



# Oldbury Observer Spring 2025 Edition

## 3

### Mr Irving's Comment

More and more we are seeing (and hearing) our children developing strong speaking skills, one of our Oldbury Aspirations. In assembly today staff were able to celebrate a variety of ways in which our children are orally confident and competent including sharing their ideas, asking for help, demonstrating their reasoning skills and saying things to brighten the lives of others. In addition to our Believe in Best/Aspiration certificates, Miss Jones presented certificates to our Readers of the Week and Mr Williams presented attendance certificates. All of the children who we congratulated were clearly very proud of their achievements.

Continuing the themes of confident speaking and a sense of pride, my office has been very busy throughout the week with children of all ages coming to share their work with me. I have seen some wonderful writing, maths and artwork and I have been happy to hear these children talking about their work with such pride and enthusiasm.

Well done and thank you to members of our Pupil Leadership Team that are focused on being the pupil voice for Teaching and Learning. James, Peyton, Oyin, Millie, Arlo, Liam, Alexander, Aleksander, Evie and Josephine met with children across the school this week to ask: 'How do you know if you are doing well in a lesson?'. The children they spoke to were very clear in their understanding how our marking, feedback, conversations, praise, house points and more strategies besides all help our pupils to know how their learning is going. Our Pupil Leaders also asked a range of children about their levels of confidence and enjoyment when writing in school. Our pupils were able to talk about their pride in their handwriting, their love of being imaginative and their enjoyment is writing for different purposes. Many of our pupils said they found writing longer pieces tricky - we will continue to support them developing their writing stamina!

Have a lovely weekend.

## Personal Development

This weekend I will be giving our Personal Development display some attention so is an ideal time for you to send in photos of your children to celebrate their achievements out of school. We are keen to recognise all of your children's talents, efforts and interests so please send photos of your children in the kits or uniforms of the clubs to which they belong: sports teams, Brownies, Scouts and so forth. We are also keen to celebrate hobbies such as music lessons and interest clubs. **Please email photos to [pd@oldburypark.worcs.sch.uk](mailto:pd@oldburypark.worcs.sch.uk)**

## Punctuality

Our whole school commitment to ensure that our children are attending school as much as possible is effective - we have had very positive feedback about this at a number of external reviews and our attendance figures also demonstrate this. An area of attendance we intend to improve yet further is punctuality. To keep our children safe and to start the day positively, it is not always possible to close the pupil entrance at 8:45am. However, pupils arriving after 8:45am have not been helped to get to school on time - they are late. We ask parents and carers to support their children to be in school before the school doors close at 8:45am. In addition, we ask that parents take responsibility for seeing their children into the playground and watch them into school to ensure they are safe and on time. After 8:45am parents and carers are expected to bring their children to the office entrance to sign them in.

## Attendance Update

Today in assembly, we presented some Attendance Recognition Awards to some deserving children.

Before handing these certificates out we outlined the different reasons a child may receive a certificate:

- **Regular attendance in school** (this may not be 100% of the time because sometimes children miss days through reasons beyond control) - an attendance of 96%, which equates to missing just 7 days in a school year.
- **Improved attendance** - it is worth celebrating when a child, with the support of their family, has been able to improve their attendance over a period of time.

- **Excellent punctuality** - it is helpful for the children to be in school on time and ready to learn. Furthermore, pupil voice tells us that the children find going into their classroom late very unsettling, especially if they have missed some key instructions.

Good attendance is more than just being in school however. We also spoke about children who are always ready to learn and always play an **active part** in lessons. This could be named as good lesson attendance - in other words, it is more than just being their in body.

### **Current Attendance Situation**

After a considerable dip just before Christmas (we are well aware of a lot of nasty bugs and viruses at this time) the whole school attendance figure dropped below 95%. We have made a good start to the half term and have been steadily rising back to 95%, which we would really like to be above!

The figure of persistently absent children (those missing 10% of school days or 19.5 school days in a school year) has been dropping too (this is a good thing). So more pupils are in school more often!

As always, we thank our families for supporting the children to be in school on time and on to be in school on every day they are well enough to be.

Mr Williams

## Term Dates

### **2024-2025 Term Dates**

#### **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

Tuesday 28th January - Year 4 MTC Parent/Carer Information Session - 3:30pm, Main Hall

Tuesday 4th February - Reception walk to St. John's library

**Tuesday 4th February - Year 3 visit to Worcester Mosque**

**Tuesday 4th February - Year 6 to CWLC for Grease Production**

Thursday 6th February - Height and Weight checks for Reception and Y6

Thursday 13th February - Reception junk modelling parent workshop 2.15pm (more details to follow)

Tuesday 11th February - Year Poetry Slam Workshop with Spoz! (This is an in school event - more details to follow)

**Tuesday 11th February - Online Safety Day**

Thursday 13th March - Year 3 visit to Nature in Art (Gloucestershire). Letter to follow.

Week commencing 17th March - Science Week

17th - 21st March - Year 5 Bikeability Week 1 (more details to follow)

24th - 28th March - Year 5 Bikeability Week 2 (more details to follow)

**3rd April - Year 5 University Visit for DT & Art day (more details to follow)**

**8th April - 2.45pm Easter Parade - Reception, Y1 and Y2 (details to follow)**

Week commencing 12th May - Year 6 SATs Week

Wednesday 21st May - PROVISIONAL date for class photos and Leavers' photos.

## Weekly Online Safety Update

**What Parents & Educators Need to Know about TIKTOK**

**13+**

**WHAT ARE THE RISKS?**  
Adults tend to associate online videos with YouTube – but among teens, TikTok is king. The app provides a stream of short clips tailored to users' interests, based on what they've already watched. Around half of British children use TikTok, and while much of the content is benign, Ofcom considers it the app where youngsters "were most likely to encounter a potential harm".

**AGE-INAPPROPRIATE CONTENT**  
While TikTok is following best practice when it comes to age-appropriate content, its algorithm based on user's previous views has led to a lot of inappropriate content being recommended. But the app's popularity among younger users with this content, more they will share. TikTok's algorithmic nature means that the high number of views on inappropriate content is a real concern for parents.

**CONTACT WITH STRANGERS**  
With 160 million users globally, the potential for contact with strangers on TikTok is high – especially as accounts created by bots (or by young people using a fake email address) are not to be trusted by default. This means that anyone can see your profile, and you can be contacted on the app. It also suggests that users should be aware of the potential for contact with strangers.

**BODY IMAGE AND DANGEROUS CHALLENGES**  
According to Ofcom, most online videos do not have any body image issues for girls. However, cyberbullying, body shaming, and fat shaming are common. Some of the most popular content on TikTok is related to body image, and this can be harmful to young people's self-esteem. TikTok also has a number of dangerous challenges, such as the 'ice cube' challenge, which involves drinking alcohol and taking an ice cube down the throat. This can lead to serious health issues or even death.

**MISINFORMATION AND RADICALISATION**  
Although the short videos on TikTok tend to be harmless, the app has been used to spread misinformation and radicalisation. This is particularly true for the 13-17 age group, who are more likely to be influenced by content that is not verified. It is important to be aware of the potential for misinformation and radicalisation on the app.

**IN-APP SPENDING**  
TikTok has a feature that allows users to buy virtual coins, which can be used to purchase gifts for content creators. In 2020, the app generated over £1.5 billion in revenue, with that amount expected to rise to over £2 billion in 2021. This means that there is a potential for in-app purchases, and it is important to be aware of the risks of spending too much money on the app.

**ADDICTIVE DESIGN**  
With its constant stream of eye-catching videos, TikTok can be addictive for young people. In 2020, the app was used for an average of 97 minutes per day on the app, with users spending more time on the app than on any other social media platform. This is due to the app's addictive design, which includes features such as infinite scrolling and autoplay.

**Advice for Parents & Educators**

**ENABLE FAMILY PAIRING**  
Family Pairing allows parents to link their TikTok account to their child's, and control parental controls. Parents can then turn on Restricted Mode, reducing the chance of a child seeing inappropriate content, set screen-time limits, manage account privacy and manage whether their child can send messages – and if they can, to whom. Children can also turn off these settings at any time.

**BLOCK IN-APP SPENDING**  
If a child is using an iPhone or Android device to access TikTok, you can set their settings to prevent them from making in-app purchases. We'd recommend enabling this feature, so it can be quite easy for a young person to spend a significant amount of their money buying TikTok coins to unlock extra features of the app – which is never too soon to be aware of!

**DISCUSS THE DANGERS**  
If a child wants to use TikTok and you're happy for them to do so, it's a good practice to discuss the potential risks. Ensure that they don't share any identifying personal information, and that they never fall for a 'challenge' if they're worried by instructions on the app. With more teens using TikTok for news, it's also worth talking about misinformation and propaganda, and how to identify it.

**READ THE SIGNS**  
If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the signs. Increased irritability, poor school performance and potential red flags, such as falling to complete homework or skipping meals. Remember, the parental controls are there for a reason, and it's never too late to be aware of them!

**Meet Our Expert**  
Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.

**#WakeUpWednesday**  
The National College

@wake\_up\_weeds | /www.thenationalcollege | @wake.up.wednesday | @wake.up.weeds

## Bike Bus News

The Oldbury Park Bike Bus now has **TWO** routes to school **every Wednesday in term time!** Orange route, starting from McIntyre Road, and Green route, starting from Riverview Close.

Both routes **meet at 8.10am to set off at 8.15am**, and you can join anywhere on the route. See the maps for approximate timings, or ask us if you're not sure.

Grown-ups have responsibility for their children and must attend and supervise those participating at all times. Everyone who joins does so at their own risk. Please make sure your bikes are in road worthy condition with working brakes and pumped up tyres.

We'd love to welcome you to the Bike Bus, so grab your bike and hop on our Bus! All abilities welcome!

Would you love to join, but are you struggling to get a bike? Have a look at Bike Worcester's bike recycling scheme: <https://bikeworcester.org.uk/recycling/>

**Riverview Bike Bus  
Wed in term time**

Get in touch with Emily Colborne or Bike Worcester if you have any questions.

If you don't have a bike (you or your grown up), just ask. If you are a grown up and don't know how to ride a bike and want to start, please do come and chat.

**You can join at the start or anywhere on route!**

Run by local parents with support from Bike Worcester. Find out more at [bikeworcester.org.uk/bikebus](http://bikeworcester.org.uk/bikebus)

**Meet on Riverview  
Close at 08:10am for  
08:15am departure**

**Croydon Villas  
at ~08:25am**

**School at  
~08:35am**

## Who's who in the Pastoral Team



The Pastoral Team work within school to support children who might be experiencing a range of challenges, including but not exclusively:

- bereavement
- mental health challenges
- well being concerns, including low mood, worry, anxiety
- attendance support

**Comer Road Bike Bus  
Wed in term time**

Get in touch with Jacinta or Richard Udell (City/County Cllr) if you have any questions.

If you don't have a bike (you or your grown up), just ask. If you are a grown up and don't know how to ride a bike and want to start, please do come and chat.

**You can join at the start or anywhere on route!**

**Newbury Rd  
at ~08:25am**

**School at  
~08:35am**

**Meet on McIntyre Rd  
at 08:10am for  
08:15am departure**

**Penhill Crescent  
at ~08:20am**

- supporting children who have grown up in challenging circumstances - such as having experienced Domestic Abuse
- support if the family dynamics change

- supporting children who have experienced childhood trauma
- support with wider family support (parental mental health, signposting)



*1 - Mrs Sarah Davies - Personal Development Lead*



*2 - Mr Tim Williams - Trauma Informed Schools Practitioner and Attendance Lead*



*3 - Mrs Sharon McFee - Pastoral Lead, Thrive Practitioner, Drawing and Talking Therapy Practitioner.*



*4 - Miss Vicki Davis - Thrive Practitioner*





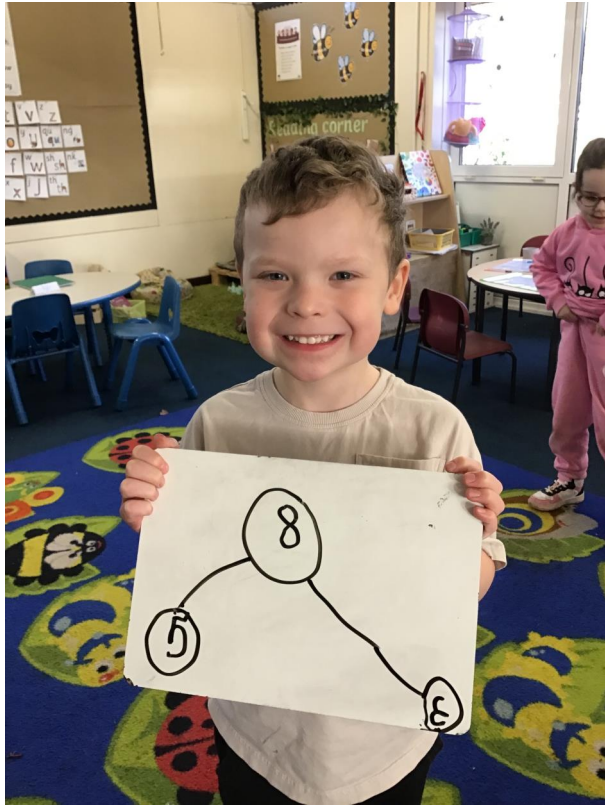
6 - Mrs Julia Ricketts - Trauma Informed Schools Practitioner

## Reception

In Maths this week, we have been looking at the composition of 5, using the song '5 Little Speckled Frogs'. We have talked about 5 being the whole and then have explored the different parts that make it up. For example, when we put some of the frogs on the log and some in the pool, we found that 4 is a part, 1 is a part and the whole is 5. To challenge ourselves, we also added a lily pad to the pond to show how 5 can be made with 3 parts!











This week we have created shades and tints by adding black or white to a base colour. We also enjoyed continuing to explore colour mixing.











## Year 1

### Year 1 Maths

This week in our Maths learning we have learnt how to order numbers from smallest to biggest. We then moved onto comparing numbers using the greater than, less than and equal to symbols and had a go at some problem solving too.

The children have also filled in missing numbers on a number line, using a 100 square to help them.

We are always trying hard to remember to form our numbers correctly and to get them the right way around. Maybe you could have a go at home too?

Thank you

700.

$19 > 8$  ✓  
 $32 > 18$  ✓  
 $17 < 23$  ✓  
 $40 > 14$  ✓  
 $38 = 38$  ✓  
 $25 > 15$  ✓  
 $16 < 60$  ✓  
 $59 > 49$  ✓  
 $18 < 43$  ✓  
 $49 > 19$  ✓

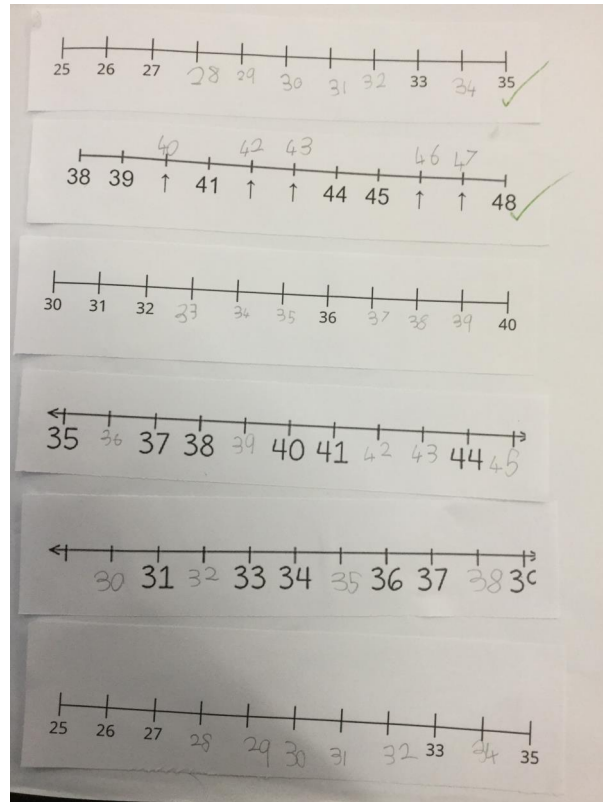
20.1.25 WALHT order numbers.

18	39	11	① 11 18 39
14	40	0	0 14 40
38	19	42	19 38 <del>42</del>
26	50	19	19 26 50 ✓ ☆

38	19	42
19	38	42
18	39	11
11	18	39
33	49	18
18	33	49

21.1.25 WALHI COMPTON 10/20/20

~~19 > 8~~ ✓  
~~32 > 18~~ ✓  
~~17 < 23~~ ✓  
~~40 > 14~~ ✓  
~~38 = 38~~ ✓  
~~25 > 15~~ ✓  
~~16 < 60~~ ✓  
~~59 > 49~~ ✓  
~~18 < 49~~ ✓  
~~49 > 19~~ ✓  
~~12 > 92~~ ✓  
~~18 < 80~~ ✓  
~~99 = 99~~ ✓  
~~60 > 40~~ ✓



## Year 2

### Computing

This half term in computing we are exploring Programming. Last week the children started this learning by giving each other instructions to draw different things, it was quite funny how some of the drawings ended up. We learnt that we needed to give clear instructions and keep them as simple as possible. This week, the children have had the chance to use the Beebots to give instructions to. We explored how to programme them with a set of instructions and we challenged ourselves to get to certain points on our mats. We then looked at what happens when we change the order of the instructions. The children worked really well together as a group.

In PE we are looking at the way we move, we have been changing direction and dodging others, through this we have to show respect for others and play within the rules. We also have to make quick decisions when playing games. We have discussed how our body feels before and after exercise, we have checked our breathing, if we feel hot or cold and how our muscles feel.







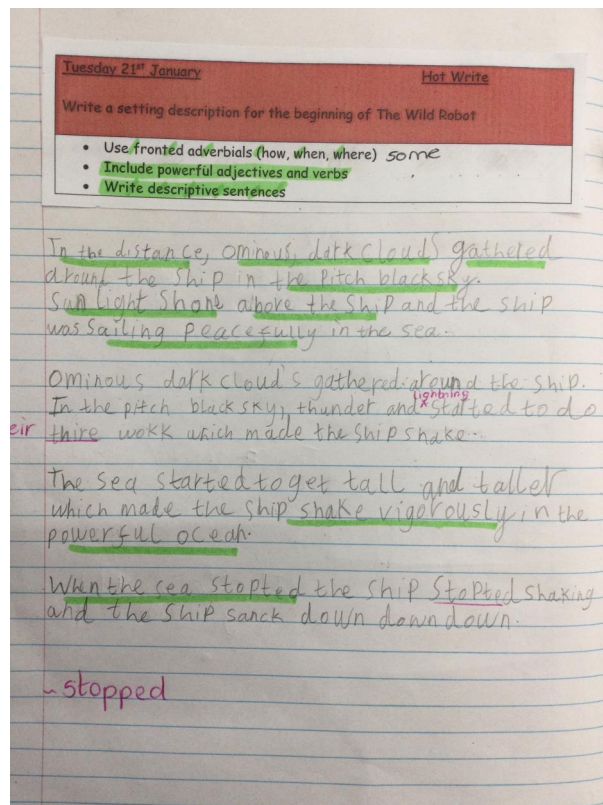
## Year 3

We had some great hot writes this week in Year 3! The children were focusing on using fronted adverbials, powerful descriptive vocabulary and ensuring the sequencing of events was correct.

We had another lovely OAA/ forest school session outside on Monday. We explored the surroundings and played some team building games.

In our computing lessons, we looked at programming on the Scratch programme. We explored making the sprite move and how we could change the movements by altering the programming.

Our work on light in Science has continued and we have been investigating different materials: transparent, translucent and opaque. We have then discussed why certain colours are used in clothing and houses in hot countries and the children have been giving reasons as to why this might be.



Tuesday 21<sup>st</sup> January Hot Write

Write a setting description for the beginning of The Wild Robot

- Use fronted adverbials (how, when, where)
- Include powerful adjectives and verbs
- Write descriptive sentences


(1hp)

In the distance dark gloomy clouds gathered covering the light blue sky. As the sun began to set, thunder rumbled in the horizon.

As the storm came closer, wind whistled violently making the ship go side to side. The clouds were nearly over head, making waves rise. On the horizon, lightning flashed and thunder crashed.

Waves pounded the ship. Five force lightning barely missed the ship. All of a sudden, a towering wave went over the ship sending containers flying into the chaotic waves.

A few minutes later, the clouds were gone. The settled down. The cargo ship sank down down down.



Tuesday 21<sup>st</sup> January Hot Write

Write a setting description for the beginning of The Wild Robot


- Use fronted adverbials (how, when, where)
- Include powerful adjectives and verbs -- some
- Write descriptive sentences

(1hp)

In the distance, there were dark, ominous clouds. A huge, rusty cargo ship lurked across the powerful sea. Lightning flashed with force. In the dark sky, it rumbled lightning and pouring and ship started shaking a bit. The strong wind came and blew the ship. All around the ship were pieces of old and splintered. Here the water came upon the ship.

It started getting scary and scary. The ship was almost about to break. It started lightning and pouring a lot. As the storm came closer, it was still pouring the ship. As it...

As the sky became darker and the thunder was strong, it began raining and in the ship it was going down and the ship was splintering. A few moments later it flashed. The dark sky was now lightning it was pouring. Within a few minutes the ship was broken and it was down down down.



Tuesday 21<sup>st</sup> January Hot Write

Write a setting description for the beginning of The Wild Robot

- Use fronted adverbials (how, when, where)
- Include powerful adjectives and verbs
- Write descriptive sentences

(hp)


On a peaceful calm ocean a large heavy cargo ship was sailing on the sea with sunlight beaming off the metal decks.

Then a slight rumble of thunder echoed around the pitch black sky.

Towering waves pounded the ship making it lurch violently from side to side. torrential rain was drenching the mast jagged lightning chopped the ship in two.

Then the deserted cargo ship sank down down down.

\* The wind started to whip up and the dark clouds rolled in the sky.



Tuesday 21<sup>st</sup> January Hot Write

Write a setting description for the beginning of The Wild Robot

- Use fronted adverbials (how, when, where)
- Include powerful adjectives and verbs
- Write descriptive sentences

(hp)

As the sun began to set I could see ominous dark clouds gathering on the horizon. A peaceful cargo ship was sailing towards it.

In the storm came closer a vicious ocean wave rolled in against the boat and it lurched to one side. It also made some containers fall off. The boat almost sank but it was saved by a colossal ocean wave vigorously pushing the large boat up.

Just as I was in the star, tearing water pushed the the boat this way and that as a fiery streak of lightning illuminated the pitch black sky and struck the boat into two.

\* Suddenly  
suddenly

Tuesday 21<sup>st</sup> January Hot Write

Write a setting description for the beginning of The Wild Robot

- Use fronted adverbials (how, when, where)
- Include powerful adjectives and verbs
- Write descriptive sentences

For ~~the~~ <sup>the</sup> ~~many~~ <sup>ominous</sup> ~~dark~~ <sup>dark</sup> clouds were gathering ~~below~~ <sup>on</sup> the horizon, but the waves were still ~~so~~ <sup>peacefully</sup> ~~passing~~ <sup>passing</sup> about. ~~As~~ <sup>As</sup> the wind was picking up it suddenly started to rain.

As the storm came closer, ~~drinking~~ <sup>drinking</sup> waves covered the ship whilst screaming wind blew off the sail. ~~Just~~ <sup>Just</sup> after that a strike of lightning pierced the ~~sky~~ <sup>sky</sup> as thunder roared above.

Without warning lightning smashed the boat in two, ~~but~~ <sup>As</sup> lightning ~~ripped~~ <sup>ripped</sup> it knocked all of the cargo off and the ~~rain~~ <sup>rain</sup> poured down and made ~~the~~ <sup>the</sup> ship tip over. Besides the ~~chaos~~ <sup>chaos</sup> more trenchant storms were coming.

Sally the boat got knocked over and it sunk down ~~in~~ <sup>in</sup> ~~the~~ <sup>the</sup> sea. Remaining only a few crates bobbing about on the surface.

Tuesday 21<sup>st</sup> January Hot Write

Write a setting description for the beginning of The Wild Robot

- Use fronted adverbials (how, when, where)
- Include powerful adjectives and verbs
- Write descriptive sentences mostly

In ~~the~~ <sup>the</sup> ~~dark~~ <sup>dark</sup> sky, ~~the~~ <sup>the</sup> ~~waves~~ <sup>waves</sup> were ~~reflecting~~ <sup>reflecting</sup> ~~the~~ <sup>the</sup> ~~sea~~ <sup>sea</sup>. ~~The~~ <sup>The</sup> ~~peaceful~~ <sup>peaceful</sup> ~~waves~~ <sup>waves</sup> were so calm didn't make a noise.

As the storm came closer, terrifying thunder roared side to side. ~~All~~ <sup>All</sup> of a sudden lightning hit the cargo ship.

In the dark sky, terrifying waves ~~hit~~ <sup>hit</sup> the cargo ship. ~~Waves~~ <sup>Waves</sup> ~~hit~~ <sup>hit</sup> ~~the~~ <sup>the</sup> ~~ship~~ <sup>ship</sup> then thunder hurt as they ~~was~~ <sup>was</sup> and ~~last~~ <sup>last</sup>.

To the right container rocking side to side then the ship sank down down down.

Tuesday 21<sup>st</sup> January Hot Write

Write a setting description for the beginning of "The Wild Robot."

- Use fronted adverbials.
- Use powerful vocabulary.
- Sequence events correctly.

When Kay's body lay on a metallic  
 people cargo ship drifted along the  
 water, cloudy weather at 10 am was  
 temperately sunny, a gentle breeze  
 and a sprinkle of clouds. As the  
 ship drifted across the  
 gleaming transparent ocean which is  
 also a clean calm water. Suddenly  
 everything was different, the clean calm  
 water was now a terrible terrifying  
 ocean. At the deck of the cargo ship,  
 water was spraying rapidly every  
 one almost drowned. The weather at  
 10 am was just sunny storm clouds  
 but no ~~trashing~~ crashing lightning  
 and thunder. At the speed light, the  
 water started to get choppy because  
 it was so choppy everybody almost fell  
 off deck. The weather at 11 am was  
 with ball lightning that chattered  
 the glass from the birds there was  
 also the minor storm covered every  
 thing and no sunlight could get  
 past. At the bridge was the cargo ship,  
 terrible, raging ball lightning and  
 the ship sank but luckily he  
 survived. All of a sudden a towering  
 terrible wave struck the ship which

Tuesday 21<sup>st</sup> January Hot Write

Write a setting description for the beginning of "The Wild Robot."

- Use fronted adverbials.
- Use powerful vocabulary.
- Sequence events correctly.

cargo ship waves ocean sky storm clouds thunder lightning sink

The cargo ship was ~~small~~ and ~~small~~  
 in the ~~sky~~. The ~~ship~~ was ~~in~~  
 the ~~ocean~~ and ~~the~~ ~~ocean~~  
 was ~~in~~ the ~~ocean~~ and ~~the~~  
 ocean made ~~small~~ waves in the  
 distance. ~~The~~ ~~ship~~ was  
 for the ~~ship~~.

finally  
 made  
 sank

Tuesday 21<sup>st</sup> January

Hot Write

Write a setting description for the beginning of "The Wild Robot."

- Use fronted adverbials.
- Use powerful vocabulary.
- Sequence events correctly.

As soon as the eye could see, there was only white clouds  
 about for days along the coast with orange and dark blue clouds  
 from the orange ship. The ship glided in - you thought there  
 was a lot of heavy rain on the ship. One hour later  
 the ship was falling on the water but far in the horizon  
 then waters had dark greyish clouds the ship was sitting  
 a little bit higher. Also the waves started crashing against the  
 A slow dark later the wind blew by all together started spinning  
 through the ship like a wave only I managed to see the  
 electricity balls of purple with a line through of thunder  
 around lightning I heard at the ship I said  
 the sea would I said combined with the dark, rusty  
 ship, the wind which was the pale which found the  
 passing wind into the ship after hours was of these this started  
 to sink. I saw the storm was on the sea, normally can't really  
 sound they but you get washed against the rocks and the  
 wind on my face.

Amazing!

Tuesday 21<sup>st</sup> January

Hot Write

Write a setting description for the beginning of "The Wild Robot."

- Use fronted adverbials.
- Use powerful vocabulary.
- Sequence events correctly.

On a sunny morning there was a ship diving through  
 the sea and there was a gentle breeze. Although it was  
 very calm and relaxing had to worry but Ros did.  
 She didn't know where she was and she was  
 terrified when she saw one dark misty night the clouds  
 turned grey dark heavy so relaxing and sea.  
 For once in the sea, crushing waves were everywhere  
 there were huge enormous waves going over the  
 cargo ship. Before long the ship sunk all the way  
 to the bottom of the sea. Nonchalantly Ros was  
 thinking what might happen to him but all he did  
 was start until he suddenly slept out a day.

calm  
worry



hup

Tuesday 21<sup>st</sup> January Hot Write

Write a setting description for the beginning of "The Wild Robot"

- Use fronted adverbials.
- Use powerful vocabulary.
- Sequence events correctly.

On the deep blue ocean, there was a big red cargo ship ~~was~~ sailing along the nice blue ocean.

One after noon, the red cargo ship went into the farther <sup>where</sup> there was enormous waves. The waves were spraying onto the boat.

The next day after that it got a bit calmer the waves were a bit choppy the clouds were grey and black.

blue

black

borg so











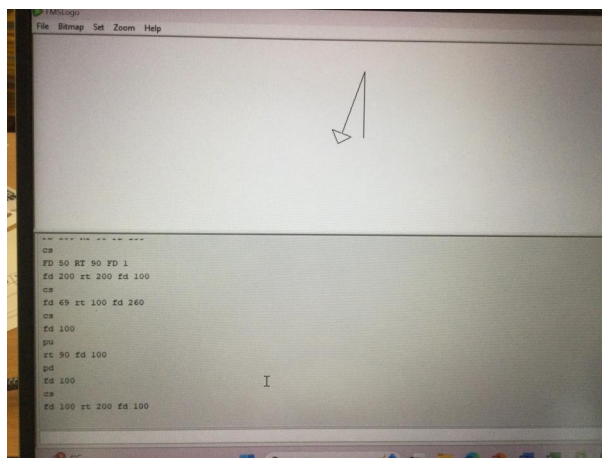
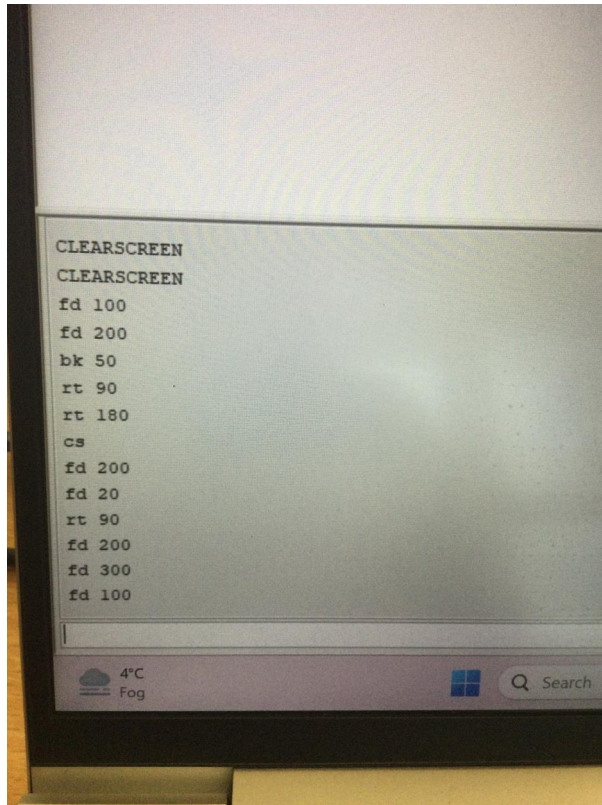
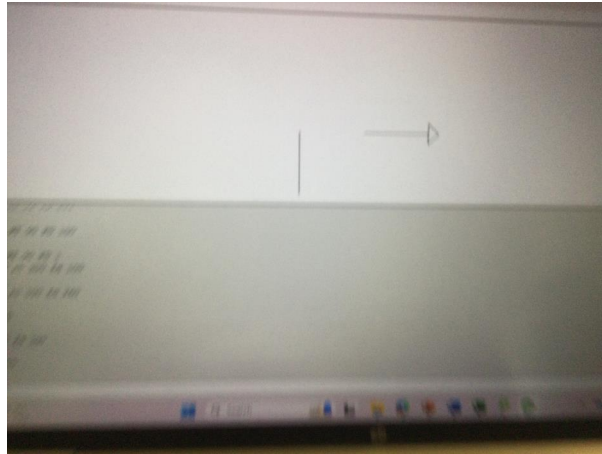
## Year 4

It has been another busy week in Y4.

In Computing, we have begun our learning of programming. The children have used software called FMS LOGO to program a 'turtle' to move around the screen to create different shapes. They explored using the different commands and typing these codes into the programming box. We talked about how important it is to be accurate when programming as this can cause the outcome to be different. Below you can see some photos of the children exploring the software in their first lesson.

In PE this half term, we have been building teamwork and communication skills. The aim of our lessons is to develop resilience and focus on positive problem solving skills. The children have been faced with different challenges and problems which meant they've had to think outside the box.

We are also very excited to show you some of our writing next week. The children have completed their first draft which includes our main skill of expanded noun phrases, and they have been practising some other skills, like using apostrophes for possession, to improve their descriptions for their hot writes. You will be able to see a final version in next week's observer.





### Multiplication Tables Check - Information Session

We hope that Year 4 parents and carers will be able to join us for our brief session after school on Tuesday 28th. We look forward to seeing you at 3:30pm in the Main Hall.



**Oldbury Park**  
Primary School

**Oldbury Road**

**Worcester WR2 6AA**

**Principal: Mr. Ben Irving**

Tel: 01905 424878

Email: [office@oldburypark.worcs.sch.uk](mailto:office@oldburypark.worcs.sch.uk)

Website: [www.oldburypark.worcs.sch.uk](http://www.oldburypark.worcs.sch.uk)

January 2025

Dear Parent/Carer,

You may be aware that in June 2025, all Year 4 pupils are required to take part in the national Multiplication Tables Check (MTC).

The National Curriculum states that all children should be confident with all times tables up to 12 x 12 by the end of Year 4. Rapid recall of times tables facts is fundamental and gives children an excellent foundation on which to build and apply mathematical skills across a range of concepts as they move into Years 5, 6 and beyond.

**Key Information:**

- The check will take place in school in June.
- It is completed online using a computer.
- It consists of 25 questions across all times tables up to 12 x 12.
- Children have 6 seconds to answer each question.
- It takes no longer than 5 minutes.
- Schools will have access to all their pupils' results, allowing those pupils who need additional support to be identified.
- There is no pass mark and the results of the test are not published – they are for school only.
- You will be notified of your child's result in their annual report.

**How can you help?**

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*Please note that the MTC check will be carried out on a computer and the children will need to answer using a keyboard.*

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All children have a TT Rockstars' account and this is used regularly in school. An additional 5/10 minutes at home as often as possible will have a significant impact. Soundcheck games emulate the MTC, but Garage and Studio games are also beneficial for speed and recall. Your child can visit their STATS area to look at their Heat Map, which will identify tables and specific facts that would benefit from more practice.

Please note that the MTC check will be carried out on a computer and the children will need to answer using a keyboard. Therefore, where possible, practice carried out on a computer or laptop would be beneficial.

Any other practice through reciting tables (in the car, around the dinner table!), singing times tables (lots of videos of this on YouTube) and any other online games, for example, Hit

the Button, will all be useful. Further information and ideas can be found on the following website (please note, this still shows the date for the 2024 check):

[www.theschoolrun.com/year-4-multiplication-tables-check-mtc-explained](http://www.theschoolrun.com/year-4-multiplication-tables-check-mtc-explained)

There are also another couple of websites which emulate the check and can be accessed through these links:

<https://www.timestables.co.uk/multiplication-tables-check/> [Multiplication Tables Check - Mathsframe](https://www.mathsframe.com/multiplication-tables-check/)

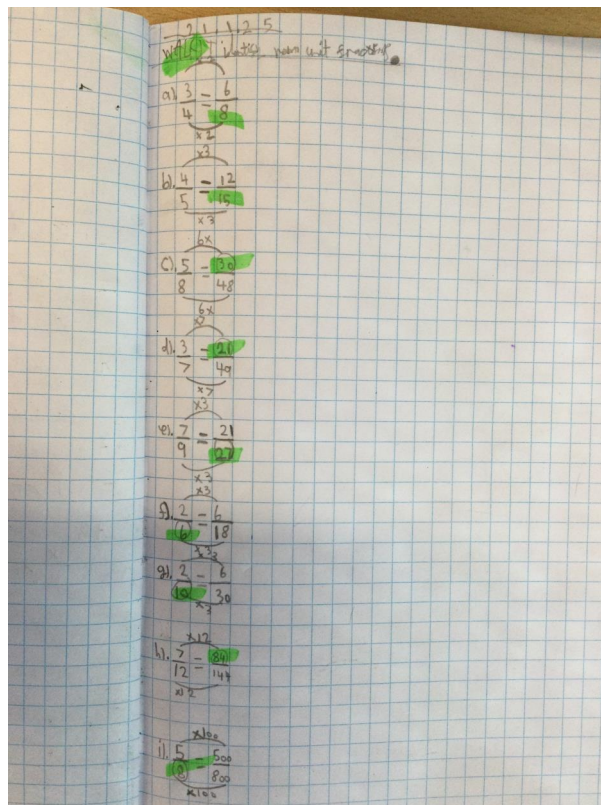
If you have any questions, please do not hesitate to get in touch.

Kind regards

Mrs Blasdale & Miss Moule – Year 4 Teachers

## Year 5

This week, Year 5 have been working very hard in Maths. We have started a new unit of learning - fractions! The children have started their learning by recapping their previous knowledge and then learning about both unit and non-unit fractions and how we can find equivalent fractions from these. The children have also applied this learning to a range of reasoning questions.



7.  $\frac{1}{2} = \frac{3}{6}$       8.  $\frac{1}{2} = \frac{5}{10}$       9.  $\frac{6}{12} = \frac{50}{100}$

Use the number lines to find fractions equivalent to  $\frac{5}{6}$ . Whitney is finding equivalent fractions using a number line.

a)      I can find equivalent fractions by splitting the number line into smaller parts.

b)      Use Whitney's number line to complete the equivalent fractions.

a)  $\frac{1}{5} = \frac{2}{10}$       c)  $\frac{3}{5} = \frac{6}{10}$

b)  $\frac{2}{5} = \frac{4}{10}$       d)  $\frac{4}{5} = \frac{8}{10}$

Use the bar model to complete the equivalent fractions.

$\frac{2}{6} = \frac{4}{12}$      $\frac{3}{6} = \frac{6}{12}$      $\frac{4}{6} = \frac{8}{12}$      $\frac{5}{6} = \frac{10}{12}$      $\frac{6}{6} = \frac{12}{12}$

20.01.25

What find fractions equivalent to unit fractions

### Fractions

$\frac{7}{10}$ Fraction	Whole	$\frac{1}{2}$ Half
$\frac{1}{2}$ Unit fraction	$\frac{7}{10}$ Numerator	$\frac{7}{10}$ Denominator
$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$ Equivalent	Simplify	$\frac{3}{6}$ Multiple
$\frac{5}{10}$ Factor	$\frac{9}{4} = \frac{10}{7}$ Improper fraction	$5\frac{2}{7}$ Mixed number fraction

Are the statements true or false?

$\frac{1}{2} = \frac{10}{20}$ ✓	$\frac{1}{3} = \frac{15}{30}$ ✓
$\frac{1}{4} = \frac{50}{400}$ ✓	$\frac{1}{5} = \frac{20}{100}$ ✓
$\frac{1}{6} = \frac{12}{60}$ ✓	$\frac{1}{7} = \frac{4}{10}$ ✗

Explain your answers.

1  $\frac{1}{4} = \frac{6}{24}$       4  $\frac{1}{7} = \frac{7}{49}$       7  $\frac{1}{10} = \frac{4}{40}$

2  $\frac{1}{5} = \frac{5}{25}$       5  $\frac{1}{9} = \frac{9}{81}$       8  $\frac{1}{17} = \frac{12}{11}$

3  $\frac{1}{8} = \frac{6}{48}$       6  $\frac{1}{5} = \frac{6}{30}$       9  $\frac{1}{5} = \frac{25}{125}$  ✓

6 9 18 30  
Multiple

$5\frac{2}{7}$   
Mixed number  
fraction

Are the statements true or false?

1  $\frac{1}{2} = \frac{10}{20}$  ✓

2  $\frac{1}{3} = \frac{15}{30}$  ✓

3  $\frac{1}{4} = \frac{40}{400}$  ✓

4  $\frac{1}{5} = \frac{20}{100}$  ✓

5  $\frac{1}{6} = \frac{12}{66}$  ✓

6  $\frac{1}{7} = \frac{4}{10}$  ✗

Explain your answers.

3/3

1. It is true because  
10 is the same  
as half.  
2. It's false  
because  $3 \times 15$   
isn't 30.  
3. It is false.  
40 is not  $\frac{1}{4}$  of  
400.

600 9 | 10 26 4 | 3 6 4 6 | 9 5 4 3 | 5 6 2 1

20.1.25

WANT find fractions equivalent to unit fractions

Fractions

$\frac{7}{10}$ Fraction	Whole	$\frac{1}{2}$ Half
$\frac{1}{2}$ Unit fraction	$\frac{7}{10}$ Numerator	$\frac{7}{10}$ Denominator
$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$ Equivalent	Simplify	Multiple 6 9 18 30
$\frac{5}{4} = \frac{10}{8}$ Improper fraction	$5\frac{2}{7}$ Mixed number fraction	

1)  $\frac{1}{4} = \frac{6}{24}$  ✓  $\frac{1}{3} = \frac{6}{18}$  ✓  
 $\frac{1}{4} \times 6 = \frac{6}{24}$   $\frac{1}{3} \times 6 = \frac{6}{18}$

2)  $\frac{1}{5} = \frac{5}{25}$  ✓  $\frac{1}{10} = \frac{4}{40}$  ✓  
 $\frac{1}{5} \times 5 = \frac{5}{25}$   $\frac{1}{10} \times 4 = \frac{4}{40}$

3)  $\frac{1}{8} = \frac{6}{48}$  ✓  $\frac{1}{12} = \frac{114}{114}$  ✓  
 $\frac{1}{8} \times 6 = \frac{6}{48}$   $\frac{1}{12} \times 12 = \frac{12}{12}$

4)  $\frac{1}{7} = \frac{7}{49}$  ✓  
 $\frac{1}{7} \times 7 = \frac{7}{49}$

5)  $\frac{1}{9} = \frac{9}{81}$  ✓  
 $\frac{1}{9} \times 9 = \frac{9}{81}$

2 5  
x x 5  
= 5

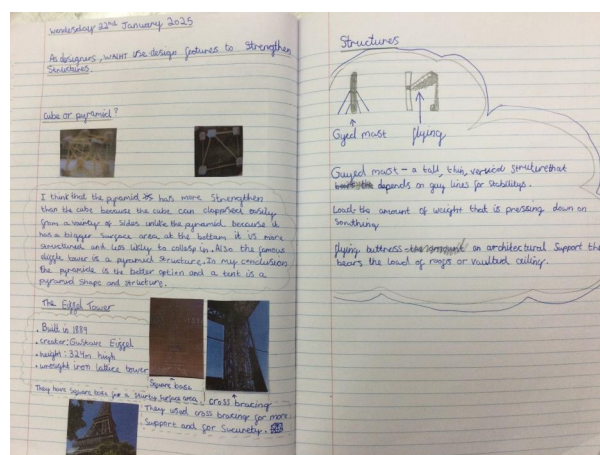


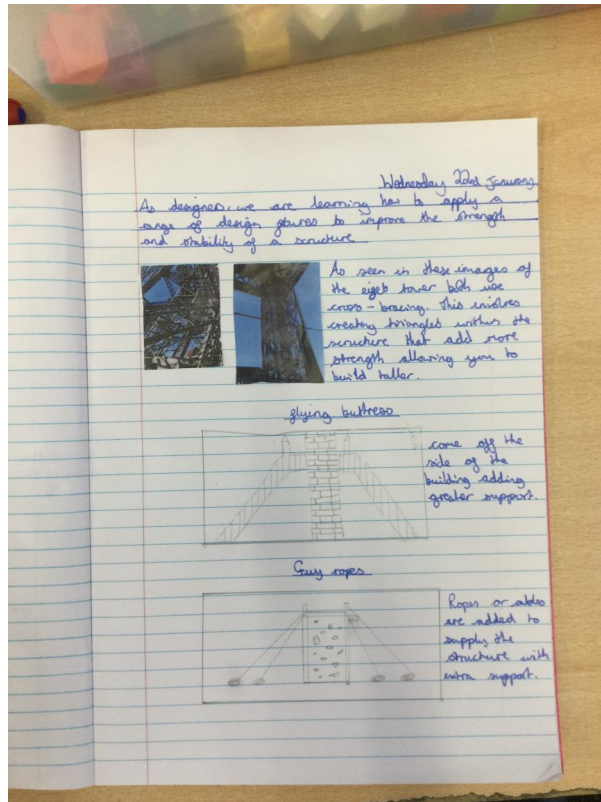
In DT, we continued looking at structures and this week considered different design features that help to ensure strength. The children explored a range of techniques, learnt some new vocabulary and looked at a well known structure: The Eiffel Tower. Following this, they worked in groups to see who could build the tallest tower out of multilink cubes. This was great fun and full of competitiveness!

Our focus in Maths has been on equivalent fractions, decimals and percentages and we have all started learning how to find percentages of amounts to varying degrees of difficulty.

We have also produced some excellent alternative fairy tale openings and tried to refine our use of dialogue in story writing ready for our next draft of our twisted fairy tale next week. Based on what we have seen this week, these are sure to be very creative!

Wishing you all a happy weekend.





Contact Us



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

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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 [eyfparents@oldburypark.worcs.sch.uk](mailto:eyfparents@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)