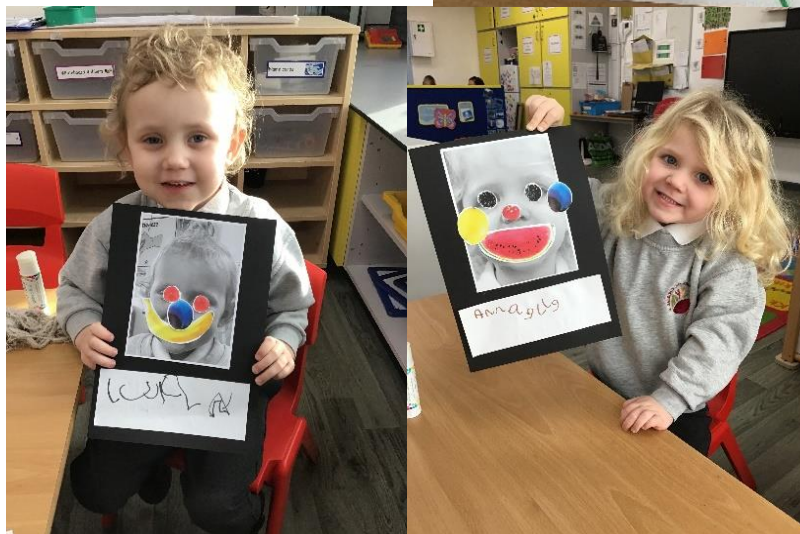


Nursery

Another great week of learning in Nursery! We have been looking at different characters in our class book 'Each Peach Pear Plum'. Our learning focus has been to add detail to our drawings so the children have been thinking about using appropriate colours and adding features to their pictures.

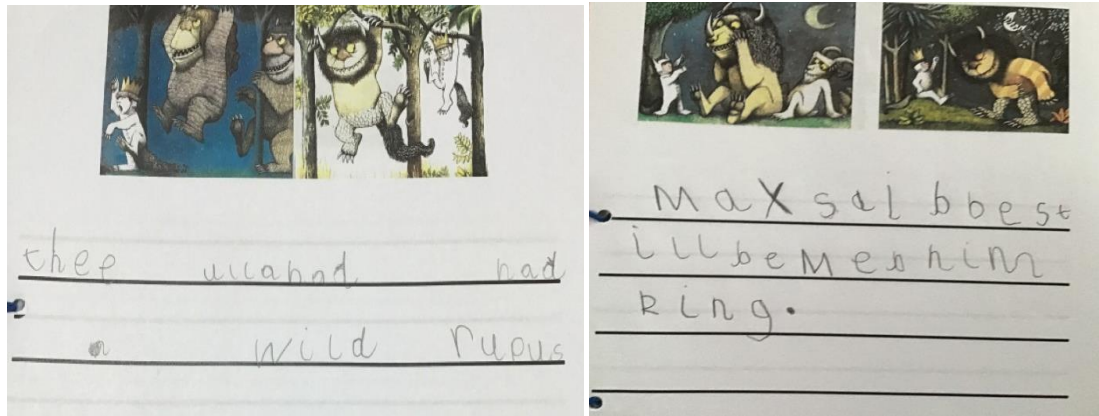
We have also looked at different fruits and thought about their shapes. The children have had lots of discussion around them using words such as 'round', 'long' and 'curved'. They were able to apply their learning to create amazing fruit portraits and also, use their understanding to do observational paintings of fruit baskets.



Reception (King Class and Parks Class)

What a fantastic week we have had in Reception!

We have nearly completed our own 'Where the wild things are' books as Mr Marshall continues the search for the missing copies. The children have been providing suggestions as to where to look, including the roof, kitchen and Mr Taylor's office!



In the investigation area the children have used the magnets to investigate magnetic objects. They really enjoyed discovering the classroom bell to be magnetic!

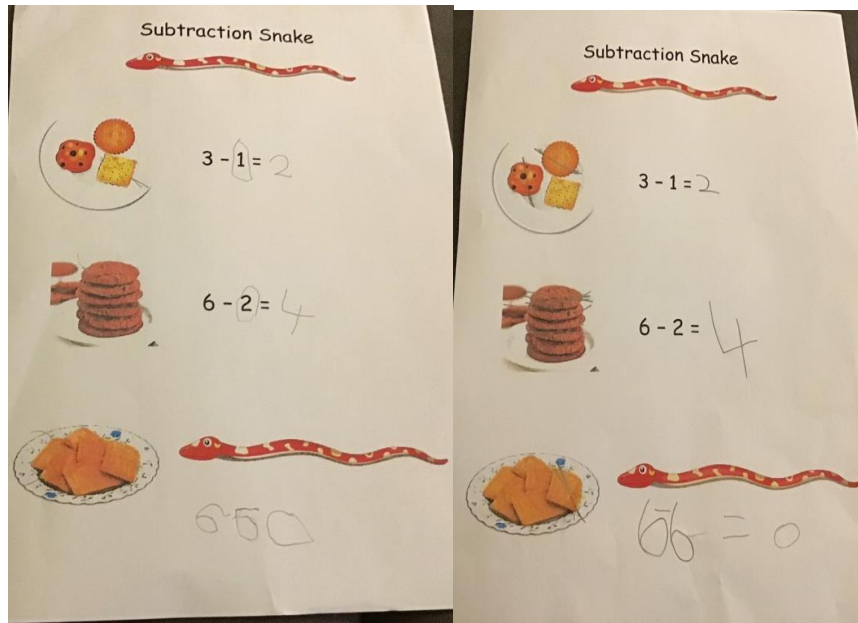


In phonics we have learnt the digraph 'oi' and the trigraphs 'ear', 'air' and 'ure'.

In the cutting area this week, we have been cutting shapes out of coloured paper and then rearranging them to create our own shape pictures.



We had a visit from subtract snake this week, he was really sneaky and took things away. The children have learnt how to solve subtraction calculations. Subtract snake and their subtract action have helped the children to remember to cross out as they take away.



In RE, we have looked at 'special people' such as Buddha, Prophet Mohammad, SAWS, and Jesus. The children learnt facts and actions to help them remember why these are special people.

Year 1 (Bell Class and Windsor Class)

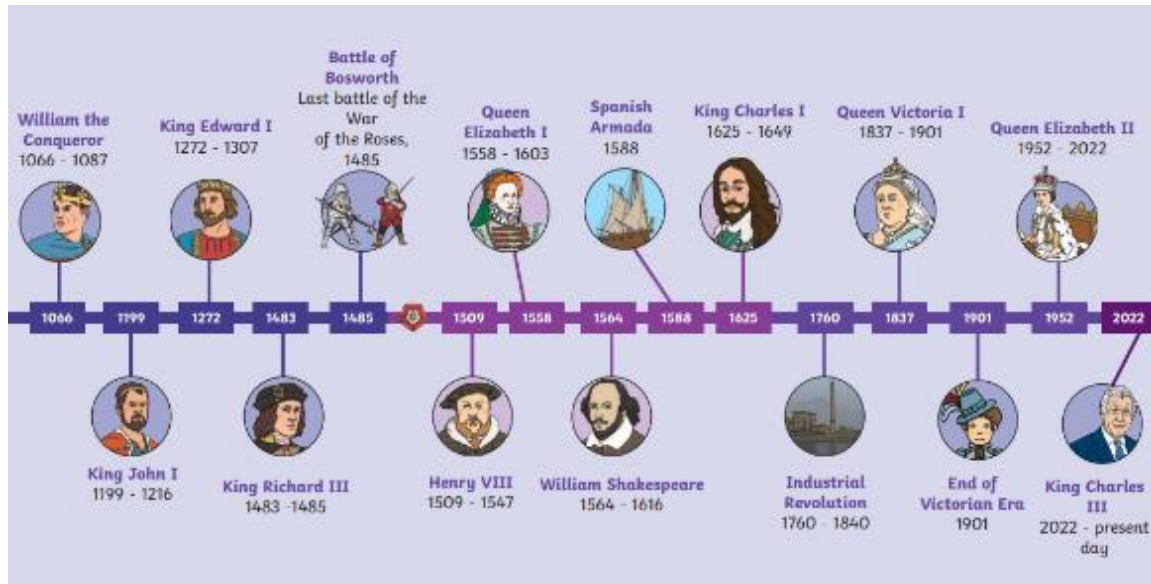
It has been a brilliant week in Year 1.

In Phonics we have learnt the following phonemes: '**u-e**', '**o-e**', '**i-e**' and '**e-e**'.

In English, the children have continued to focus on non-fiction texts and using a range of secondary resources to research information about castles. From this research, the children have been planning their own non-fiction books about castles, ready for creating them next week. We look forward to seeing their finished works!

In Maths, the focus has been on doubling and near doubling. This week began with the children taking their learning outside. The children practised doubling numbers by rolling dice and locating the double on the playground. They also looked at exploring near doubles, the skill of doubling a number and then counting one more or one back, depending on the number sentence.

In Humanities, the children learnt about the significance of Queen Elizabeth II and her impact to more recent historical events. The children have explored historical timelines and used these to support learning different historical eras.



In PSHE, the focus has been on kindness and how this can be shown. The children have reflected on a key text, called 'Be Kind' by Pat Zietlow Miller and spent time identifying what was kind within the story. The children also thought about how, by showing kindness, issues could be supported and resolved.



Year 2 (Braille Class)

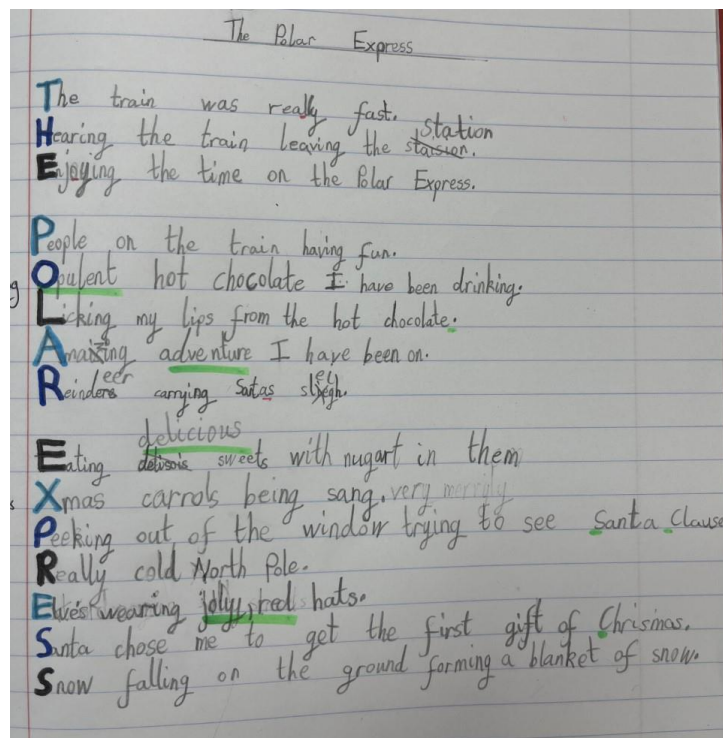
We have had another super week!

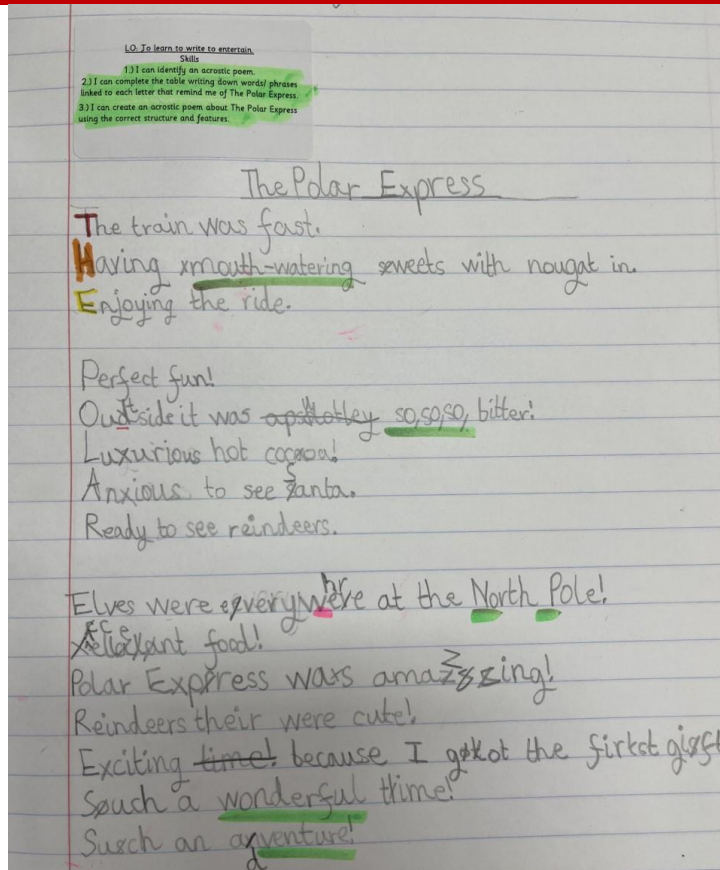
In phonics we have learnt that:

- **Ui** and **ou** make the phoneme **oo** in words like **fruit** and **you**
- **Al** makes the phoneme **ar** in words like **calf** and **calming**
- **Oor** and **ore** make the phoneme **or** in words like **chore** and **floor**
- **Ar** makes the phoneme **or** in words like **warm** and **award**

In English we have been writing acrostic poems linked to The Polar Express. I have been blown away by their work and how hard they have tried.

Here are some AMAZING examples:






In Maths, we have started our topic of multiplication and the children have been identifying the difference between equal and unequal groups. They have also been using repeated addition and number lines in order to help them to multiply accurately.

Recognise equal groups

LO: To learn to recognise equal groups.
Skills
1. I can understand the difference between equal and unequal.
2. I can identify groups that are equal and unequal.
3. I can explain why they are equal/unequal.

1 Complete the sentences.


a)



There are pairs with mittens in each pair.

There are mittens altogether.


b)



There are groups with counters in each group.


There are counters altogether.

2 Tick the unequal group.



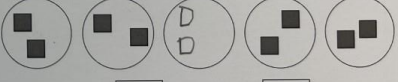
3 Complete the equal groups and sentences.

a)



There are groups with in each group. 12

b)




There are groups with in each group. 10

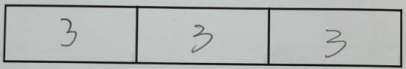
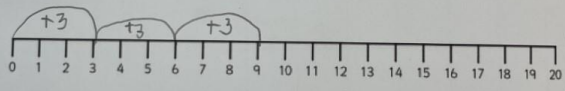
© White Rose Maths 2019

Now use repeated addition, a bar model and a number line to represent the pictures.

3




There are 3 groups.
 There are 3 apples in each group.
 $3 + 3 + 3 = 9$

4

There are 6 groups.
 There are 5 cakes in each group.
 $5 + 5 + 5 + 5 + 5 + 5 = 30$



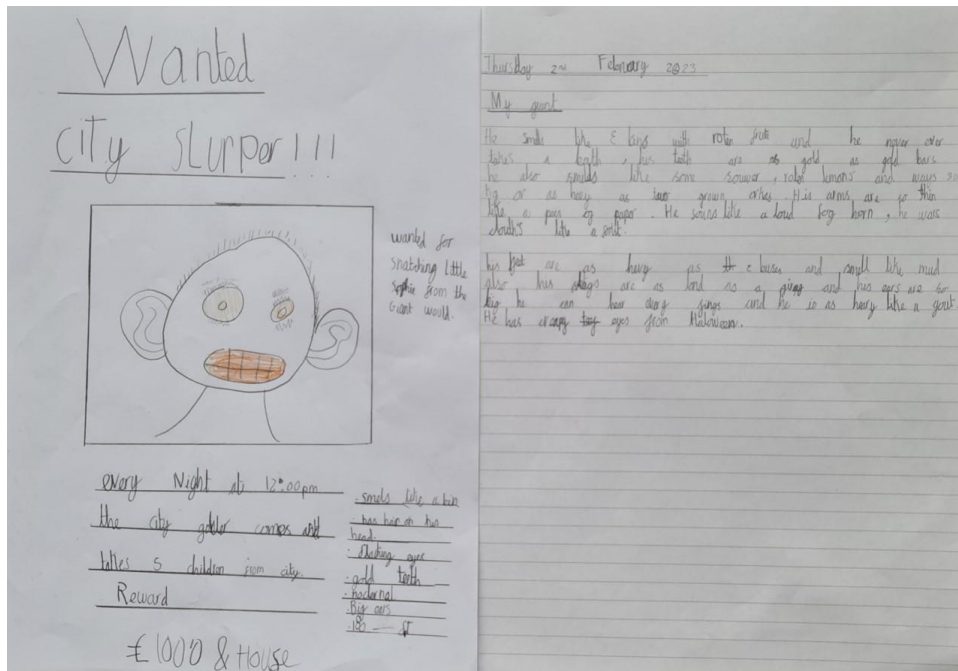
In D.T the children have started creating their Titanic models and I have been really impressed with their progress so far. Here are some SUPER examples:



Year 3 (Berners-Lee Class)

It has been another busy week in Berners-Lee!

In English, we started our new topic focusing on the BFG. The children have created their own giant and described them using similes.



In Maths, we have been comparing and ordering non-unit fractions and learning to identify fractions on a scale.

In Science, the children have been learning about shadows and doing experiments about how they can affect the size of the shadow.

Wednesday 1st February 2023

To learn set up a simple fair test to investigate how shadows change. I can identify the method in an investigation. I can plan what to observe and measure. I can make graphs and accurate observations and measurements.

How does the distance between the torch and the shadow puppet effect the size of the shadow?

I predict that when the distance between the torch and the shadow puppet increases the shadow will get big smaller because when you move the torch further it gets smaller.

Method:

1. Find a dark place under the table.
2. Hold the puppet in place.
3. Show torch from distance measure distance between torch and puppet.
4. Record size of shadow.
5. Repeat distance and repeat.

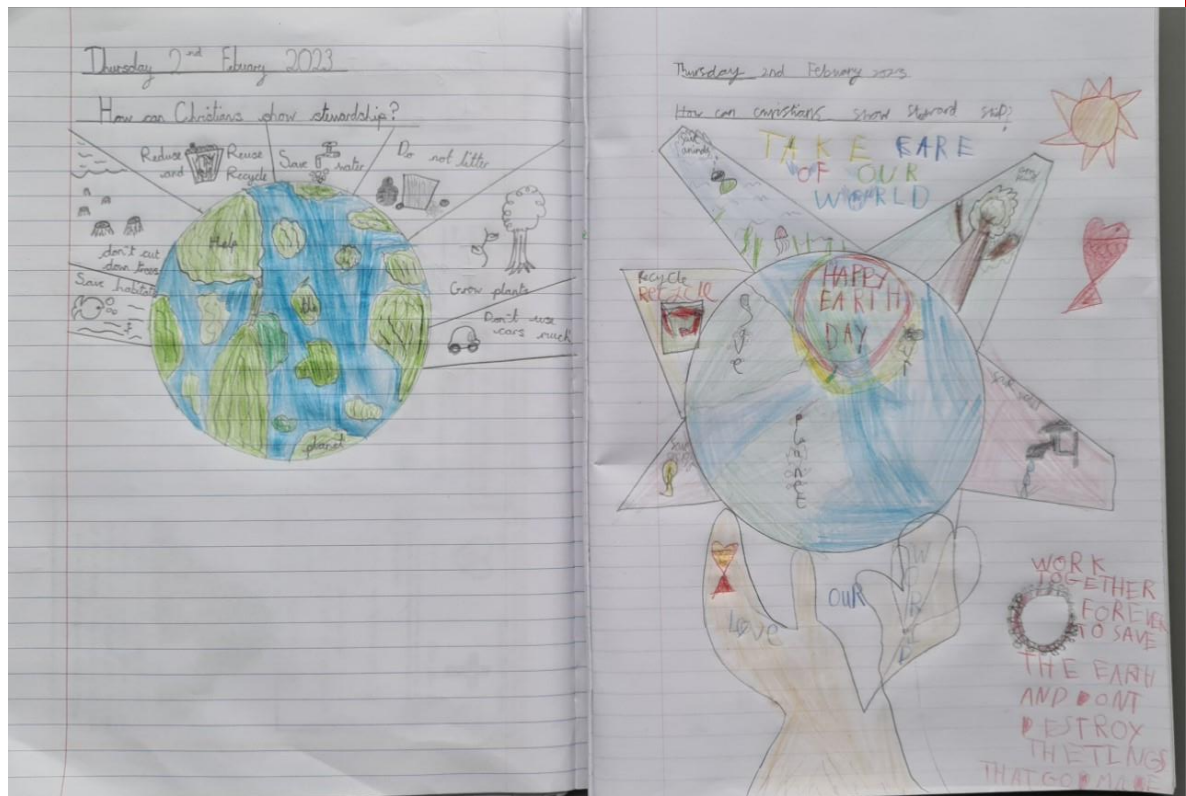
We will observe

We will keep the same

Distance between the torch and puppet (cm)	Size of the shadow (cm)
5	13cm
10	12.5cm
15	11.5cm
20	7.5cm
25	7cm
30	4.5

Challenge: How do you know your investigation was fair?
because used ruler to measure distance

In RE, the children explored how Christians show Stewardship when thinking about our world and the environment. .



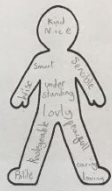
Year 4 (Hopper Class)

This week in Maths, we have been learning how to calculate perimeter. We have done this using a 1cm squared grid, then we moved onto calculating the perimeter of rectangles and rectilinear shapes before moving onto calculating missing lengths by using known measurements. Our TT Rockstar Legend this week was Prakash for the tremendous effort he has put into learning his timetables using TT Rockstars.



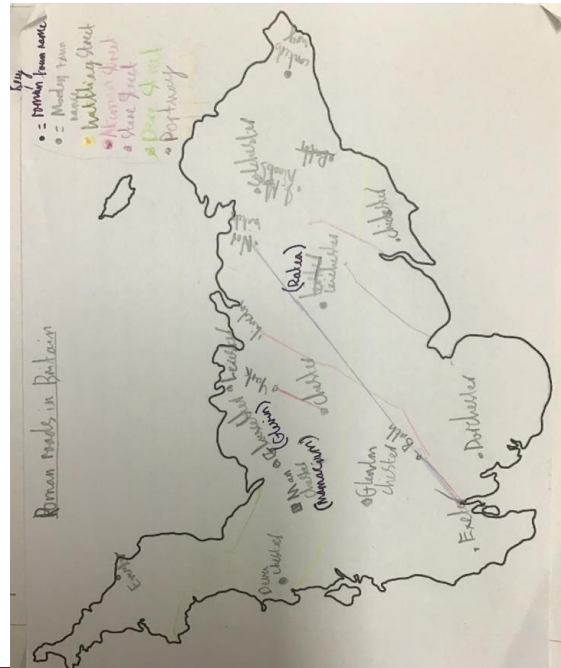
Our English lessons have seen us create a newspaper report using direct and indirect speech, using modal verbs to empathise with characters from the story and to give advice on how best to deal with the iron menace plaguing the area our story is set as well as exploring how imagery can convey certain feeling or information from author to reader.

Job Description	
Job Title	Pastor
Characteristics	They need to be wise because they need to solve problems for other people. As well as this they need to be brave so they can stand up and talk to a crowd. Lastly they need to be a people person so they can talk to people in their church.
Activities	They need to be able to perform services, baptisms and Weddings for the people. They also need to be kind enough to give to charities.
How to live like Jesus	The ideal candidate has the ability to look after and listen. In addition to this they need to recite Bible verses.



Our RE lesson has explored how Church leaders and Christians try to live like Jesus and follow his example. We looked at the daily duties of a church leader and what characteristics make a good church leader whilst we also looked at how Christians try to follow Jesus' example by showing love and care to everyone.

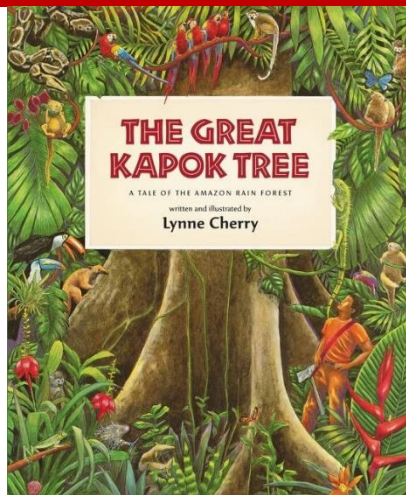
Humanities saw us bring our inner historians to the fore. We researched about how the Celts travelled through Britain, how that changed once the Romans took over and learned all about the roads they created with some that are still used today and are very close by to our school! We even made our own edible Roman Roads too! Well done on a great week Hopper class!



Year 5 (Jackson Class)

We have had a busy and productive week in Year 5, with lots of fantastic learning across the curriculum taking place.

In English, we have been taking part in the Big Green Poetry Machine competition in which we wrote a kennings poem inspired by the Amazon rainforest, as described in the fantastic book 'The Great Kapok Tree.'



Title: What am I?

Degression - helper,
 Environment - killer,
 Tree - chopper,
 Pollution - giver,
 Dream - crusher,
 Food - destroyer.
 Of course I am Degression.

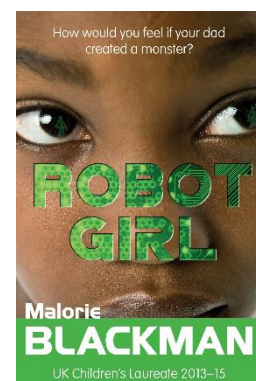
Title: What am I?

Oxygen provider,
 Food producer,
 Camouflage creator,
 Green landscaper,
 Sunlight absorbers,
 Carbon dioxide breather,
 Secret taker,
 Shelter maker,
 Nature giver.
 Of course I am a tree!

Title: What am I?

Oxygen giver,
 Life maker,
 Animal carer,
 Food giver,
 Plant grower,
 Life supporter,
 Flood preventer,
 Wildlife carer,
 Water rusher,
 Environment spreader,
 Air freshener,
 Tree grower,
 Carbon dioxide consumer,
 Of course I am a rainforest.

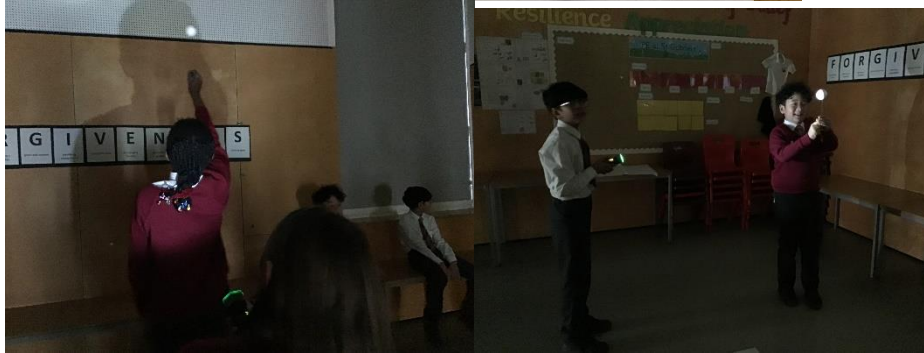
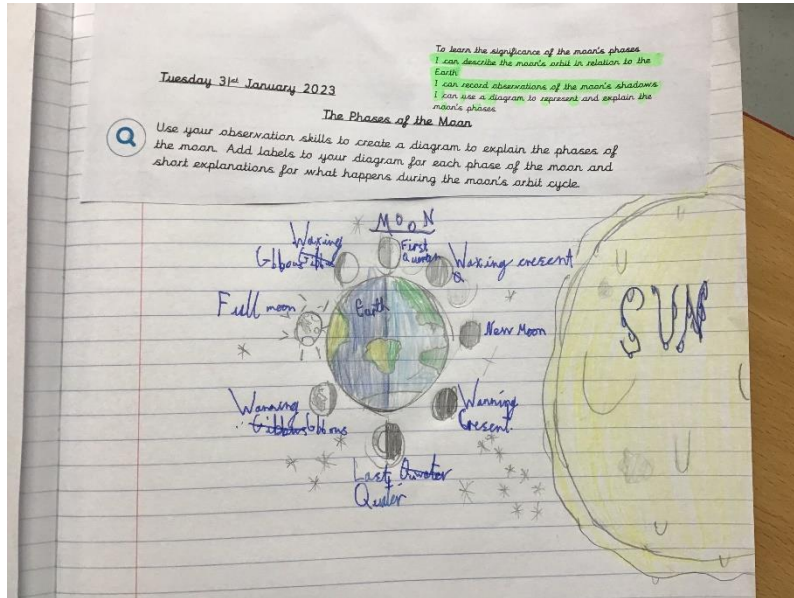
We then began our second text for this year called 'Robot Girl' by Malorie Blackman, where we made predictions about what situation the main character Claire would be facing based on some emails we had written between herself and her friend, Maisie. We are very much looking forward to diving back into this next week.



In Maths, we have excelled in our division learning, which makes us so proud as teachers to see the immaculate change in attitude towards division from the start of the week to the end. We have learnt how to successfully use the short division method to divide larger numbers and then explored a range of division methods and evaluated their efficiency.

In Science, we have learnt all about the moon's lunar phases. We used a polystyrene ball and a torch to observe the different phases as we rotated like the Earth. It has been fantastic to see the children's depth of understanding in their

use of diagrams to demonstrate their knowledge.



Linking to our science learning, on Friday we visited the National Space Centre in Leicester. We had a fantastic time learning all about the solar system and particularly enjoyed our trip to the Planetarium, where we were transported to the depths of space! A lot of great memories have been made that will no doubt compliment our future learning on this topic!

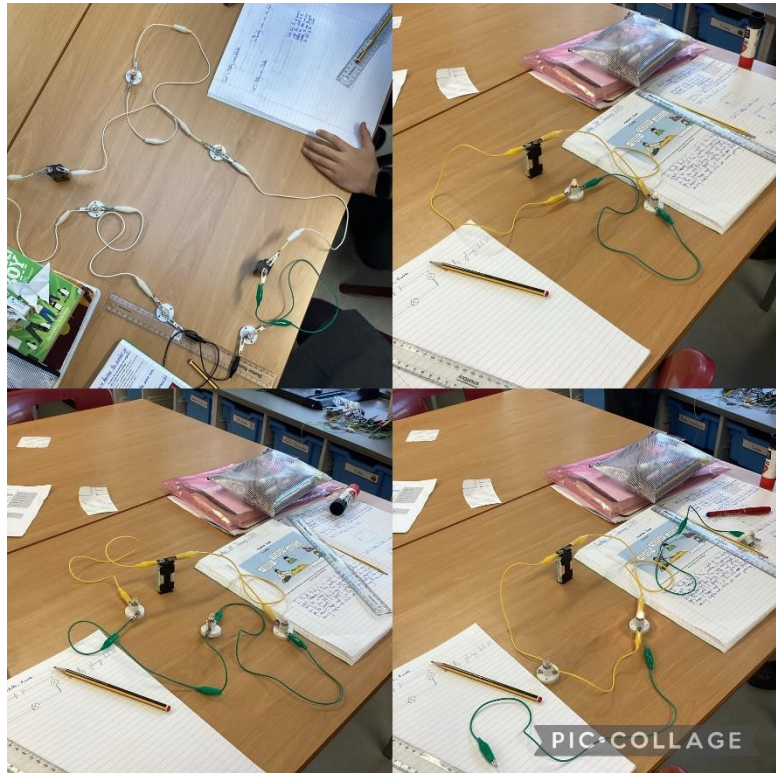
Year 6 (Gutenberg Class)

It has been a busy week in Gutenberg this week. In English, we took time to plan and write poems to enter into the Big Green Poetry Machine competition. The children used their learning from previous lessons to write poems about the Ocean. They challenged themselves to write one positive stanza and one negative stanza in order to emphasise the beauty but fragility of these vital landscapes.

In Maths, we finalised our learning around Algebra as we learnt how to use substitution to find possible pairs of values and solve problems where there are two unknowns. Towards the end of the week, we moved onto our next topic of

Decimals and look forward to rounding, multiplying and dividing decimals next week.

In Science, we have been utilising our fair testing skills as the children have been asking questions, recognising variables, writing and carrying out investigations to find out more about how voltage is linked with the performance of different kinds of components within a circuit. In our first tests, we looked at how



the brightness of a bulb can be impacted by the number of cells in a circuit. In the next test, we shifted our focus onto buzzers and how increasing voltage can impact their volume. It was great to see the children utilise their observational skills as they worked with their group members to take measurements, draw accurate circuit diagrams and make conclusions based on their results.

Other News

Here is the link to the Jan/March digital version of Allsorts magazine

https://bit.ly/ALLSORTS_JANMAR23

Recommended Read



Our book this week is one suitable for our Nursery children. 'One Day on Our Blue Planet ...In the Antarctic' is part of Ella Bailey's acclaimed series of nonfiction for young readers. In this beautiful text, we follow a young penguin through a day in its life in the Antarctic. What does she and her family eat? How many brothers and sisters does she have? What do they do for fun?

Online Safety

Research and learning more independently can often involve looking for information on the internet and doing so safely is of the utmost importance. To make sure the search results that you find or your child is able to locate are child friendly make sure to use search engines like: [Kidzsearch](#), [Kidtopia](#), [Kid's search engine](#), [Kiddle](#), [Kidrex](#), [Swiggle](#) and [Fact Monster](#) to name just a few.



Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers) so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life ...

MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into, and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time; they could be considering how to phrase something specific, or they may be gauging your reaction.

BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

REMIND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online, in case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online world versus reality – for example, those Instagram posts which show the perfect houses, spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

Meet Our Expert

Rebecca Jennings of RAISE (Raising Awareness in Sex Education) has almost 20 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A published author on the subject, she also advises the Department of Education on the staff-training element of the RSHE curriculum.



NOS National Online Safety®
#WakeUpWednesday

Family Information Service Newsletter

The Family Information Service supports families across Warwickshire with advice and information. You can get in touch with the team by [emailing fis@warwickshire.gov.uk](mailto:fis@warwickshire.gov.uk), calling 0800 408 1558 or finding support on www.warwickshire.gov.uk/childrenandfamilies.

Each week, the Family Information Service produce a newsletter with useful information for families. Click [here](#) to read this week's newsletter.



Celebration Assembly – Friday 10th February 2023

Come join us next week as Year 1, Year 3 and Year 5 share their learning.



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