a range of successful writing features and discussing how these helped to make the text engaging, informative and effective.

In Maths, we have moved on from addition and subtraction and begun our new topic on multiplication and division. We started by identifying multiples of different numbers before comparing them to find common multiples. Later in the week, we turned our attention to factors, learning what they are and how they can help us solve multiplication problems. The children worked hard to identify the factors of different numbers and develop their understanding of the relationships between numbers.

In RE, we have been exploring the Buddhist worldview and considering how Buddhist teachings can help people to live a good life. We began by learning about the Four Noble Truths before exploring the different elements of the Eightfold Path. The children then used their evaluative skills to consider which aspects of the path they thought might be the easiest or most challenging to follow. They also discussed the potential benefits of living according to these teachings, alongside some of the difficulties people might experience when trying to put them into practice.

In Science, we have continued our learning about forces by exploring mechanisms and how they can make everyday tasks easier. The children investigated three different types of mechanism: pulleys, gears and levers. We explored how each one works, examined examples from everyday life and considered how changing different features of a mechanism can affect the way it functions. Next week, they will build on this knowledge by thinking creatively about how they could design and construct their own mechanisms to make everyday tasks easier.

In PSHE, we explored the important themes of stereotypes, prejudice and discrimination. We began by developing our own class definition of stereotyping. The children then considered specific examples and explored the impact that stereotypes can have on a person's feelings, experiences and sense of identity. We built on this understanding by examining the concepts of prejudice and discrimination, discussing the harm they can cause and considering how people can challenge unfair assumptions and behaviours.

Finally, we were incredibly lucky to enjoy a fantastic Ancient Greek workshop this week! The children came dressed in wonderful costumes and immersed themselves in an exciting day of learning that brought our History and Geography topic to life. They discovered more about Ancient Greece, its location within the wider world, the different Greek city-states and historical events, including the story of the Battle of Marathon. Throughout the day, the children tackled challenging puzzles and games, took part in a quiz to test their knowledge and experienced a democratic vote. We also finished with an exciting Olympic Games session before exploring some amazing replicas of Ancient Greek armour and weapons!



Year 6 (Pogson Class and Walker Class)

It's been another busy week in Year 6, with the children working incredibly hard and showing great determination in all areas of learning.

In English, we have been developing our grammar knowledge in preparation for our next writing outcome. The children have been learning how to use dashes for parenthesis, semicolons to separate items in complex lists and the passive voice to create a more formal tone. We also explored an example letter text, discussing the writer's choices and identifying the features and structures that make the writing effective. The children thought carefully about why authors make certain language choices and how these impact the reader.

In Maths, we continued developing our confidence with long division using the DMSB (Divide, Multiply, Subtract, Bring Down) method. The children have worked hard to follow the process accurately and have used partitioning to help identify suitable multiples when dividing. We have also applied these skills to a range of reasoning and problem-solving questions, helping us understand when and how long division can be used in real mathematical contexts.

In History, we examined the use of propaganda during World War II. The children explored why governments used propaganda and analysed a range of wartime posters and campaigns. We discussed how propaganda was designed to influence people's behaviour, encourage support for the war effort and boost morale during challenging times. The children were fascinated by the different techniques used to persuade and motivate the public.

This week, the children have also been completing their first set of assessments answering SATs-style questions across different subjects. We have been so impressed with their positive attitudes, resilience and perseverance. They should be incredibly proud of the progress they have made already this year. These assessments have given the children a great opportunity to showcase their learning so far, and they have approached them with maturity and confidence.

A huge well done to all of Year 6 for their hard work and effort this week. We are incredibly proud of everything they have achieved so far and look forward to another fantastic week of learning ahead!

It is hard to know what life was like on the Home Front because everyone was saying different things; giving different opinions and not trying to help people. People would say things to comfort others; send wrong information in a letter and listen to the government saying 'Everything is fine'. People would believe different things and there would be not so many versions of the truth.
I think the most trustworthy source is the letters and diaries, because people could believe they could know and trust the people they are close to. In the diaries, people might not tell the whole story and pictures might be staged to convince people to act normally. Therefore, people would get closer to family and friends and not trust people they do not know.
During the Second World War, the government were sending out information about the war, but none of it would be realistic or (not negative) and give real facts about how bad things were. People would then take this information and believe it, but get confused between the news from the government and the real world. The full of dangers, they would be told to keep calm and carry on, but also to beware because everyone is a German spy! So no one could believe everything they hear from anyone.

Date: Tuesday 13th October 2026

To learn to use passive voice
I can choose to use the passive voice to make a sentence more formal.
I can choose to use the passive voice to focus on a particular object in a sentence.

Active vs Passive Voice

Active	Passive
Your caring hands gently cleaned his injuries.	His injuries were gently cleaned by your caring hands.
My grandma has never forgotten your kindness.	Your kindness has never been forgotten by my grandma.
The soldiers searched for him.	He was searched for by the soldiers.
You showed great courage.	Great courage was shown by you.
You took Father into your home.	Father was taken into your home by you.
You never revealed Father to the soldiers.	Father was never revealed to the soldiers.

Now write your own sentence as Eugene using passive voice

Your gentle hands cleaned his wounds.
His wounds were cleaned by your gentle hands.

Date: Thursday 14th October 2026

To learn to identify the use of propaganda
I can identify the use of propaganda in a text.
I can identify the use of propaganda in a text.
I can identify the use of propaganda in a text.

Identifying Propaganda

Question	Answer
What message do the posters give?	That everyone is important and everyone can do their bit for the war effort. People need to be careful and do their bit and help out in many ways.
What message does the poster give?	The government made it to convince people that everything is okay. They wanted people to believe that everything is okay and not worry about the war.
Do you think they are being honest?	I think that there will be times when they are true, but they are not always honest. They are trying to make people believe that everything is okay and not worry about the war.
What information might be missing out?	The soldiers and men people are going to fight and all the things that might happen because of the war. They might not tell us all the things that are happening.
What emotions does the poster express?	The poster expresses a sense of hope and optimism. It is trying to make people feel that everything is okay and that they can do their bit for the war.
Do you think these are honest?	No, because the poster is trying to make people believe that everything is okay and that they can do their bit for the war. It is not being honest about the war.
What message does the poster give?	That everyone is important and everyone can do their bit for the war effort. People need to be careful and do their bit and help out in many ways.
Do you think they are being honest?	I think that there will be times when they are true, but they are not always honest. They are trying to make people believe that everything is okay and not worry about the war.
What information might be missing out?	The soldiers and men people are going to fight and all the things that might happen because of the war. They might not tell us all the things that are happening.
What emotions does the poster express?	The poster expresses a sense of hope and optimism. It is trying to make people feel that everything is okay and that they can do their bit for the war.
Do you think these are honest?	No, because the poster is trying to make people believe that everything is okay and that they can do their bit for the war. It is not being honest about the war.

Signals Class

The children have had a fantastic week in Signals! They have loved exploring a range of bucket activities and are showing great progress in sustaining their attention for longer periods of time. One of their particular favourites was creating a lava lamp using cooking oil, food colouring and a fizzy tablet to make the colours move. The children were fascinated by the reactions and enjoyed watching the movement and changes taking place.

We are still learning and practising the Makaton sign for "help". We are encouraging the children to use this sign when they need support, alongside their own communication methods. Please feel free to practise this sign at home too, as seeing and using it regularly helps children become more confident communicating their needs.

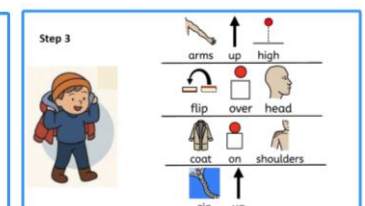
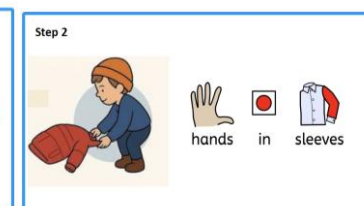
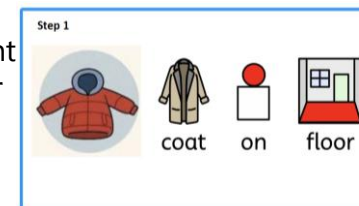
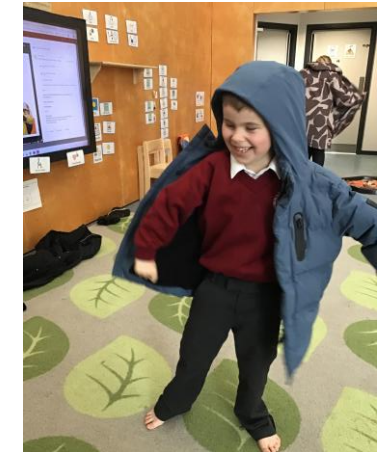
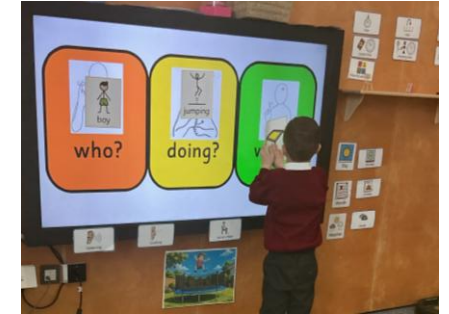
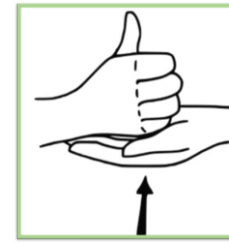
The children have also enjoyed exploring our autumn sensory tray. They loved discovering the different natural materials, including leaves, pine cones and conkers, whilst using their senses to investigate the textures, colours and sounds. This provided lots of opportunities for communication, curiosity and imaginative play.

Some of our children have started to engage with Colourful Semantics, which is really helping to develop their understanding of language. This approach supports children to answer questions such as: *Who is in the picture? What are they doing? What objects can they see?* Adults carefully model language, use visual supports and encourage children to build their vocabulary and communication skills through discussion and structured questioning. We are really pleased with the progress many children are beginning to make in this area.

We feel it is very important for children to develop their independence skills. During PSHE this week, the children have been learning the "coat trick", a fun and effective way to put on their coat independently. The children have worked really hard to follow each step and have shown great determination.

The children will be coming home with a step-by-step poster showing the method they have learnt. It would be really helpful if you could use this poster as a visual support at home to reinforce their understanding and encourage independent coat putting on.

Have a great weekend, everybody!

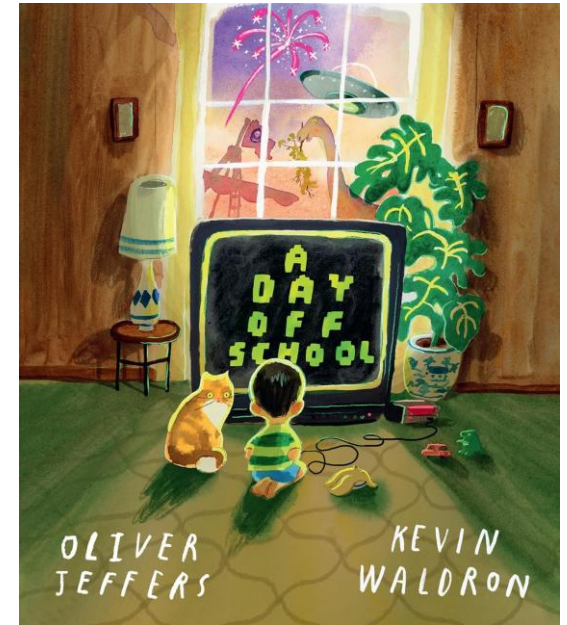


Recommended Read

A Day Off School by Oliver Jeffers and Kevin Waldron

When Herbie has the sniffles, he stays home from school. It's exciting to have time to play Space Blasters and watch cartoons. But, by lunchtime, he starts to wonder what he might be missing at school. What if there's an extra playtime, a dog on the loose ... or even A PIRATE INVASION? Is Herbie missing out on all the action?

A new hilarious, action-packed story from globally bestselling author Oliver Jeffers and award-winning illustrator Kevin Waldron.



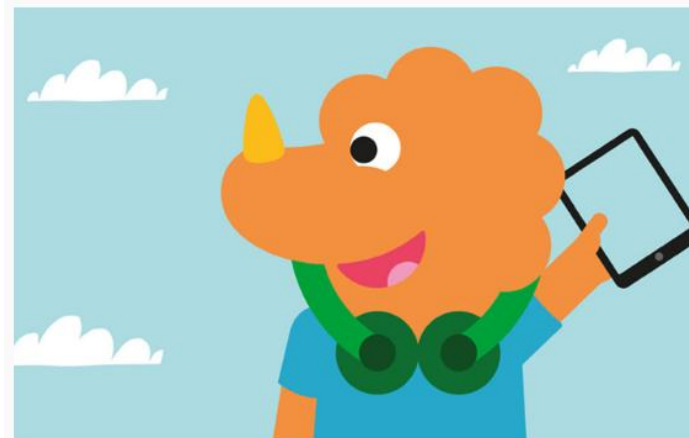
The NSPCC has a new online safety dinosaur, Technosaurus!

Technosaurus was designed to make it easier for parents to talk to their children about staying safe online. Technosaurus is aimed at children who are just beginning to use technology and access the internet.

There are a range of engaging resources which can be accessed or purchased via the NSPCC website:

<https://www.nspcc.org.uk/advice-for-families/techosaurus/>

Online Safety



Whole School Attendance

Attendance since September	97.4%
This week's attendance	97.4%
Latest Local Authority ranking	56 out of 194 schools
Latest National ranking	Top 20-30% 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

Friday Big Play

Each Friday the whole school attendance is 96% or above, children will earn an extra 5 minutes of playtime which will culminate in a Big Play on the final Friday of term.

This Friday's attendance was 96.9%!

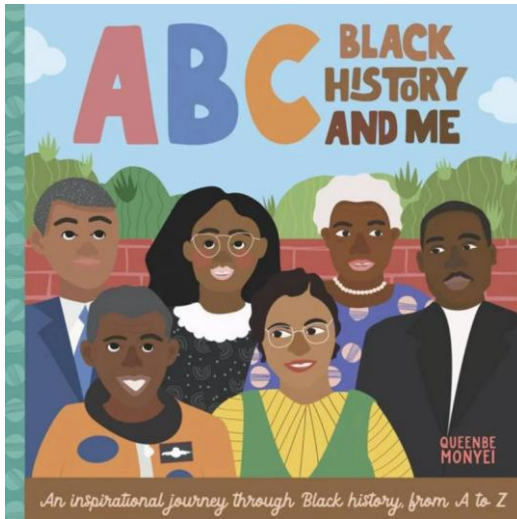
This is the seventh Friday in a row where attendance has passed 96% which is great news!



[NHS guidance- Is my child too ill for school?](#)

Collective Worship

As part of our celebration of Black History Month, we explored the book *Black History and Me* by Queenbe Monyei. Through the book, we learned about the importance of understanding our own identities, celebrating the achievements and contributions of Black people throughout history and valuing the diverse experiences that strengthen our community.



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



£45 per ticket, including all supplies, a welcome drink and festive treat!

To secure your place, please contact
office@stgabrielscofeacademy.org

Key Dates

Week beginning Monday 19th October – Parent and Carer Consultations (dates vary by teacher).

Friday 23rd October – Non-Uniform Day (please bring a bottle donation for our Christmas Fair tombola and raffle)

Friday 23rd October – Malala Class Celebration Worship (10.15am-10.45am)

Monday 2nd November – INSET Day

Friday 6th November – Pogson Class Celebration Worship (10.15am-10.45am)

Monday 9th November – Reception Phonics Parent Information Session (3.30pm-4.30pm)

Friday 13th November – Walker Class Celebration Worship (10.15am-10.45am)

Friday 13th November – Non-Uniform Day in support of Zoe's Place children's hospice (Children in Need)

Friday 13th November – RSHE Parent Information Session (2.45pm-3.15pm). Come and find out more about our RSHE curriculum and ask any questions you may have.

Friday 20th November – Turing Class Celebration Worship (10.15am-10.45am)

Thursday 26th November – Wreath Making Workshop (6.00pm)

Friday 27th November – Attenborough Class Celebration Worship (10.15am-10.45am)

Friday 27th November – Christmas Fair (3.30pm-5.00pm)

Monday 30th November – Beauty and the Beast Christmas Panto

Thursday 3rd December to Tuesday 8th December – Book Fair (3.30pm-4.00pm daily)

Thursday 10th December – Christmas Jumper Day

Tuesday 15th December – EYFS Nativity (10.00am and 2.00pm)

Wednesday 16th December – Christmas Dinner Day

Thursday 17th December – KS1 Nativity (2.00pm and 5.30pm)

Friday 18th December – Children finish at 2pm. No Angels afterschool club.

Recommended Reads

We wanted to let you know that we have added a list of **Recommended Reads** to each year group's page on the school website. These carefully chosen book lists offer a range of high-quality, age-appropriate titles that children may enjoy reading both independently and with their families.

The recommendations include a mixture of classics, popular contemporary fiction, poetry and non-fiction, helping children to discover new authors, explore different genres and develop their love of reading. They can also be a useful starting point if your child is unsure what to read next or is looking to branch out from their usual choices. Many of the books featured are available in our school library or through local libraries and some may even inspire children to try a book by an author they have not read before. We will continue to update these lists throughout the year so do keep checking back for new suggestions.

We hope these book recommendations provide plenty of inspiration and help make choosing the next great read even easier.



Rugby Literary Festival

We are excited to share that the **Rugby Literary Festival** is taking place across the town from **23rd-25th October**. The festival features **43 events**, offering something for everyone, including author talks, interactive workshops, family activities and storytelling sessions.

A special **Family Day** will take place on **Sunday 25th October**, with a range of activities designed to inspire a love of reading and stories in children and adults alike. It promises to be a fantastic opportunity for families to enjoy books, creativity and imagination together.

For more information about the festival programme and Family Day events, please visit the [Rugby Literary Festival website](#).

Day 3: **Sunday 25 October**

Rugby Literary Festival
Family Day

Head down to the Benn Hall for a day packed full of creative, engaging activities designed just for families with children aged between 3-11. There is something for every child from: musical storytelling, character drawing workshops, facepainting, crafts and more.

Please note: Children must be accompanied by a parent/guardian at all times.
Time 11am-4pm
Venue The Benn Hall
Cost Free
How to Book No booking required
Contact Therugbytownt@rugby.gov.uk

Book tickets via Eventbrite here

Create your own Superhero Workshop
Join illustrator Dean Williams, for a creative, drop-in drawing workshop where children can make their own superhero out of fabulous fruit and vegetable drawings!
Time 11am-4pm
Cost Free
Audience 5-7 years
How to Book No booking required

Book Cover Drawing Workshop with Aish
Join local artist Aish for a fantastic drop-in workshop. Unleash your creativity and design your very own book cover! Get crafty with collage or get sketchy with pencils!
Time 11am-4pm
Cost Free
How to Book No booking required

Read Aloud with Children's Author Rosie Pickering
Join local author Rosie Pickering for a read aloud of her books, which include 'The Jumblebees' and 'The Socktopus'.
Time 2pm-4pm
Cost Free
Audience aged 3-7
How to Book Booking via Eventbrite

Children's Storytelling and Crafts with Author Tanya Rosie
Join Tanya Rosie for an engaging story time session, followed by a fun craft activity related to the story. Take the magic home with activity sheets and even buy a signed copy of her books.
Time 11am-12:30pm
Cost Free
Audience aged 3-7
How to Book Booking via Eventbrite

Animal Tales
An engaging musical storytelling workshop. By musician Steve Boyer and adapted by Steve Redshaw in association with Warwick based RYTC. The work involves young children in listening, singing and making music in an enjoyable and entertaining way.
Time 11am-12:30 and 2pm-3:30pm
Cost Free
How to Book Booking via Eventbrite

Family Support

This week's Family Information Service [newsletter](#) includes information about:

- Loaning sensory Play Pods
- Mental health support in Warwickshire
- Guides, workshops and programmes for parents and carers

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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