



# Oldbury Observer Autumn 2024 Edition

## 5

### Mr Irving's Comment

#### **Library and Home Reading**

We are in the final stages of realising our goal of establishing a dedicated library space in the school. After half term our children will be able to have the experience of visiting our library to borrow reference books and books to read for pleasure. Our library space will also have seasonal displays, quizzes and competitions as well as being a space for us to promote and recommend books and authors. To coincide with this project, we are also taking the opportunity to reorganise and reclassify our home reading books (particularly in Key Stage 2). This important work, and the library project, are being overseen by a qualified librarian from Narnia Libraries who will be in school next week. To help us to ensure all books are included in this work, *please take a moment to check bookshelves, bags and under beds and return all school books into school that are not currently being read*. We are going to stagger the project to keep home reading books available throughout, but there may be some small interruptions to this.

#### **House Art**

Yesterday we sent home details of the first of this year's house competitions. Every child is invited and encouraged to create a piece of art on the theme of Autumn - this can be interpreted as they wish. The children may want to draw, paint, use collage or take a photo. We ask that entries are no bigger than A4 and have the child's name and house group written clearly on the back. All entries should be in school by Wednesday 16th October. There will be a winner from each year group and also, crucially, we will be celebrating which house group has the most participants as we believe taking part and belonging are very important.

#### **House groups**

A note on house groups for those families new to our school: Every child in the school belongs to one of our four house groups: Mandela, Hawking, Dench and Attenborough (named after members of the Royal Society of Arts as a nod to the origins of the Central Region Schools Trust to which the

school belongs which was founded by the RSA). Our house groups have a house captain and vice captain from Year 6 who help to organise events in school and the running of our house points system.



## ASDA Cashpot

Asda Cashpot - until 30th November, there is an easy and potentially valuable way for everyone in our community to raise funds for our school. We encourage everyone in our community to follow these 3 steps:

1. Download the Asda rewards app, register and opt in to Cashpot for Schools
2. Choose Oldbury Park Primary School
3. Shop instore or online and 0.5% of your shop will automatically be allocated to our school

Please make friends and family aware of this initiative so that we can attract additional funding, which we would like to invest in musical instruments for all of our pupils to access.

## Term Dates

### 2024-2025 Term Dates

#### Autumn Term 2024

STAFF TRAINING DAY	Monday 2nd September 2024
STAFF TRAINING DAY (Trust)	Tuesday 3rd September 2024

TERM STARTS	Wednesday 4th September 2024
HALF TERM	Monday 28th October 2024 – Friday 1st November 2024
STAFF TRAINING DAY	Friday 22nd November 2024
TERM ENDS	Friday 20th December 2024

### **Spring Term 2025**

STAFF TRAINING DAY (Trust)	Monday 6th January 2025
TERM STARTS	Tuesday 7th January 2025
HALF TERM	Monday 17th February 2025 – Friday 21st February 2025
TERM ENDS	Friday 11th April 2025

### **Summer Term 2025**

TERM STARTS	Monday 28th April 2025
STAFF TRAINING DAY	Friday 23rd May 2025
HALF TERM	Monday 26th May 2025 – Friday 30th May 2025
TERM ENDS	Friday 18th July 2025
STAFF TRAINING DAY	Monday 21st July 2025

#### **Notes:**

**The 2024/25 Staff Training Days may be subject to change.**

## School Dates

7th October - Year 3 trip to Lower Smite Farm

10th October - Mental health day: wear a yellow accessory and school uniform (no donations needed)

15th October - Year 2 trip to Dudley Zoo

19th October - Open morning 10am - 12

## Are you interested in becoming a teacher?



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**Applications for 2025/26 open on 8<sup>th</sup> October, courses can be viewed from 1<sup>st</sup> October.**

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## Attendance Update

Today, I wanted to recognise a considerable improvement in the school's 'persistently absent' category. The government recognises children to be persistently absent if they miss 10% or more of the days they can be in school. Therefore, at this stage of the year, we have had 23 days and so a child would only need to have missed 2.5 days to be deemed persistently absent. Because of this, you would normally expect a higher figure at the start of the year which drops down as the year passes. However, we currently have a figure of around 11% which is lower already than at any time last year. Just 30% of the children who were 'persistently absent' last year are currently on the persistently absent list this year - this represents a great improvement. Teachers across the school what a positive impact regular attendance is having on previously 'persistently absent' children is having.

## Oldbury Park OPEN DAY



**Oldbury Park**  
Primary School

Join us for our annual

# Open Day

Saturday 19th October  
10am - 12pm

Entry via the pupil entrance on  
Oldbury Road, WR2 6AA

Enquiries: 01905 424878

## Mental health day 10th October

### **Mental health day**

Please remember to come to school wearing your uniform, but with a yellow accessory e.g a yellow headband, a badge, socks, shoes, a belt etc.

No donations needed.

We will be talking all about mental health in our classes on Thursday. Thank you.

## Weekly Online Safety Update: Managing Conflict

**What Parents & Educators Need to Know about IN-GAME CHAT**

Video games are continuing to grow in popularity – including, of course, among children and young people – and the emergence of gaming communities has been accelerated by the inclusion of chat functionality across many different titles. While in-game chat isn't inherently a bad thing, it can create some concerns about online safety and the people that children might be interacting with.

**WHAT ARE THE RISKS?**

**DIFFERENT TYPES OF CHAT**

There are a number of ways that gamers – and communities that form on online services – can communicate. In-game chat happens within the game itself. There's also party chat, a group voice conversation that connects users who can have with anyone on the same platform. This tends to be more commonly used by players who already know each other. Finally, there's Discord – a popular app for PC – with chat via a third party app with its features.

**CONTACT WITH STRANGERS**

Whether it's text- or voice-based, in-game chat allows users to talk to anyone in the game. While most gamers aren't necessarily aware of it, there are some who target children – and young people – who chat with them. This is often done through the use of a third party app with its features.

**DANGER OF GROOMING**

It has been reported that some young gamers have encountered groomers who pretend to be a friend or a peer. Groomers are people who try to build a relationship with a child or young person, often through the use of social media or gaming platforms. It's good to advise young people to avoid accepting or responding to messages that they wouldn't expect to receive from anyone online and to report any such messages.

**BULLYING AND ABUSE**

While some in-game chat can be fun, it can also be a place where bullying and abuse happens. This is often done through the use of a third party app with its features. It's important to advise young people to avoid accepting or responding to messages that they wouldn't expect to receive from anyone online and to report any such messages.

**POTENTIAL FOR PRIVATE CHAT**

If a player would like to chat with a friend, they can use a third party app, or use the party chat feature in the game. It's important to advise young people to avoid accepting or responding to messages that they wouldn't expect to receive from anyone online and to report any such messages.

**COMPETITIVE ATMOSPHERE**

Certain games are very competitive, and players can sometimes get upset if they feel that they are being outperformed. It's important to advise young people to avoid accepting or responding to messages that they wouldn't expect to receive from anyone online and to report any such messages.

**Advice for Parents & Educators**

**LOCK-DOWN IN-GAME CHAT**

In-game chat can often be disabled in the game's settings. This allows parents and educators to control what their children can see and say in the game. It's important to advise young people to avoid accepting or responding to messages that they wouldn't expect to receive from anyone online and to report any such messages.

**REPORT POTENTIAL OFFENDERS**

Most games offer a robust means of reporting other gamers, so you can report any inappropriate behavior. It's important to advise young people to avoid accepting or responding to messages that they wouldn't expect to receive from anyone online and to report any such messages.

**COMMUNICATION IS KEY**

Make sure children understand the difference between being competitive and being abusive. It's important to advise young people to avoid accepting or responding to messages that they wouldn't expect to receive from anyone online and to report any such messages.

**Consider Other Chat Options**

If a child would like to play with people they know, consider using party chat or a third party app with its features. It's important to advise young people to avoid accepting or responding to messages that they wouldn't expect to receive from anyone online and to report any such messages.

**Meet Our Expert**

David Coleman is the Editor in Chief of Oldburys and has been working in the games media industry for five years. He is also a parent and therefore understands the importance of online safety. Writing content about text, voice, and party chat.

**Wake Up Wednesday**

**The National College**

## Reception

We have loved our first few PE sessions, learning how to move and stop in a space safely. Our lessons have focused around our topic this half term, where we have used different roles within the wider community to be creative in moving different areas of our bodies. Such as jumping over speed bumps when driving an ambulance, and working together to create a collective train and using a range of movements to create the railroad tracks and level crossings.

PE will continue every Monday afternoon. Please remember to leave a **named** kit in school, as part of our Physical Development curriculum is based around changing independently.

Please can you send in a photo of your family into school for Monday morning for part of our learning next week. Alternatively, you can send a photo to [eyfsparents@oldburypark.worcs.sch.uk](mailto:eyfsparents@oldburypark.worcs.sch.uk) so we can share it in school. Thank you.





## Year 1

The children have really impressed us this week with their super independent writing. We have used 'The Shopping Basket' by John Burningham to inspire our writing.

We have been thinking about important things to improve our writing such as sitting our letters on the line, tall and short letters, and finger spaces.

We would like to share some examples with you.

### **DT**

Your child will be bringing home a slip today about an ingredient we would please like you to bring in if possible for next week.

Thank you.

Any questions please ask!



I think the left one is thinking... I might steal the hat."

2.10.24 **HOT WRITE** Can you write about another animal in the story or make up a new one?

Stevn met a frog. the frog  
said giv me a slig of ches or  
I will lik you. Stevon met a  
dragon. the dregon said givn me  
a pietos I will ccomp on you

\* Brilliant ideas!  
Tall and small letters.

2.10.24 **HOT WRITE** Can you write about another animal in the story or make up a new one?

stevn met a squiro at the  
scool is you do not giv me the  
mango wllw hibaW you. is you do  
stvlh met a bee is you do not  
givml the hune <sup>will</sup> wllw  
stvlh you the hune stlk on  
the bees legs.

✓:)

He is mischievous

2.10.24 **HOT WRITE** Can you write about another animal in the story or make up a new one?

Steevn met sciri at the scool  
giv me a mango <sup>squirrel</sup> or I wll  
nitor yar hairo  
Steevn met a cow at the  
lightree the cow wanted a cocunut  
the cocunut rold on the rowd  
and <sup>caused</sup> a trafic jam

✓:)

He is mischievous?

2.10.24 **HOT WRITE** Can you write about another animal in the story or make up a new one?

the hunny is you get me that  
hunny is with you  
it is so light but you want  
overnight cos you at top near

✓ finger spaces!

He is mischievous?

2.10.24 **HOT WRITE** Can you write about another animal in the story or make up a new one?

See'n got a beey At about  
The beey is weep  
See'n got you art weep  
next see'n got a cow  
high The highry

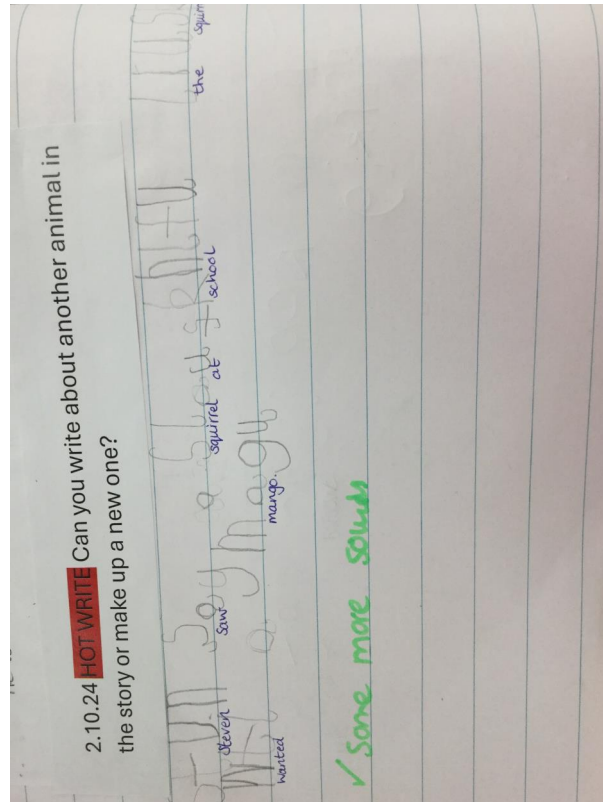
✓ j

He is mischievous?

2.10.24 **HOT WRITE** Can you write about another animal in the story or make up a new one?

stc on saw bul wif o hot  
steven saw a bee by the hotel.

✓ Some sounds j



## Year 2
















Another busy week in Year 2, we have been out in Forest School investigating microhabitats as part of our science, so we went on a bug hunt, the children were so engaged and enjoyed discussing all the different insects and bugs that they found. They had to make a tally chart and will be transferring their data onto a pictogram in the coming weeks- watch this space for an update.

In English we have concluded our first learning cycle with a descriptive HOT WRITE, we have been using our adjective noun- pairing to great effect- we had to design our own fun park in the rainforest, the children used their vivid imaginations to come up with some great features they would include and engage our readers- Miss Jones and Mrs Screen.





Forest School Tally chart.


Minibeast	Habitat 1
Woodlouse 	
Slug 	###
Snail 	
Spider 	###
Beetle 	###
Fly 	
Bee 	
Millipede 	
Butterfly 	
Caterpillar 	
Worm 	X
Ant 	#####
Ladybird 	
Wasp 	#####
Other <i>lady</i> 	#####
...	#####

blae botu





2.10.24 **HOT WRITE** - Write an interesting description of your new rainforest.


 Gap analysis

In the rainforest there is a rainy ~~camp~~ camp that ~~talks~~ talks takes you ten meters high in the canopy. In the middle of the forest there is a scary Zip wire is ~~hanging~~ very scary.

Amongst the glowing trees house from the fly a fly in the sparkling night sky.

At the edge of the rainforest there is a Swirling winding spring side at the end you will land on a blanket blanket of moss.

2.10.24 **HOT WRITE** - Write an interesting description of your new rainforest.

 Gap analysis

In the rain forest there is a rainy tree house that speeds down with lights. In the gloomy rain forest there is a goose ~~man~~ what you can swing to tree to tree like a jungle king. In the dark rain forest is a slit man that lights up. In the rainy rain forest there is a rainy tree house with 20. In the coolest rain forest is a pool that glows up.

2.10.24 **Hot write** - Write an interesting description of your new rainforest.



Gap analysis

The edge of the rain forest is very  
and the At the rain ~~forest~~ forest were to  
22:1 and it is very butty and wood  
to middle of At the rain forest there is  
ring and

2.10.24 **Hot write** - Write an interesting description of your new rainforest.





Gap analysis

Search for 2 days

In the se hidden deep forest there  
was a low rocks close together with  
a pool behind the low rocks. It  
was raining and in the pool there  
was a glowing tree house and it  
was dark. In the middle of the  
rain ~~forest~~ forest there was a zip  
wire in the high trees.

2.10.24 **NOT WRITE** - Write an interesting description of your new rainforest.

 Gap analysis 



In the middle of the deep rainforest there is a humming zip wire that goes from tree to tree all around the forest.

High in the sky there is a slippery water slide. Its water glistening in the sunlight and it gets twistier and turnier every mile.

Amongst the great kapok tree there is a magnificent sand pit. The golden grains of sand are stunning but a little <sup>bit</sup> shadowy.

At the edge of the forest there is a super swing that can take you up to the canopy and you touch the emerald green leaves.

2.10.24 **NOT WRITE** - Write an interesting description of your new rainforest.

 Gap analysis 

At the edge of the rainforest is a amazing mudpot and suPLY and carry - In the middle of rainforest tree there is a big trampoline that brings you five meters high and it's is brown.

2.10.24 **NOT WRITE** - Write an interesting description of your new rainforest.

Gap analysis

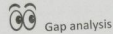
In the Jungal there is  
a zip wire it is  
gigantic quick and speed  
two the slight is slippery and  
slightly it is enormous. Three the  
dark gloomy canyon it is  
spooky and it is huge.  
four the smelly mud pool is  
gooey and sticky and muddy.  
five the old rickety house  
is spooky and magical  
and enormous. Six on the enormous  
bouncy castle you can jump  
high and touch the emerald  
green leaves.

2.10.24 **NOT WRITE** - Write an interesting description of your new rainforest.

Gap analysis

In the mid of the Rain-forest there is a  
the shiny and white lazy river. At the edge of  
the Rain-forest red old and groovy  
cave. Then deep in the forest there is a  
dark and gloomy cave in the forest there is a  
giant a fat tree and a moldy in the warm or play  
pools. Behind the rain forest there is a red  
and old rope bridge in the rain forest there is a  
smooth and shiny lake.

2.10.24 **HOT WRIT** - Write an interesting description of your new rainforest.



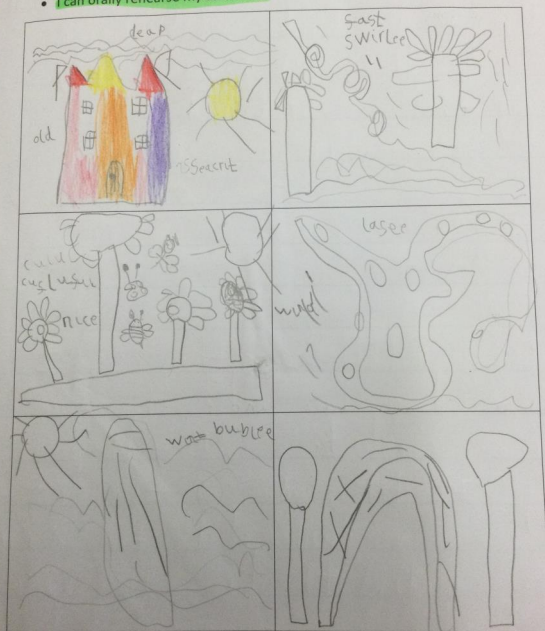
What a great effort Eve! HP



Next the breeze chair is a grate slide that swells down into a goey goey swamp and chair is a goey throg in the swamp. In the middle of the goey chair is a swerly swerly lasey river that has rubber rings. Under the water chair is a secret cast and its spooey. Hidden deep in the forest chair is a chair tree house that has a slide. In the creepy tree house chair is spiders and caterpillars and ear wigs and a creepy creepy doosit. At the edge of the forest chair is a spooey dark Rayx that has spiders. Among the trees chair is a swerly swamp.

30.9.24 As writers WALHT plan. (My own rainforest)

- I can draw my own ideas
- I can orally rehearse my sentences



30.9.24 As writers WALHT plan. (My own rainforest)

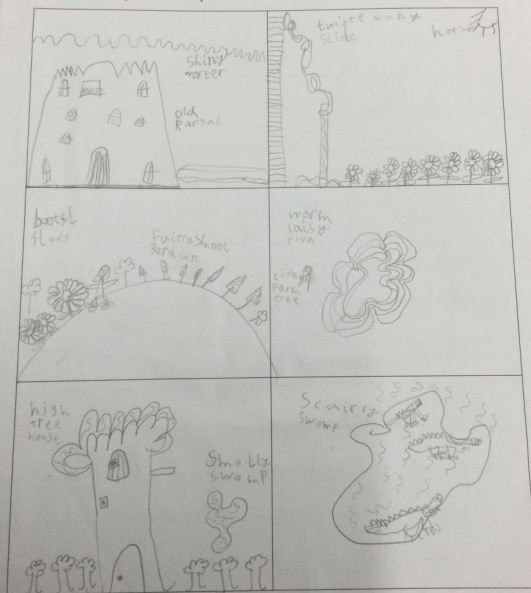
- I can draw my own ideas
- I can orally rehearse my sentences

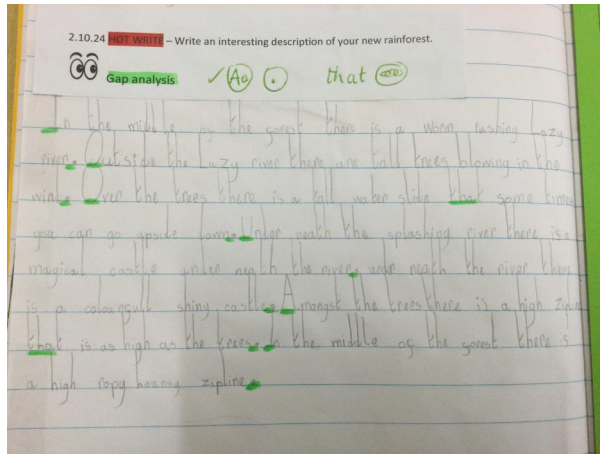
Abscent  
rainbowy  
colorful  
but a bit



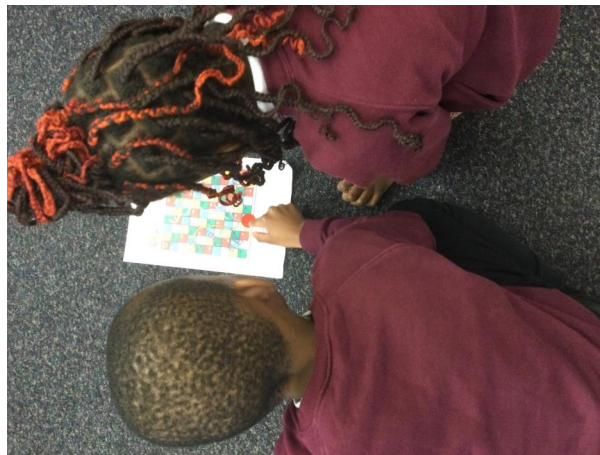
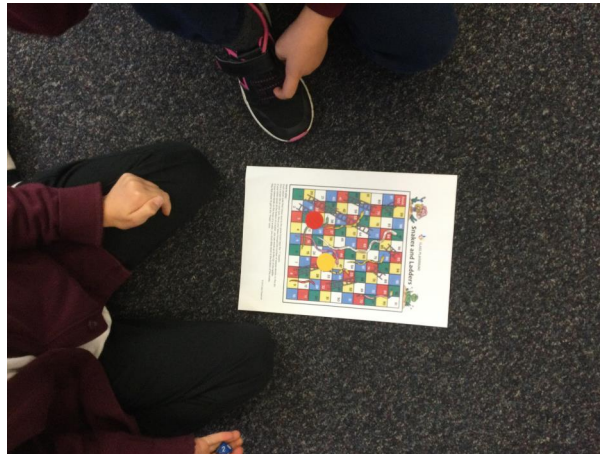
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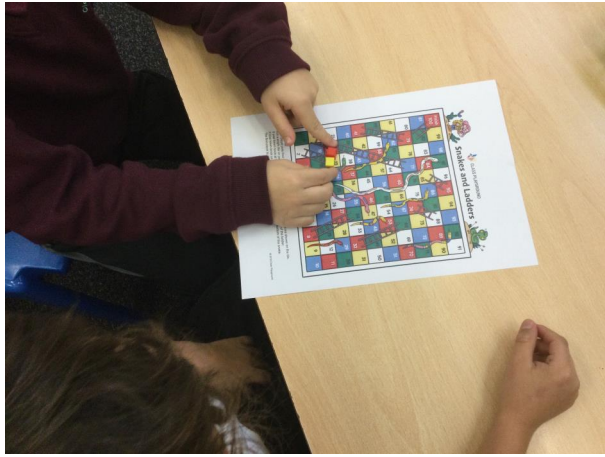
- I can draw my own ideas
- I can orally rehearse my sentences





Year 3









This week in Year 3, we have started an exciting exploration of rocks in our Science lessons! We have begun to learn about how we identify rocks and the different types of rocks—igneous, sedimentary, and metamorphic—through a hands-on sorting activity and careful observations of these rocks/non-rocks. This will set us up well for our trip to Lower Smite Farm on Monday!

In PSHE, the children have set themselves a goal that they would like to achieve. We have talked about how we need a growth mindset and resilience as we work towards our goal and that there may be many obstacles in the way. We have discussed what 'put downs' are and how sometimes it is ourselves and not others that put us down and how this can prevent us from achieving our goal. This week, the children found out what a 'setback' was and talked about how they may encounter setbacks on the way to achieving their goal. To illustrate how setbacks can make us feel, we played Snakes and Ladders. Each snake, was a setback, and each ladder was someone helping or encouraging us. Although the setbacks can be frustrating, the children found that if they kept going, they would be able to achieve their goal.

## Year 4

To celebrate National Poetry Day this week, Year 4 became poetry performance artists when they worked together to present the poem, 'Gran, Can You Rap?'

Each small group had a stanza to practice, working on volume, tone and tempo to make it interesting for their audience. They worked collaboratively to decide how they could share out the lines, with some groups building up from one person to the whole team, some taking a line each whilst others all read the whole stanza together. Some groups creatively added sound effects too!

**Gran, Can You Rap?**  
By Jack Ousby

**One**  
Gran was in her chair she was taking a nap  
When I tapped her on the shoulder to see if she could rap.  
Gran can you rap? Can you rap? Can you Gran?  
And she opened one eye and she said to me,  
Man, I'm the best rapping Gran this world's ever seen  
I'm a tip-top, slip-slap, rap-rap queen.

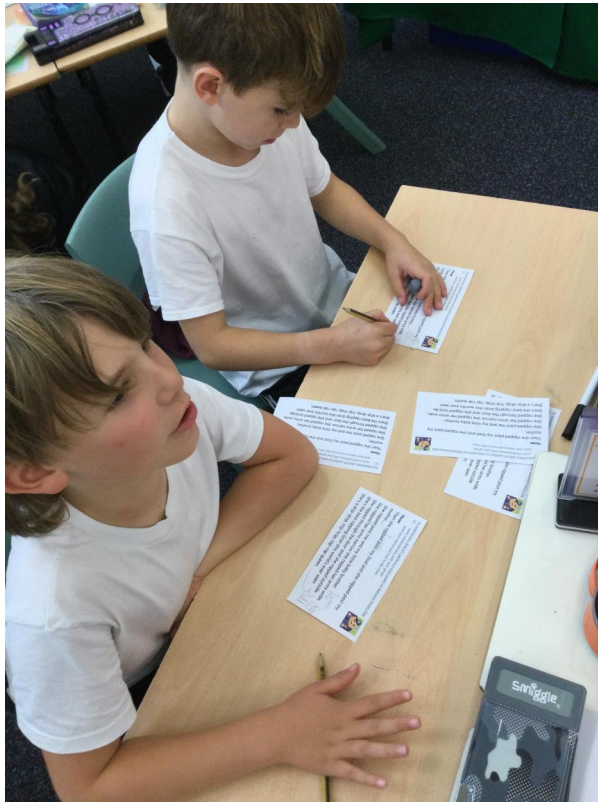
**Two**  
And she rose from the chair in the corner of the room  
And she started to rap with a bim-bam-boom,  
And she rolled up her eyes and she rolled round her head  
And as she rolled by this is what she said,  
I'm the best rapping gran this world's ever seen  
I'm a nip-nap, yip-yap, rap-rap queen.

**Three**  
Then she rapped past my Dad and she rapped past my  
mother,  
She rapped past me and my little baby brother.  
She rapped her arms narrow she rapped her arms wide,  
She rapped through the door and she rapped outside.  
She's the best rapping Gran this world's ever seen  
She's a drip-drop, trip-trap, rap-rap queen.

**Four**  
She rapped down the garden she rapped down the street,  
The neighbours all cheered and they tapped their feet.  
She rapped through the traffic lights as they turned red  
As she rapped round the corner this is what she said,  
I'm the best rapping Gran this world's ever seen  
I'm a flip-flop, hip-hop, rap-rap queen.

**Five**  
She rapped down the lane she rapped up the hill,  
And when she disappeared she was rapping still.  
I could hear Gran's voice saying, Listen Man,  
Listen to the rapping of the rap-rap Gran.  
I'm the best rapping Gran this world's ever seen

**Six**  
I'm a - tip-top, slip-slap,  
nip-nap, yip-yap,  
hip-hop, trip-trap,  
touch yer cap, take a nap,  
happy, happy, happy, happy,  
rap-rap-queen.

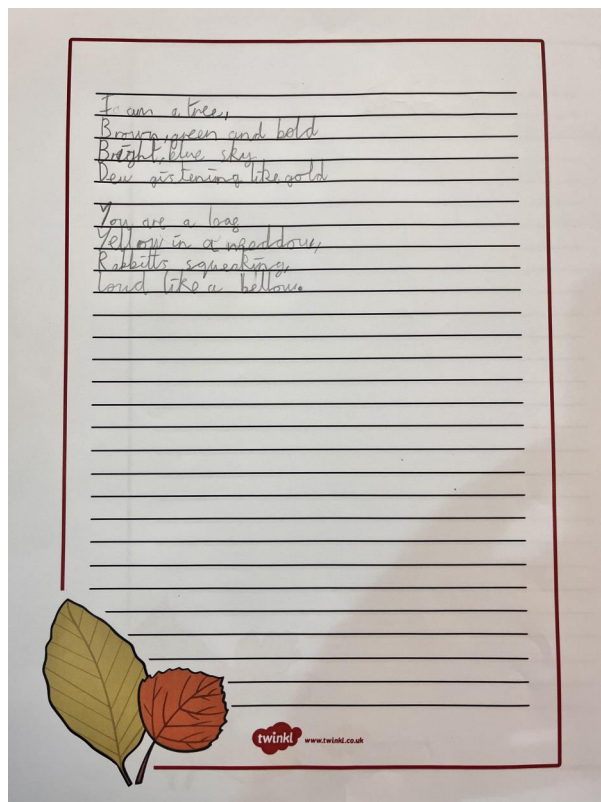




## Year 5

This week, Year 5 have been learning more about systems in computing. We have been focusing on the theory of what makes a system with electronics and without. The children then explored outputs, inputs and processes before creating their own teddy bear with an output, input and process. Attached are some of their wonderfully creative ideas for what their teddy could do or say using its system.

It was also National Poetry Day on Thursday so the children created some beautiful autumnal poems! In one day, they managed to write a two verse poem and created some great similes using the poem "I Am, You Are" as inspiration. Attached are a few examples.



I am the tree  
with green and brown  
glowing through the dark  
like the chilly morning air.

You are the leaves  
of the green green grass  
those are yellow, red and green leaves  
also with a bit like moss.  
It is as light as a feather.

I am the tree,  
what partners we can be!  
Together we're a pair  
when you fall off we are free.

You are the leaf,  
like a tiny yellow bee;  
with bright things down  
like sweet honey.

I am the clouds,  
high up in space  
watching you dance  
in this beautiful place.

You are the sun,  
the shining, smiling sun  
dancing in the skies  
when we meet together, it's great fun.




I am a tree

Winter days that you can see  
 In a very special Christmas tree  
 As brown as I can be  
 I sparkle and shine all through  
 the night.

I am a leaf

Winter days that you can see  
 With a crisp and crunch  
 Falling me with a swoosh  
 I am gone.




twinkl www.twinkl.co.uk

continued

**Digital Ted**

Inputs  
 give it a 'hygiene'

Outputs  
 Soft the  
 best thing  
 you could



Processes

... together. computers can be connected

### Digital Ted

Inputs

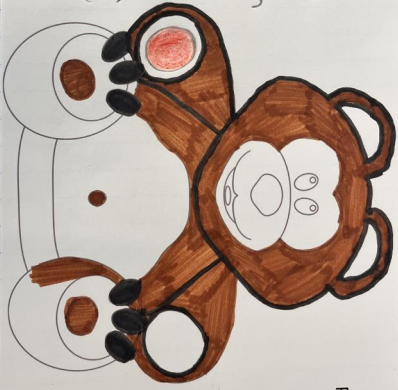
I will push his handle

baton

Outputs

He will

talk: "Hello"



Processes

### Digital Ted

Inputs

high five it

Squeeze the ear

Outputs

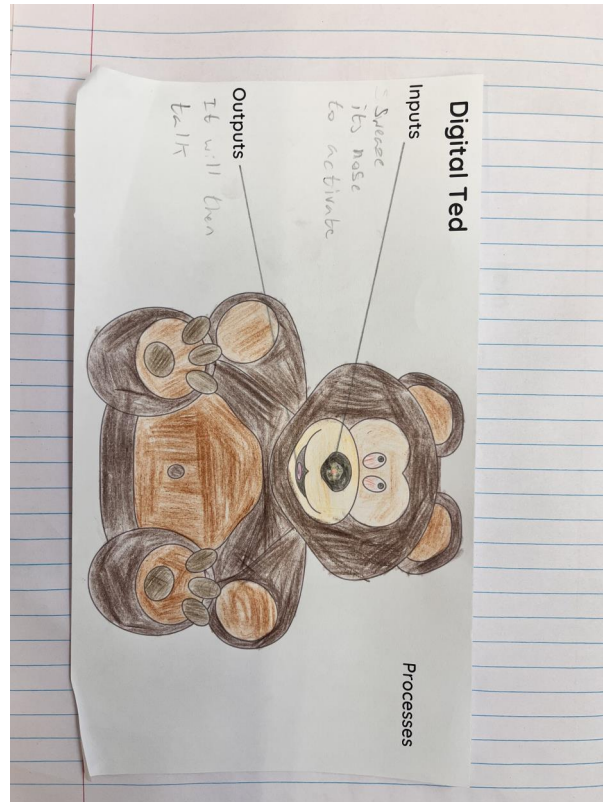
"Say copybara copybara"

copybara,

Do the griddy



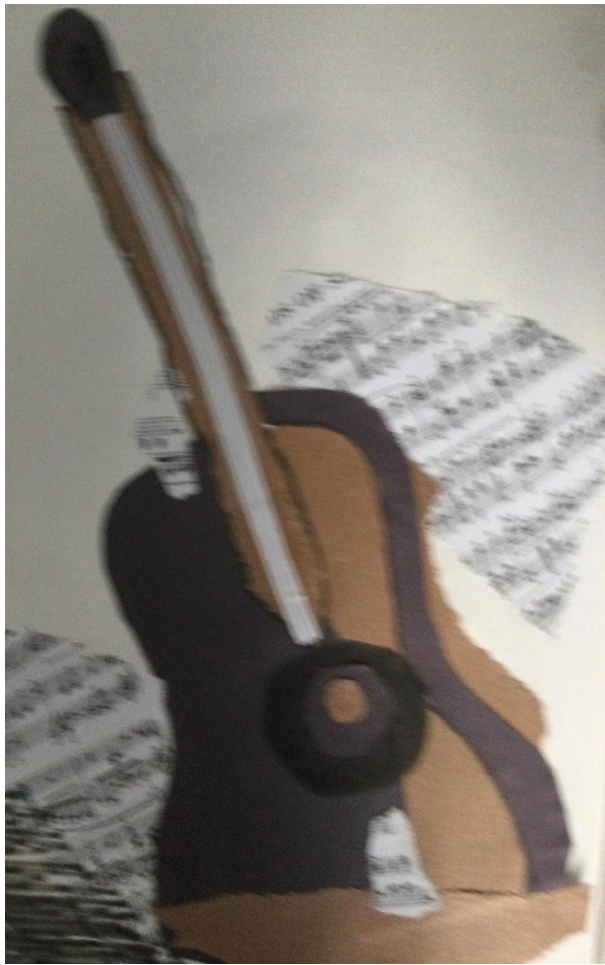
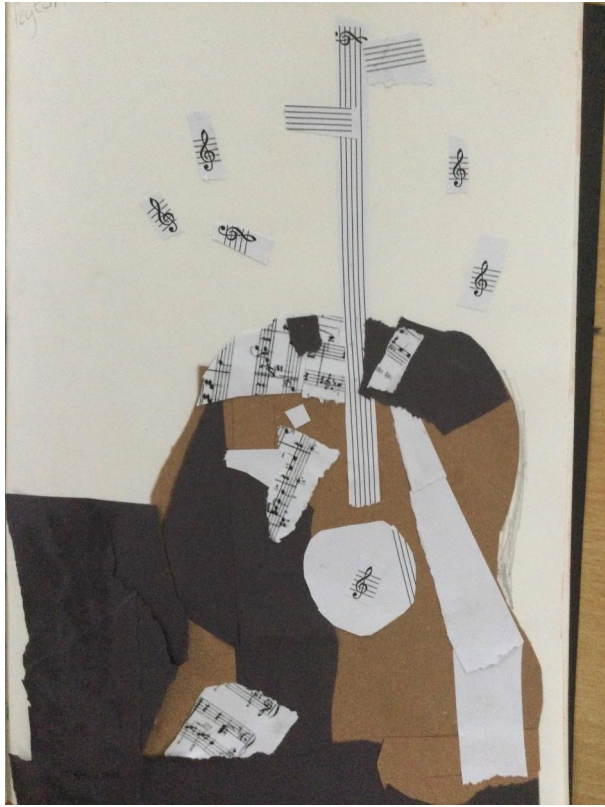
Processes

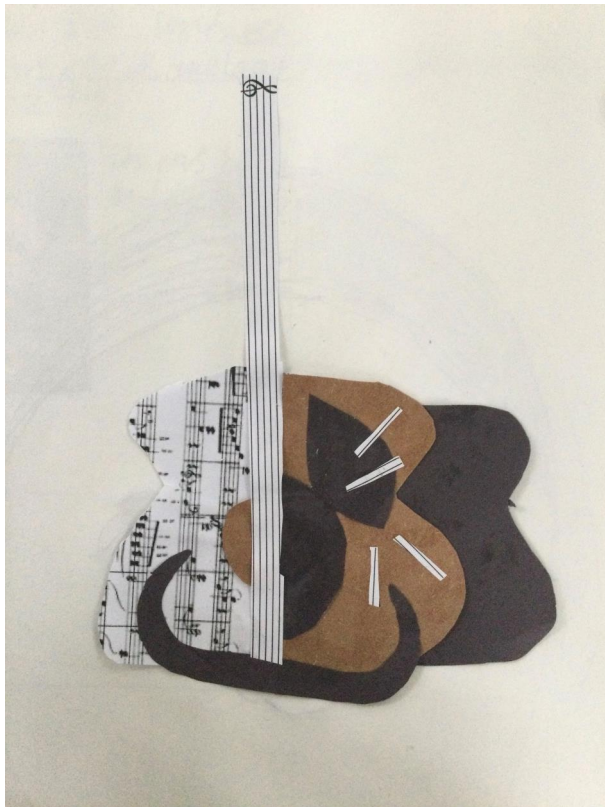


## Year 6

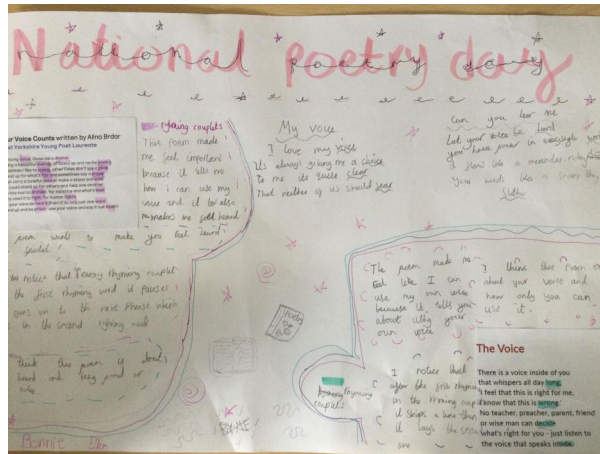
This week in maths the year 6 children have been focusing on the skill of column subtraction, answering questioning using whole numbers as well as decimals. This work has led them to SATs based worded and missing number problems which all the children had a fantastic go at! It was also National Poetry Day on Thursday so the children created some beautiful poems around their voice being heard, it was lovely to hear about so many different interests across the year and how these play such big parts in their lives.

In PE the children has continued their tag rugby topic with a focus this week on changing direction and using the correct tag etiquette. Finally, as you can see in Art the children have been utilising pieces music into a collage to create the appearance of instruments with some of them looking fantastic! Have a lovely weekend.









## 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.worcs.sch.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.worcs.sch.uk](mailto:eyfsparents@oldburypark.worcs.sch.uk) (Miss Molloy)

Children in Years 1 & 2 [KS1parents@oldburypark.worcs.sch.uk](mailto:KS1parents@oldburypark.worcs.sch.uk) (Mrs Marks)

Children in Years 3 & 4 [LKS2parents@oldburypark.worcs.sch.uk](mailto:LKS2parents@oldburypark.worcs.sch.uk) (Mrs Davies)

Children in Years 5 & 6 [UKS2parents@oldburypark.worcs.sch.uk](mailto:UKS2parents@oldburypark.worcs.sch.uk) (Mr Williams)

SENDco Enquiries [SENDCO@oldburypark.worcs.sch.uk](mailto:SENDCO@oldburypark.worcs.sch.uk) (Miss Miller)