

Weekly Learning Update

18th September 2026



Nursery

What a wonderful week Nursery have had! The children are continuing to settle confidently into Nursery life and are becoming increasingly independent in their learning and play. We are so proud of how enthusiastically they are exploring the classroom, making new friendships and embracing new experiences each day.

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

Maths: This week, we have been comparing quantities and exploring the concepts of more and less.

Writing and Fine Motor: We have been developing our mark-making skills by carefully painting along lines with cotton buds. The children have also been strengthening their fine motor skills with threading activities.

Role Play: We have added telephones and cookbooks to our kitchen home corner, encouraging the children to communicate, collaborate and engage in imaginative play.

Small World Area: The children have been building and crossing bridges for our small world people to travel safely over a river. This has encouraged problem-solving, creativity and storytelling.

Sensory Area: There has been lots of fun with water play, providing opportunities for the children to pour, fill, empty and compare different amounts.

Investigation Area: The children have been sorting a range of natural materials into different categories, such as smooth and rough, and big and small, developing their observation and classification skills.

Creative Area: We have extended our collage work from last week by introducing paint. The children have enjoyed adding extra details to their artwork and exploring different ways to express their ideas creatively.

Reading Area: There has continued to be lots of sharing and exploring books independently and with adults, helping to develop a love of stories, language and reading.

Outdoors: The children have had great fun riding bikes, dressing up and performing on the outdoor stage, building obstacle courses using tyres and wooden planks, and enjoying more imaginative play in the mud kitchen. Outdoor learning has provided opportunities for teamwork, creativity and physical development.

Looking Ahead: Next week, we are excited to begin our PE and English learning sessions. We look forward to introducing these new experiences and continuing our learning journey together!



Reception (King Class and Parks Class)

It has been another fantastic week in Reception!

Maths:

We have been developing confidence with the concept of touch counting and the children have been taking every opportunity to deepen their understanding of the touch counting rules.

1. Line a group of objects in a straight line.
2. Touch one item at a time to count on.
3. Count slowly.
4. The number of the last object will be the total amount.



English:

In our English, we have been exploring poetry. We have spent time thinking about what poetry is and we have explored rhyming words, which featured in the poem this week. Children created their own actions to support retaining the poem. They have also created drawings linked to the poem and began labelling their picture.

Phonics:

Children have learnt the phonemes 'I', 'd', 'n' and 'm' this week and enjoyed consolidating this to read the phonics book this week. Can they read the book to you over the weekend?

Reminders:

Reception's PE day is Monday. Please note that children should come into school wearing their full school uniform, with PE kit in a bag. Children will get changed before the PE session starts.

Phonics books need to be brought back on Thursday. If your child's book has not been returned by then, they will not be able to take the next phonics book on Friday. The QR code on this page will direct to an electronic copy of the book.



Reader 2
Phase 2
sad



Year 1 (Bell Class and Windsor Class)

We have had another fabulous week!

Phonics:

In Phonics, we continued to revise the Phase 3 phonemes **nk, ai and ee**. We also learnt how to add 's' to words to make them plural, helping us to understand how words can change to show that there is more than one.



English:

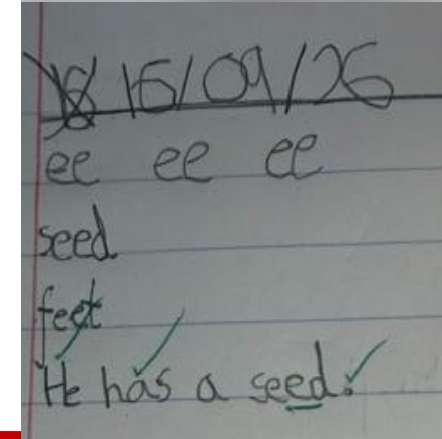
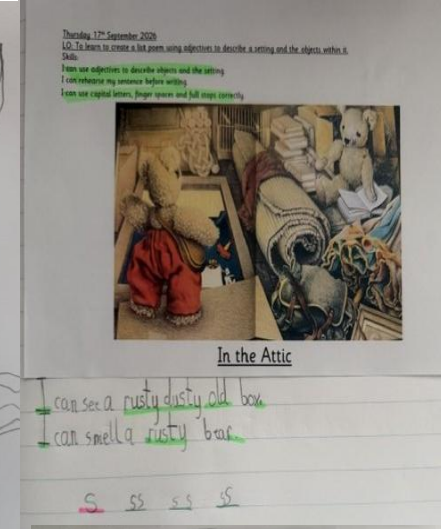
In English, we continued exploring our Old Bear story. We used adjectives to describe the different items found in the attic and thought carefully about how we could use interesting words to make our descriptions more exciting. We also explored the characters' feelings at different points in the story and discussed what might have made them feel that way.

Maths:

In Maths, we continued our work on place value. We practised counting on from different numbers up to 10 and learnt how to find one more than a given number. We used practical resources such as cubes and counters to help us develop our understanding.

R.E:

In R.E., we learnt about the parable of the Lost Son. The children enjoyed acting out different parts of the story and discussing its meaning. We then listened to The Paper Dolls and thought about the different ways we can show love to our parents, as well as how our parents show love and care for us.



Year 2 (Braille Class and Kerr Class)

It has been another fabulous week in Year 2, filled with lots of learning and enthusiasm!

In English, we have started exploring our new text, *A River*. The children thoroughly enjoyed our immersive lessons, where they listened to soundscapes and explored a range of images to make predictions about the story. They used their imaginations brilliantly and shared thoughtful ideas about what might happen. We also wrote alliterative poems and character descriptions, using exciting new vocabulary to make our writing more engaging and descriptive.

In Maths, we have continued our unit on place value. This week, the children have focused on partitioning two-digit numbers into tens and ones, as well as partitioning numbers flexibly in different ways. They have also been learning how to write numbers to 100 in both numerals and words. We have been really impressed with their growing confidence and understanding.

In Science, we learned all about habitats and how different living things are suited to the environments in which they live. The children completed a sorting activity where they matched animals to their habitats and discussed why each habitat meets the needs of the animal.

In Art, we continued learning about our focus artist, Claude Monet. The children created a double-page spread to showcase everything they have learned so far and even shared their own opinions about Monet's artwork, explaining what they liked and why.

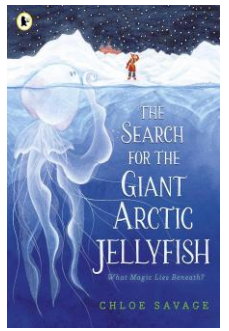
In Geography, we learned how to use positional language to navigate between famous London landmarks. Year 2 really impressed us with their understanding and use of compass directions as they moved around maps and gave clear instructions.

In RE, we began our new unit, *Who is Jesus?* The children discussed their existing ideas and created drawings showing what they think Jesus may have looked like, leading to some thoughtful conversations and reflections.

Well done, Year 2, for another fantastic week of learning. We hope you all have a wonderful weekend!



Year 3 (Malala Class and Anning Class)



It's been another great week in Year 3 and we are truly in the swing of our new routines now. The children have settled in brilliantly and are showing a fantastic attitude towards their learning. It was lovely to see so many of you at our Parent Information Session on Tuesday. Thank you for coming along and for your continued support. The information has been sent out so please do take some time to read through it when you can and let us know if you have any questions.

This week in English, we started our new text, The Iron Man. The children explored a variety of metal clues to work out what the book might be before immersing themselves in the text. We made predictions, discovered exciting new vocabulary and used our ideas to write our own setting descriptions. In our Reading lessons, we have been enjoying The Search for the Giant Arctic Jellyfish. The children have impressed us with their thoughtful predictions and the interesting questions they have asked about the story.

In Maths, we have been learning how to represent and partition numbers to 100 and 1000. The children have used Base 10 resources and part-whole models to support their understanding of place value and number structure.

In Science, we learned to identify different types of rocks. We explored how rocks are formed and then used their properties to help us to identify and classify different samples.

In History, we continued our learning about Tudor monarchs. The children created their own timelines and added key facts to help deepen their understanding of this important period in history.

In PSHE, we worked together to establish our ground rules for lessons. We discussed the importance of listening to others, being non-judgemental, knowing how to ask for help when needed, and understanding that everyone has the right not to answer if they do not feel comfortable doing so.

In Art, we learned about Sir Robert Everett Millais and created our own double-page spreads to showcase our learning. The children explored who he was and what he did through facts, drawings and key vocabulary, producing some creative and informative pieces of work.

Have a wonderful weekend and we look forward to another exciting week of learning ahead!

Year 4 (Tagore Class and Turing Class)

This week, Year 4 have enjoyed a busy and engaging week of learning across the curriculum.

In English, we started exploring our new class text, *The Whale* by Ethan and Vita Murrow. The children were inspired by the vivid sea setting and used their imaginations to create descriptive similes about the ocean. They then applied these ideas when writing their own setting descriptions, focusing on using ambitious vocabulary to help readers picture the scene.

In Maths, we have been developing our understanding of place value. The children have worked with numbers up to 10,000, reading, writing and comparing them. They also practised partitioning numbers into thousands, hundreds, tens and ones, helping them understand the value of each digit and build confidence when working with larger numbers.

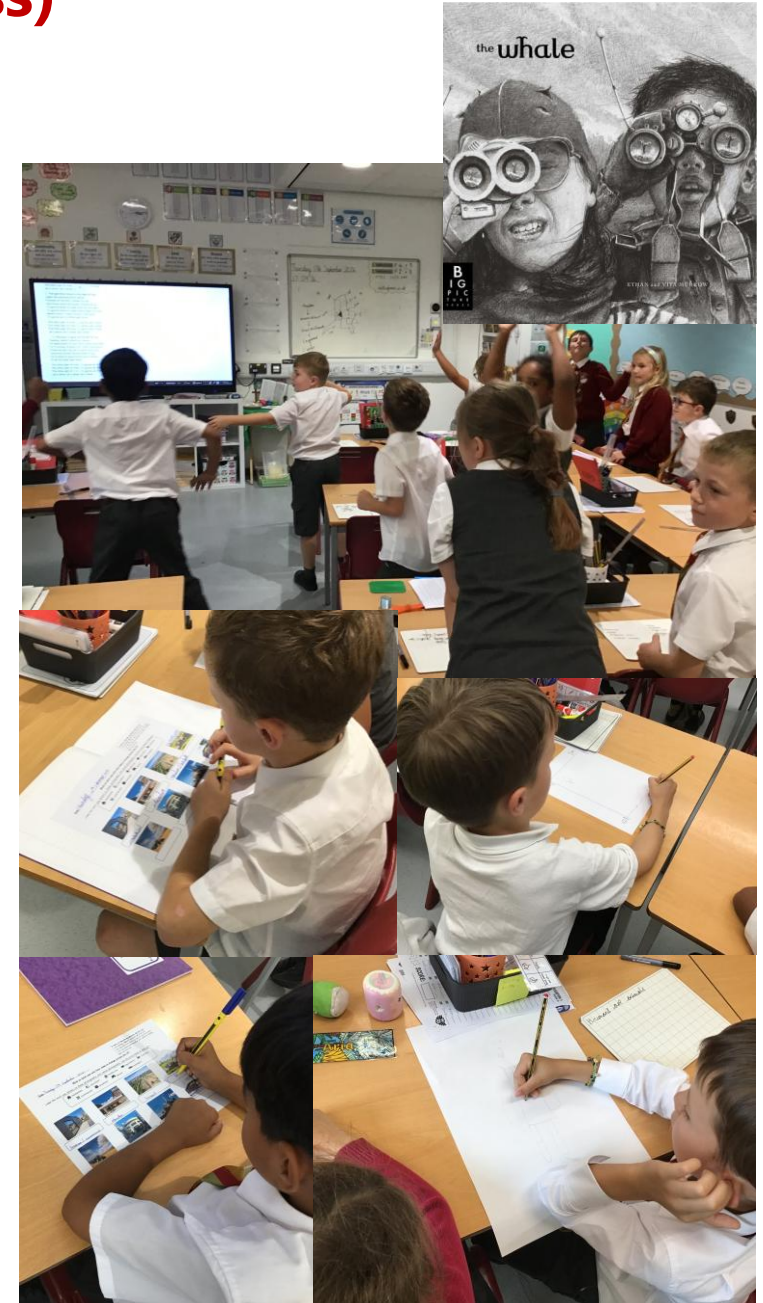
In Science, we began our new topic on the digestive system. The children learned about the main organs involved in digestion and discussed the role each organ plays in helping the body break down food and absorb nutrients.

In Geography, we explored different types of land use, including residential, commercial, industrial and leisure areas. The children identified examples of these within our local area and discussed how land is used for different purposes.

In Music, we have been learning about gospel music and exploring its key features. The children enjoyed singing *This Little Light of Mine*, developing their confidence and expression as performers.

In PSHE, we explored emotions and their different intensities. The children reflected on how feelings can vary in strength and discussed practical strategies for managing emotions in a healthy way.

Well done on a fantastic week, Year 4!



Year 5 (Attenborough Class and Raúf Class)

It has been another fantastic week in Year 5 and we cannot believe how quickly it has flown by!

In English, we have started a brand-new unit based on Markus Motum's picture book, *Curiosity*, which explores a rover's incredible journey and exploration of Mars. After making predictions about what we thought the text might be about, we developed our writing skills, with a particular focus on using expanded noun phrases to create effective metaphors and how to use parentheses within character descriptions, paying close attention to the correct punctuation.

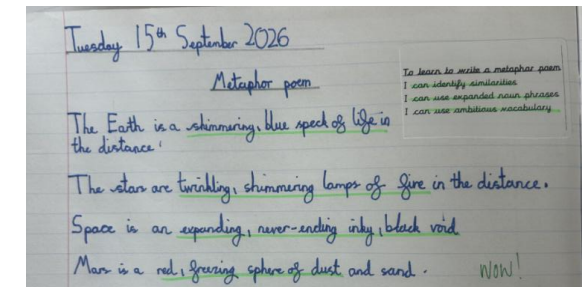
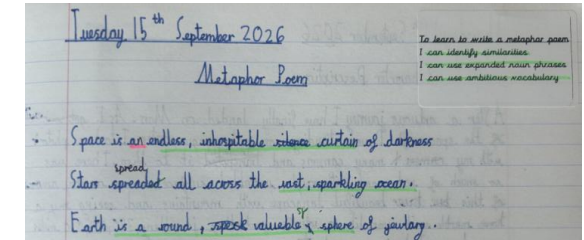
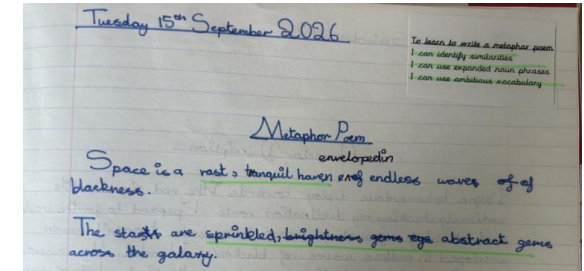
In Maths, we have continued our learning about place value, extending our understanding to numbers up to one million. The children have been developing their ability to read and write large numbers in both numerals and words. We have also explored powers of ten and what happens to numbers when we count forwards and backwards as well as multiply and divide by 10, 100 and 1000.

In Science, we have started our first investigation into air resistance and how it affects the movement of objects as they fall. The children explored parachutes and considered how their design helps to slow a person as they fall through the air. Working in groups, they created their own plans for an investigation into how changing different aspects of a parachute might affect air resistance. We are very excited to carry out our investigation next week and see what our results tell us!

In History, we have been exploring what makes a historical source reliable. The children first developed their understanding of the difference between primary and secondary sources and practised identifying and comparing examples of each. We then explored how historians decide whether a source is reliable and discussed why we need to be critical when examining historical evidence. Although primary sources can provide valuable first-hand information, the children also considered how factors such as bias and perspective can influence what a source tells us.

In RE, we have begun a new topic centred around the big question: "What might it mean to live well?" We started by exploring the concept of worldviews and considered what it means for people to have different ways of understanding and viewing the world. The children did a brilliant job explaining what a worldview is before we introduced the idea of embodiment and how people's beliefs and values can be demonstrated through their actions and choices. Next week, we will explore this concept further by investigating different rituals and how people use them to express the things that are important to them.

Finally, in Art, we have been learning about Aesop, the famous creator of many well-known fables. The children discovered more about his story and the impact his fables have had throughout history and across the world. They then demonstrated their learning by creating their own informative double-page spreads, showcasing the key information they had discovered.



Year 6 (Pogson Class and Walker Class)

We've had another great week in Year 6, with lots of exciting learning across the curriculum!

In English, we started exploring our new vehicle text, *One Day* by Michael Rosen. The children enjoyed making predictions about the story and discussing the clues hidden within the text. We also wrote our own personification poems, thinking about how to bring everyday objects and elements of nature to life through our writing. Alongside this, we spent time unpicking some of the more challenging vocabulary and discussing how it helps create meaning and atmosphere.

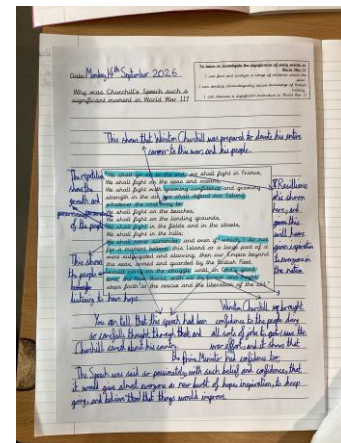
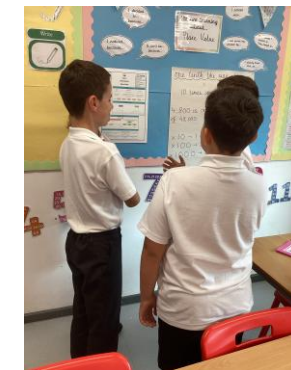
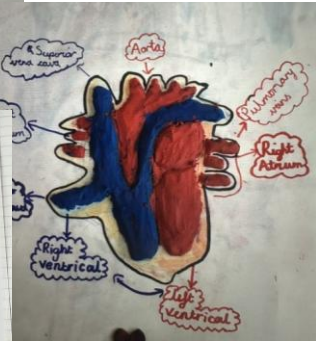
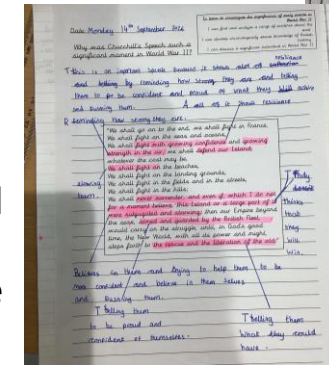
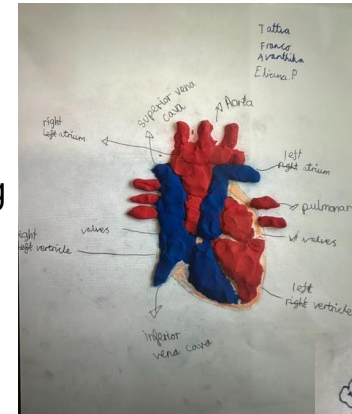
In Maths, we continued developing our understanding of place value. The children practised rounding numbers up to 10 million, worked with negative numbers, and continued comparing and ordering large numbers. It's been great to see their confidence grow as they tackle increasingly challenging questions.

In History, we focused on Winston Churchill's wartime speeches and why they were so important during World War II. We discussed how his words would have made people feel at a time of uncertainty and considered the impact they may have had on morale across the country. The children shared some thoughtful ideas about the power of language and leadership.

In Science, we learned about the function of the heart. The children created their own models and labelled them using key scientific vocabulary, including the right atrium, right ventricle, left atrium, left ventricle, aorta, superior vena cava and inferior vena cava. This hands-on activity helped bring our learning about the circulatory system to life and gave the children a much clearer understanding of how blood travels around the body.

In RE, we continued our learning about Creation. We explored scientific explanations for how the world began alongside Christian beliefs about creation. Through discussion and debate, the children considered how these different viewpoints can coexist and how people may draw understanding from both faith and science.

Well done, Year 6, for another week of hard work, excellent discussions and fantastic enthusiasm for learning!



Signals Class

We have had another busy and exciting week, with lots of opportunities for the children to develop their communication, interaction, confidence and physical skills.

We are excited to be introducing a Makaton Sign of the Week. Each week, we will focus on a useful word and encourage the children to use the corresponding Makaton sign throughout their day.

This week's word is "more."

Using the sign for *more* gives children another way to communicate that they would like something to continue or that they would like an additional amount. This is particularly important for children who are developing their communication skills, as it provides them with a clear and meaningful way to express their wants and needs.

You can practise *more* at home during everyday activities. For example:

- During snack time: offer a small amount and wait for your child to ask for more.
- During play: pause a favourite activity and encourage your child to request more.
- When singing a favourite song: stop before the end and encourage your child to communicate that they want more.
- During bubbles or sensory play, pause and give your child an opportunity to request more.

Remember to accept all forms of communication — your child may use the Makaton sign, a word, gesture, symbol, communication board or another method to show you what they want.

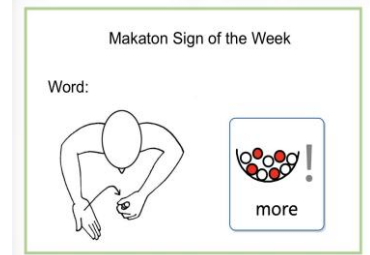
The children really enjoyed their first PE session! They had fantastic opportunities to develop their confidence with climbing, balancing and building their strength, particularly as they worked towards developing the skills needed to use the slide.

We ended our session with a parachute game, which the children thoroughly enjoyed. It was wonderful to see their excitement and enthusiasm as they joined in together.

We have also been really impressed with how the children have started using the communication boards around the classroom to make requests. The children are beginning to understand that the boards are an additional tool for communication and it has been fantastic to see them learning how to use them purposefully. We will continue to model and encourage their use throughout the day, giving the children plenty of opportunities to communicate in ways that work for them.

The children have continued to develop their attention skills through our Bucket Time sessions this week. They have particularly enjoyed activities where they can anticipate what is going to happen next and wait for a favourite resource or activity. These sessions provide valuable opportunities for the children to build their attention, anticipation, turn-taking and interaction skills in a fun and motivating way.

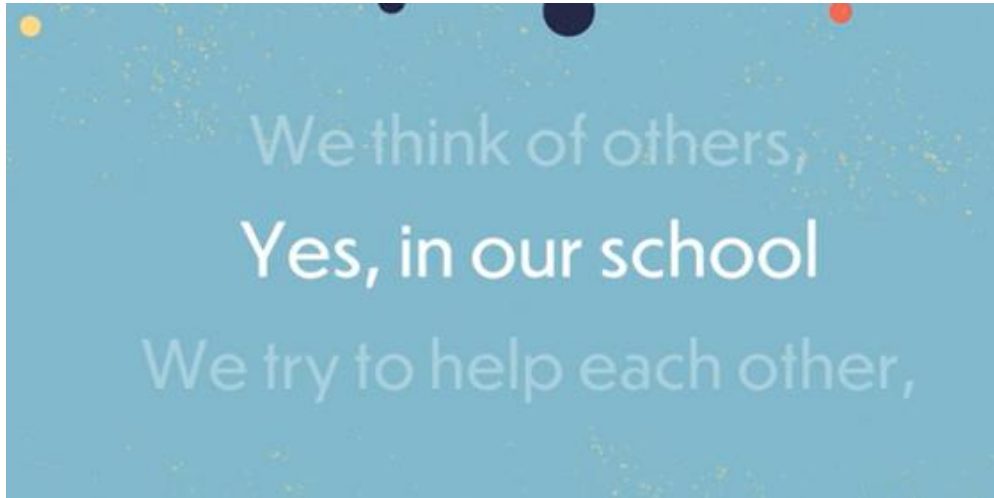
Thank you, as always, for your continued support in helping us develop the children's communication and interaction skills. We are so proud of the progress they are making! We hope you have a lovely weekend.



Collective Worship

In Worship Through Song, we sang *Our School*, which discusses our school values Community and Love.

[Our school - BBC Teach](#)



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!

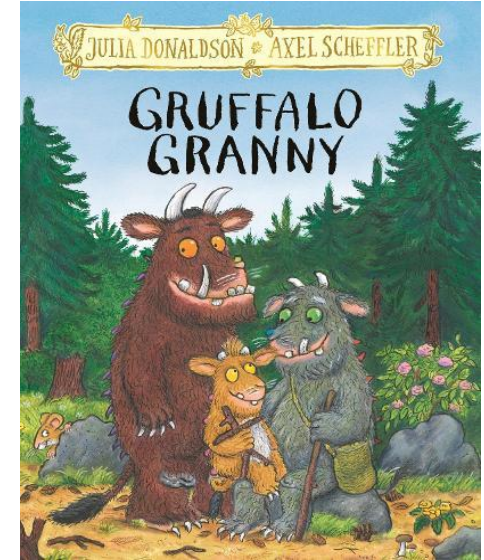
To secure your place, please contact
office@stgabrielscofeacademy.org

Recommended Read

Gruffalo Granny by Julia Donaldson

Gruffalo Granny is a wonderful new addition to Julia Donaldson and Axel Scheffler's much-loved Gruffalo series. Returning to the familiar setting of the Deep Dark Wood, the story follows the Gruffalo and the Gruffalo's Child as they eagerly prepare for a visit from Granny. With Granny hoping for a delicious bowl of mouse stew, the little brown mouse once again finds himself at the centre of an exciting adventure full of clever tricks, humour and surprises.

This beautifully illustrated story captures the excitement of welcoming a special family visitor while celebrating the themes of bravery, friendship, wit and storytelling. Children will love revisiting favourite characters from The Gruffalo and The Gruffalo's Child, while enjoying a fresh and engaging tale packed with suspense and laughter. It is a fantastic book to share together at home and a perfect choice for family reading, whether you are discovering the Gruffalo world for the first time or revisiting an old favourite.



Online Safety

Arming children with knowledge about how to stay safe online is crucial in order for them to reap the educational benefits of using the internet. Childnet is an excellent online platform which aims to create awareness and build children's confidence in spotting warning signs while engaging with others online.

Follow this link for child friendly top tips for using the internet safely:

<https://www.childnet.com/resources/be-smart-online/>

Follow Childnet's top tips to help keep you and your friends safe online. 

S is for safe
Keep your own and others' personal information safe and don't share it with people you only know online. This includes your full name, passwords, address, school and contact details. Remember personal information can be found in pictures and videos you share. Make sure not to show your face or anybody else's face.

M is for meet
Be careful with people you only know online. Tell a trusted adult straight away if they ever ask:
• To meet up,
• For personal information about you,
• For photos or videos of you,
• For you to livestream or video chat with them.

A is for accept
Think carefully before you click on links, pop-ups, or adverts, as you don't know where they may lead. It's safest not to accept friend, follower, message or trade requests from people you don't know.

R is for reliable
Not everything you see online can be trusted. Things can be out of date, edited or false. If something online seems too good to be true, it probably isn't true. Check your facts in several different places and talk to someone about what you have found if you're not sure.

T is for tell
If anything or anyone online makes you feel upset, worried or confused, tell a trusted adult. There are lots of people who will be able to help, like family members, carers, school staff or club leaders. Think: who are your trusted adults?

Remember to always be SMART with a heart by being kind, respectful and thinking about other people online.

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Why not show how SMART you are by quizzing each other using these questions?

Hint: the answers are upside down

Which piece of information is okay to share online?
a) Where you live
b) Your favourite game
c) Your password
Answer: b

If somebody online asks you to meet up, for personal information or photos and videos of yourself, what should you do?
a) Reply with the information
b) Ignore the messages
c) Tell a trusted adult or Childline, then make a report together
Answer: c

Which of these steps should you NOT take if you are being bullied online?
a) Retaliate
b) Tell someone
c) Report the user
Answer: a

How can you tell if something online might not be reliable?
a) The information is out of date
b) AI has been used
c) It seems too good to be true
Answer: all of these might be signs that something online is unreliable

What's the name of the helpline you can contact if you need to talk or are feeling worried about something online or offline?
Childline
0800 11 11
childline.org.uk

 Childnet

For more help and advice for children, or parents and carers visit our website [childnet.com](https://www.childnet.com)

Whole School Attendance

Attendance since September	96.8%
This week's attendance	96.8%
Friday's attendance	96.5%

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?](#)

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.

LEAVE OF ABSENCE DURING TERM TIME

UPDATED INFORMATION FOR PARENTS

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

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

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

- Sure Start Maternity Grant
- October half term with Warwickshire Country Parks
- Ready Steady Dance at Bedworth Library

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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