

Oldbury Observer - Autumn Term

Edition 5 (October 2026)

Mr Irving's Comment

I am writing to you from Poland today where I have had the privilege of taking part in training, workshops and seminars facilitated through the British Council, Department for Education and National Literacy Trust. The purpose of this visit is to establish links with a school in Ukraine and to explore how our schools can work together to foster friendship, cultural understanding and shared learning opportunities for our children. The project is anticipated to link to reading ([National Year of Reading 2026 | National Literacy Trust](#)) and oracy skills alongside the opportunity for lots of creativity. I have been inspired by the dedication of our fellow educators in Ukraine who continue to provide high-quality education despite the challenges their communities have faced. These conversations have reinforced the importance of teaching our children about compassion, resilience and global citizenship. This partnership will provide meaningful opportunities for pupils to learn about each other's cultures, traditions and experiences. In time, this may include exchanging examples of work, celebrating special events together and developing collaborative learning experiences that help our children gain a wider understanding of the world around them. The project will mostly involve children in Upper Key Stage 2 but there will also be opportunities for our younger children to join with such activities as sharing songs and traditional stories. Whilst we are all aware of the conflict in Ukraine and sensitive to this, our work will be focused on celebrating culture and learning and appropriate to the age and understanding of our pupils. I look forward to sharing more details with you as this exciting partnership develops and to involving our pupils in what promises to be a rewarding and enriching project.

You will notice that work has started in relation to the establishment of a nursery on site - ground surveys have been taking place and designs drawn up, keeping us on track for an Easter 2027 opening. As soon as it is possible to do so, parents who have expressed an interest in places with Nurture CIC will be given further details about next steps. Expressions of interest should be addressed directly with Nurture Kindergarten [Nurture at Oldbury Park — Opening April 2027](#)

If you know of families with children due to start Reception in September 2027, please point them towards our Open Events next Wednesday and Thursday - they can book a place on a tour by calling our school office on 01905 424878.

Have a lovely weekend.



Term Dates

Dates below are published by Worcestershire County Council. Actual school term dates may vary slightly. Dates are published on the website and can be found using the link below.

[Oldbury Park Primary - School Term Dates](#)

Academic Year 2026 to 2027



Term dates Academic Year 2026 to 2027

Holiday	School closes on	School re-opens on
Autumn Term	Not applicable	Tuesday 1 September 2026
Autumn mid-term	Friday 23 October 2026	Monday 2 November 2026
Christmas	Friday 18 December 2026	Monday 4 January 2027
Spring mid-term	Friday 12 February 2027	Monday 22 February 2027
Easter	Thursday 25 March 2027	Monday 12 April 2027
Summer mid-term	Friday 28 May 2027	Monday 7 June 2027
End of summer term	Wednesday 21 July 2027	Not Applicable

Holiday	Date
Good Friday	Friday 26 March 2027
Easter Monday	Monday 29 March 2027
May Day	Monday 3 May 2027
Whitsun Bank Holiday	Monday 31 May 2027

Academic Year 2027 to 2028



Approved term dates for Community and Voluntary Controlled Schools for the academic year 2027 to 2028.

Term dates Academic Year 2027 to 2028

Holiday	School closes on	School re-opens on
Autumn Term	Not applicable	Thursday 2 September 2027
Autumn mid-term	Friday 22 October 2027	Monday 1 November 2027
Christmas	Friday 17 December 2027	Tuesday 4 January 2028
Spring mid-term	Friday 11 February 2028	Monday 21 February 2028
Easter	Friday 7 April 2028	Monday 24 April 2028
Summer mid-term	Friday 26 May 2028	Monday 5 June 2028
End of summer term	Friday 21 July 2028	Not Applicable

School Calendar

Wednesday 30th September - Phonics Session for **Reception** Parents, 2.45-3.15pm

Wednesday 7th October - Year 3 visit to Lower Smite Farm

Wednesday 7th October @5pm - Y6 Residential Information meeting (main school hall)

Tuesday 13th October- Year 2 Dudley Zoo

W/C 19th October - No after school clubs this week. Clubs resume Monday 2nd November.

Online Safety - 'Looksmaxxing'



Reception

We would like to say a big thank you to those that were able to attend our phonics session this week. We really do appreciate your time and the children loved having you in school with them!

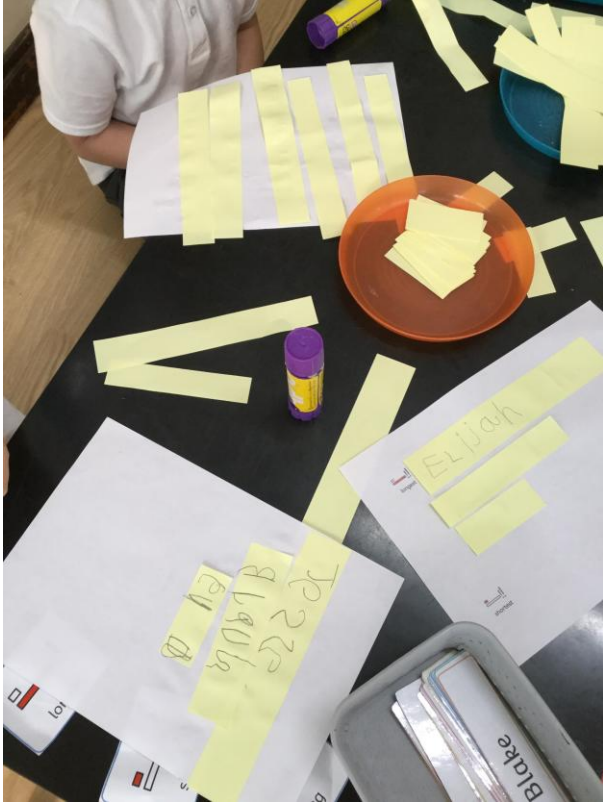
This week, we have learnt sounds for the letters c, k, u and b. Flash cards have been given out (please check in book bags) and you will find a QR code below that will link to videos for additional practise.

In Maths, we have been describing and comparing size, mass and capacity. The children have used building blocks to explore height, using 'tall' and 'short' to describe and compare towers. They have enjoyed filling and emptying containers to investigate capacity and have also used balance scales to find out which objects were heavier or lighter than others. At Forest School, we looked for sticks that were long and short.

The children have also enjoyed painting this week, using lots of different tools! We talked about the different effects that they created and noticed that some of the colours mixed to make new ones.



1 - c, k, u and b





Conkers!

We are collecting conkers - if you find any whilst you are out and about over the next few weeks, we would be grateful if you could bring them into school for us to use for an activity. (Other Autumn treasures are welcome too!)Thank you.

Year 1

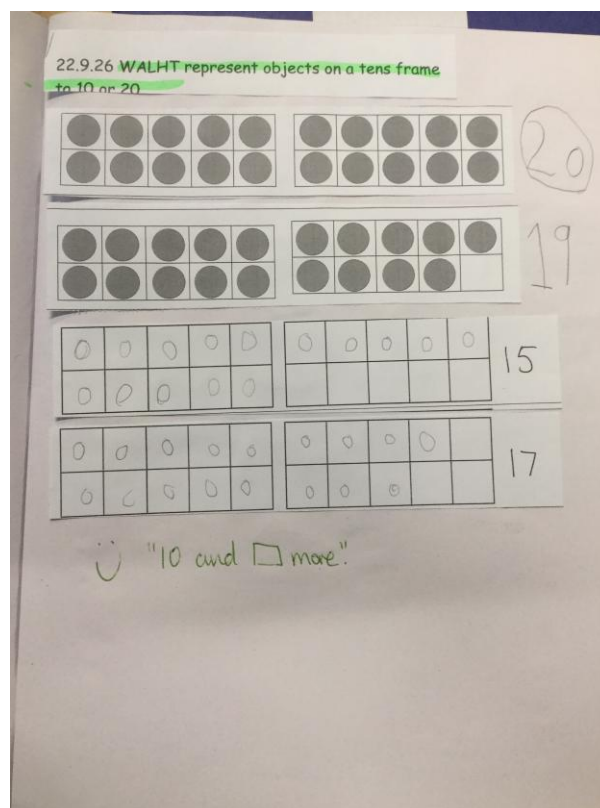
This week we would like to share with you some of our maths learning.

We have been counting to 100, counting backwards from 20, counting sets accurately, writing numbers correctly and putting numbers in order from smallest to largest. Next week we will start to explore addition.

Here are a couple of links to maths games that the children have enjoyed in school and might like to play at home too.

[Caterpillar Ordering - An Ordering and Sequencing Game - Topmarks](#)

[Learning to Count up to 15 with Teddy Numbers Interactive Maths Game - Topmarks](#)



29.9.26/ 1.10.26 As mathematicians WALHT order numbers.

Success criteria

I used a number line.

I counted in my head.

I just know.

17 39 12

36 29 50

43 17 26

8.9.26 Number recognition assessment

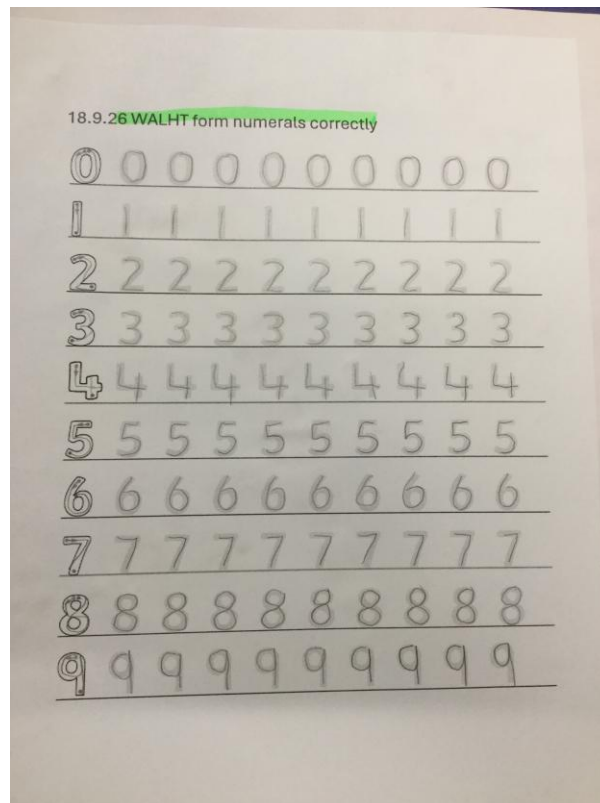
0 1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19

20

9.9.26 Counting assessment





Year 2

This week, our Year 2 scientists swapped the classroom for Forest School to investigate the insect population in our school grounds. Armed with tally charts, the children carefully searched, counted, and recorded the minibeasts they found — building brilliant data collection skills alongside their love of nature!

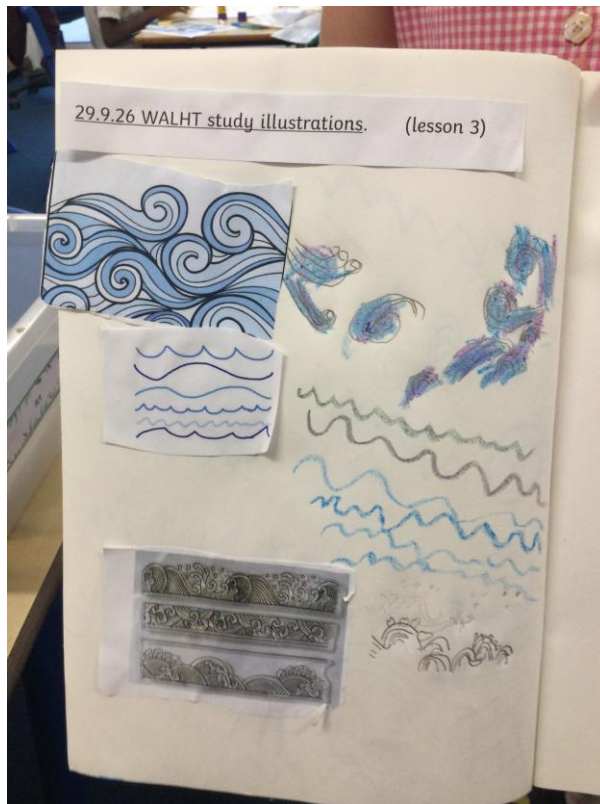
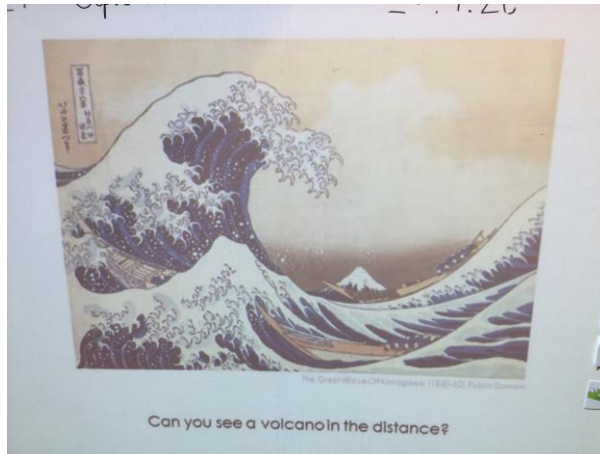
From beetles and woodlice to the odd wriggly worm, children practised making accurate tally marks and began to think like real scientists, gathering evidence to answer their big question: *which insects live in our forest?* 🌳 🐞

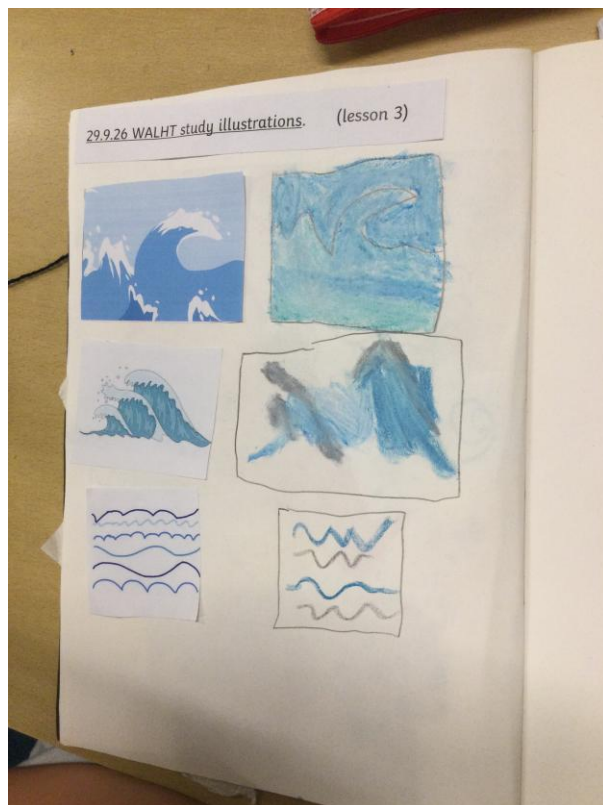
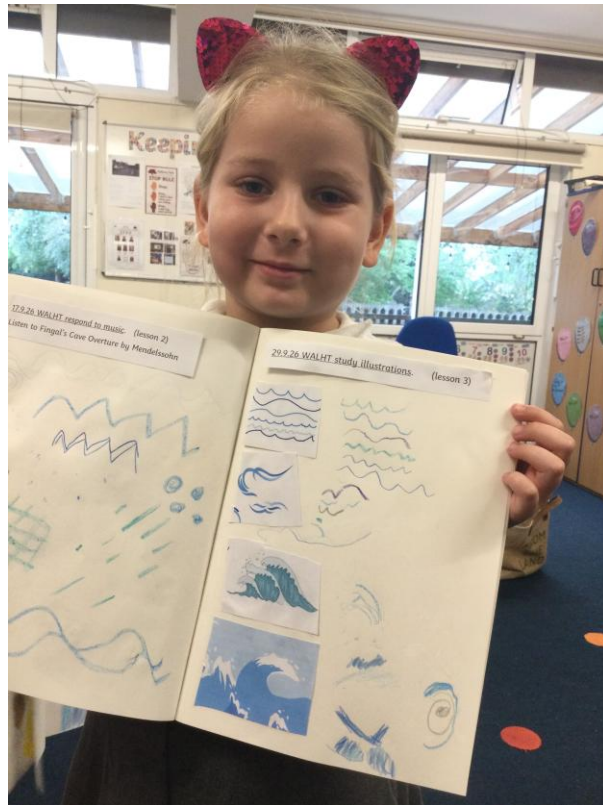
A fantastic blend of science, maths, and outdoor learning — well done, Year 2!

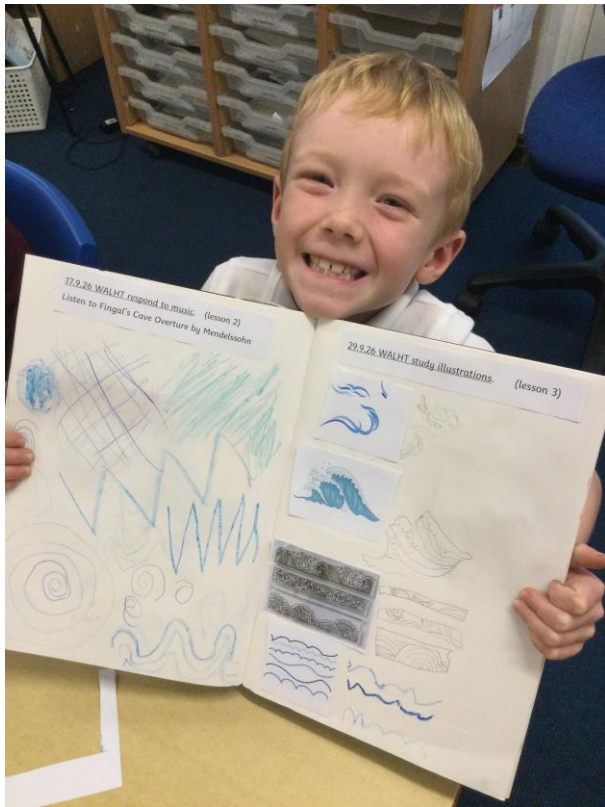
This week, Year 2 put their observational skills to the test in art! The children studied a range of beautiful illustrations depicting different types of waves, looking closely at colour, movement and texture. Using shades of blue, white, green and purple, they recreated their favourite illustrations with wonderful creativity and care. The results were fantastic, and the children were rightly proud of their finished artwork — well done, Year 2! 🎨

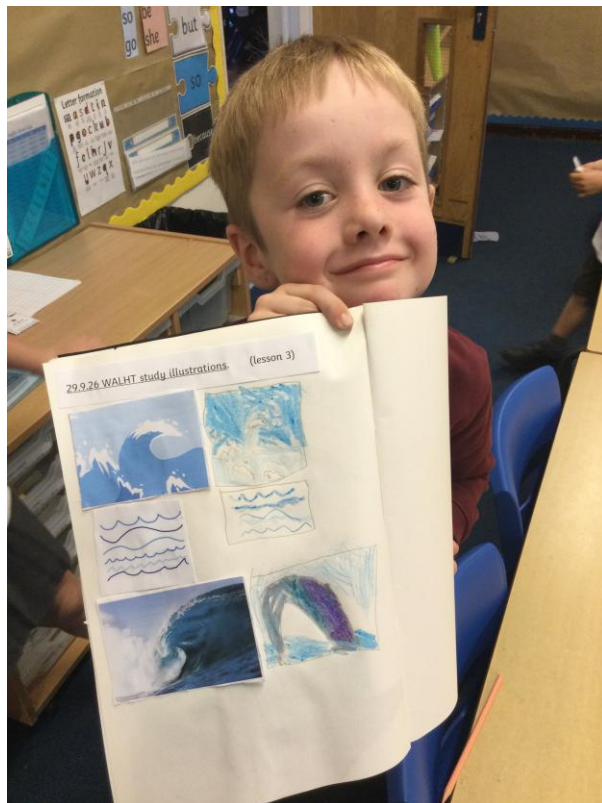












Year 3

 What we've been learning this week

Maths:

This week, we have been developing our understanding of numbers to 1,000. We have been practising counting in 50s, using practical number lines, estimating numbers on a number line and completing our daily calculation challenges.

English:

We have started our new **Stone Age diary** writing unit. We have explored our model text and focused on writing in the past tense, choosing effective verbs and using fronted adverbials of time. The children have begun planning and writing their first drafts.

History:

Our Stone Age learning has continued with some very exciting (and slightly disgusting!) investigations! We explored **Stone Age poo** to find out more about what people ate, as well as learning about how Stone Age people would have made spear heads. We have also begun learning about the **Neolithic period**, comparing it with earlier periods of the Stone Age using evidence from pictures.

Forest School:

This week it was Hampton's turn in the forest. The children enjoyed taking their History learning further by being archaeologists in the Forest School site. They used sieves to sift through the soil and discover a range of different artefacts. Some children even set up a Stone Age camp, including their own fire, spears and shelters.

Science:

In Science, we have started exploring **rocks**, in preparation for our trip to Lower Smite Farm. We looked closely at three different types of rock and began comparing their properties and appearance. We are learning how to observe carefully and describe what we notice using scientific vocabulary.

Voting:

On Monday, we also took part in the House Captain vote. The children were split into their houses where they listened to the candidates speeches on why they should be house captain. The children then cast their anonymous vote!

Things to look forward to next week: Our trip to Lower Smite Farm!

Reminder: Children should come dressed in Forest School clothing suitable for the weather. They will need a coat, packed lunch, drinks and wellies (or outdoor shoes) in a bag.











































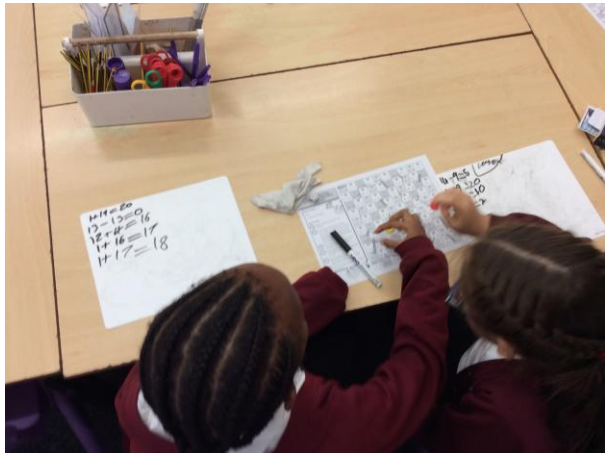




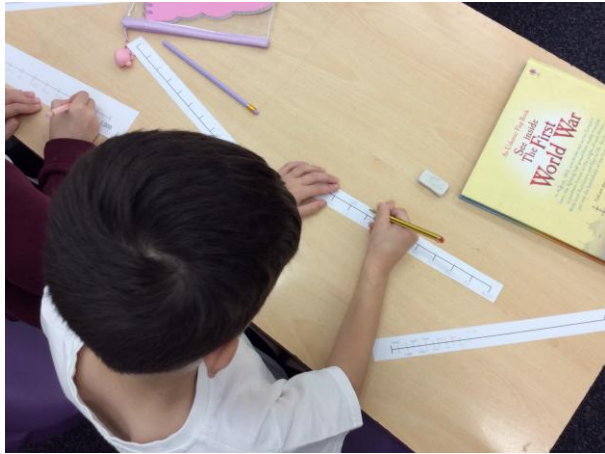
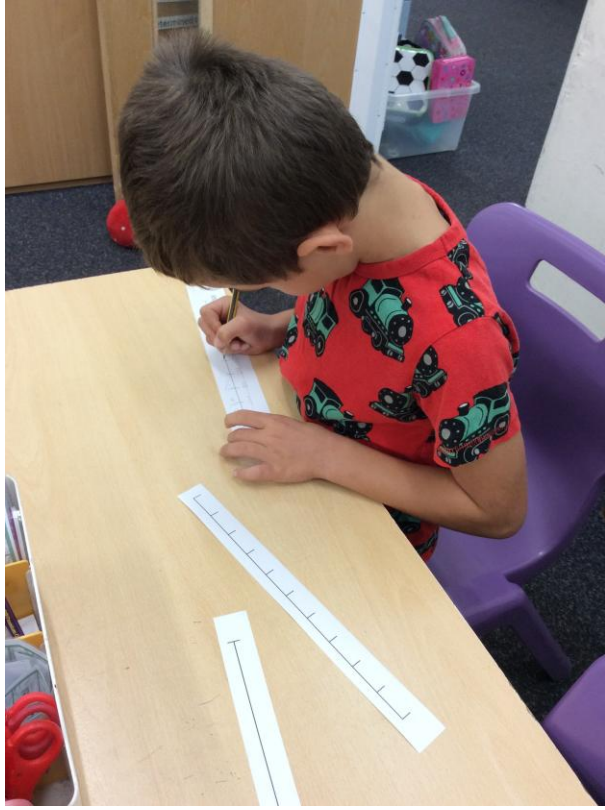


















Year 4

This half term, the children have been immersing themselves in *The Rhythm of the Rain*, using it as inspiration to create their own setting descriptions. We've focused on using powerful adjectives, expanded noun phrases to add extra detail (such as *the dark, swirling storm clouds*), and subordinating conjunctions to create more sophisticated sentences (using words like *although, because, while* and *as*). The children have worked hard to bring their settings to life, creating some lovely pieces of work.

Reminder: Please spend some time at home with your children on TTRS. This is an excellent tool to help the children learn their times tables and will stand them in good stead when learning future maths concepts or the Multiplication Tables Check which comes in the Summer term.

Thursday 1st October

Hot Write

Write a setting description based on an illustration.

- Use expanded noun phrases
- Write some sentences with subordinate clauses
- Include prepositions to show where one thing is in relation to another

① One morning Issa was on an old wooden boat in a beautifully decorated hot air balloon basket floating above the green grass. While he was on a boat people was walking around the lovely meandering river. When Issa was on the river, looking over he saw a small house that was on a green hill. Next to the meandering pool was a yellow tented morning the water.

② Immediately people were careful Issa. Carefully come out and he went to see. He saw not getting to. Opened on the river flowed making them the centre side.

• Include prepositions to show where one thing is in relation to another

Issa was on his little sail boat and was bobbing along the wide, meandering river sailing past lots of life. Enormous yellow combine harvesters moving all of his bright crops. A gorgeous orange hot air just about to touch the short green grass. Issa was slowly bobbing past some old, enormous windmills and one farmhouse. Curly branches hanging from bushes over the river. Next to the giant circle of grey rocks on top of the small green hill. Over to the right of Issa's small wooden boat were four people making a small plan to put on a small island.

Super!

• write some sentences with subordinate clauses

• Include prepositions to show where one thing is in relation to another

Slowly a massive orange hot air balloon rose up in the blue, deep sky. After a while it was high as the green, tall trees. Next to the orange hot air balloon was a white one helping the orange glowing hot air balloon go higher. The yellow combine harvesters.

The yellow combine harvesters were cutting down the gold, crunchy corn. As the green bushes were growing so much so the farmer should eating the light green here.

Well done!

- Write some sentences with subordinate clauses
- Include prepositions to show where one thing is in relation to another

One day a boy called I saw a hot air balloon floating above the sky. The sun shone brightly. A house the sky a colorful hot air balloon flew across the sky, with clouds. Next to the huge, blue river the big yellow balloon harvesters cut the golden wheat. In the sky the clouds flew gently through the sky.

Next to the tall, grey stones people stood around the heavy, tall stones above the sun shone brightly and made the stones sparkle. Next to the stones a man went fishing in front of the meadow river.

✓ Good effort

Thursday 1st October

Hot Write

Write a setting description based on an illustration.

- Use expanded noun phrases
- Write some sentences with subordinate clauses
- Include prepositions to show where one thing is in relation to another

A shimmering hot air balloon floated in the sky as the majestic green trees stood proudly. While the yellow combine harvesters were cutting the crops, the light brown boat bobbed across the river. Emerald green grass swayed in the warm breeze.

A dark wooden barn stood out in the large meadow as a brown windmill spun quickly next to it. The river separated into two although it started as one. Trees blew in the nice wind.

An island stood on top of the river. White flowers stuck in the ground.

WALHT: use inference to interpret a picture book

- 1) Where do you think the water from Issac's little jar of water is now?
What clues are there in the text and illustration?
- 2) What can we tell about Cassi's life where she lives and how she feels about water? Why does she feel this way?
- 3) What are the similarities and differences between Issac and Cassi?



- 1) I think it is in Africa because of the clothes they're wearing, the world around them and the fact that it is a gift got vein.
- 2) I can tell that Cassi doesn't have the opportunity to have lots of water. I think she feels this way because it looks like they had a water shortage.
- 3) The similarities about Issac and Cassi are they both have pet goats and their names are a anagram of each other.

Thursday 1st October

Hot Write

Write a setting description based on an illustration.

- Use expanded noun phrases
- Write some sentences with subordinate clauses
- Include prepositions to show where one thing is in relation to another

As the warm golden sunlight streamed through the sick, lacy leaves, many animals emerged through the overgrown bushes. A beautiful, elegant hot air balloon floated across the cloudless sky peacefully. The shimmering sunlight beamed proudly through which turned cold shadows into relaxing spaces to lie in. Meanwhile, adobe mudguts children ran around laughing and playing in the sun.

Some small grey stones surrounded a huge, elegant rock which stood proudly in the middle of a lush, green hill. While sunlight began to

cover the wild hill while birds chirped contently in the background, people looked amazed by the statue they must of thought it was dark.

Long, yellow corn grew quickly up to the sky which meant a team of large, determined waiters came to row them down. They moved like soldiers in a parade as they worked as a team. When they were finished the whole corn field looked like a yellow Zebra! It was as if they worked hard.

A super image!

A peaceful, open meadow stretched across the landscape while endless burrows ran across the field to their burrows. The water in the meadow all kinds of animals out of their homes! On the other side of the meadow, larks were working at their methods, got milk but their methods were hungry to and needed to grow!

A shimmering, blue river meandered wildly across the gorge. Small fish swam excitedly, and occasionally out of the crystal clear water. They kept together and if one left they would go back, got that one fish. Although the fish loved each other, some would get fished out the river!

A little, brown boat bobbed up and down gently even though the river was calm. It slowly moved across the river and silver fish jumped happily past. Butterflies sped quickly and a huge, colorful fish swam past proudly in the feeding, relaxing river.

Martha, this is a wonderful setting description using expanded noun phrases, subordinate clauses and prepositions. Well done.

these names are an anagram of each other.

Thursday 1st October

Hot Write

Write a setting description based on an illustration.

- Use expanded noun phrases
- Write some sentences with subordinate clauses
- Include prepositions to show where one thing is in relation to another

As golden, glimmering beams of sunlight shone down from the clear, beautiful sky, a ruby red, striped hot air balloon began to gracefully lift off into the sky. Beside it, several magnificent, ancient standing stones majestically balanced on a hilly clearing as if standing like soldiers to attention. Behind them was a dark, mysterious forest prickled with midlife.

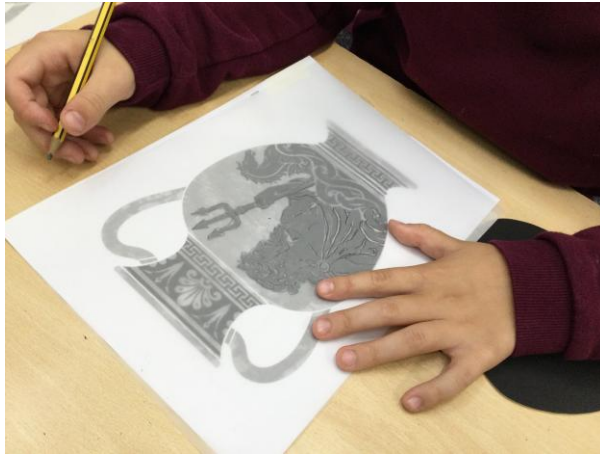
On the other side of a meandering, shimmering river, a patchy, well-taken care of farm was full of plump, bleating sheep grazing in the meadow. While an old, wooden windmill, cluttered in the breeze. A quick swim away from the farm was a small, rocky island with two growing sapling trees.

On the calm, peaceful river the reflection of the sun grew brighter in seconds. Great, yellow combine harvesters were busy cutting all their yummy, selling crops so they would be ready for the new season. While birds chirped elegantly, a cluster of greenery

swayed quietly in the wind. Since it was a lovely day, people were having a stroll beside the riverbank, chatting contently as they went. On the river an old, wooden sailing boat drifted in the breeze.







Year 6

In English, our budding authors got stuck into character description, bringing the mysterious Mr Spink to life on the page with carefully chosen adjectives, expanded noun phrases and some wonderfully imaginative ideas about his personality and appearance. Over in Maths, we've been flexing our number muscles with factors and multiples, spotting patterns, building times table fluency, and working out how numbers connect to one another — brilliant groundwork for problem-solving ahead. In Science, our young scientists took the lead with their own independent investigation as part of our Electricity topic, posing questions, predicting outcomes and testing their ideas about circuits and conductors with real scientific curiosity. And in History, we travelled back in time to explore the dramatic life of our second Tudor monarch, Henry VIII — learning about his six wives, his larger-than-life reign, and the huge impact he had on England's history. Another fantastic week of learning — thank you, as always, for your continued support at home!

MAB

Contact Us



If you wish to get in touch with the school, please use the following details:

Oldbury Park Primary School

Oldbury Road Worcester WR2 6AA

01905 424878

office@oldburypark.crst.org.uk <http://www.oldburypark.worcs.sch.uk/>

Phase email addresses:

For ALL parents, we have set up a new way of contacting Phase Leaders. These email addresses are SOLELY for classroom, pastoral and academic enquiries and NOT for general enquiries which should still come through the office@ email address.

Children in Reception eyfsparents@oldburypark.crst.org.uk (Mrs Davies)

Children in Years 1 & 2 KS1parents@oldburypark.crst.org.uk (Mrs Marks)

Children in Years 3 & 4 LKS2parents@oldburypark.crst.org.uk (Miss Moule)

Children in Years 5 & 6 UKS2parents@oldburypark.crst.org.uk (Mr Williams)

SENDco Enquiries office@oldburypark.crst.org.uk (FAO: Miss Miller)