



# Oldbury Observer Spring 2025 Edition

## 4

### Mr Irving's Comment

Often, and sometimes by chance, a school week has a certain feel or common thread; this week the common thread has undoubtedly been a sense of pride in our children. As we approach the half way point in the school year, the children are really starting to see their efforts paying off in relation to the skills and knowledge associated with their year group and they are clearly proud of their achievements. There has been a concerted focus on writing across the school in recent weeks and months; our children are showing a sense of pride in their work (the content and presentation) and that they really enjoy the opportunity to share their work and celebrate their progress. This sense of pride is evident across the curriculum and in attitudes to learning; every day I am privileged to speak to children who are enthusiastic about their learning and proud of what they are accomplishing. I am happy to see our children wearing their uniform with pride too - showing an understanding that they can feel proud to be a part of Oldbury Park Primary School.

Have a lovely weekend.

### Swap Shop

Swap Shop will be open on Tuesday morning. We have shirts, jumpers, cardigans, skirts, dresses, PE kit, bags, footwear

### 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

Monday 10th February - CTA event: Magic Russ show for Years R-3 (letter sent home, £4 ticket, finishes 4:15pm)

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

### **Tuesday 11th February - Year 2 to Worcester University for Go Green Week.**

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

### **Wednesday 12th February - Year 3 to Worcester University for Go Green Week.**

**Thursday 6th March - World Book Day! (option to dress up as a favourite book character)**

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

Week commencing 17th March - Science Week

**Thursday 20th March - Year 4 History trip to Compton Verney**

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

### **Squid Games**

Throughout KS2, there have been mentions and discussions about the Netflix TV show 'Squid Game.' We wanted to share some details about the TV show in case anyone is unaware of its content. Squid Games is a 15+ in the UK and has a considerable amount of violence and gore. It is therefore not an age appropriate show for children under 15 to be watching.

Attached are 2 quick information sheets that can help you keep children safe on Netflix and also some more information about Squid Games.

At National Online Safety, we believe in empowering parents, carers and trained adults with the information to hold an informed conversation about online safety with their children, should they feel the need to. This guide focuses on one aspect of many which we believe should be covered by users of these sites with their children, tablets and laptops for safety.

## What Parents & Carers Need to Know about NETFLIX

Netflix is a subscription-based streaming service that allows users to watch TV shows and movies on any internet-enabled device that supports the software, such as smart TVs, phones and tablets. The pandemic's surge in children consuming on-demand content as many families relaxed their screen-time rules, Netflix's diverse range of programming catered for all age groups – and it's important for parents to recognise the potential risks of children using the service and the measures to help their child enjoy a safe streaming experience.

### INAPPROPRIATE CONTENT

Netflix produces and curates an extensive catalogue of content that can include explicit content. In addition, this can potentially lead to children accidentally viewing or receiving inappropriate content. Violence, the sex-related content and other elements, can be difficult to establish who's watching.

### BINGE-WATCHING

Netflix allows users to view shows and movies on any internet-enabled device. Excessive screen time to binge-watch has become more common. Binge-watching can be addictive, and the regular updates of content and recommendations can be addictive. Content varies similarly to what is available on other streaming services. Attention-seeking behaviour, such as binge-watching, can be addictive, and may affect their mood and concentration, and may reduce their exercise and sleep.

### SCREEN ADDICTION

From TV and phones to consoles and tablets, Netflix is available on almost any device with an internet connection. Making it extremely easy to binge-watch is a key feature of the service. Binge-watching users to spend even more time on the platform. Screen addiction can be addictive, and may affect their mood and concentration, and may reduce their exercise and sleep.

### HACKING ATTEMPTS

With millions of users worldwide, Netflix is often targeted by hackers who try to access its servers and databases. If successful, they can then steal payment details or for user names and passwords on the dark web, providing opportunity for identity theft and other malicious activities. Netflix has taken various measures to protect its data, including using secure protocols, encryption, and regular security audits.

### CONTACT FROM STRANGERS

Netflix's recommendation engine is popular during 100-hour periods as it suggests content that is similar to what you've watched. For example, for a recommendation to be made, it needs to know who you are. If you're logged in, it knows who you are. If you're not logged in, it knows who you are. It's important for parents to recognise the potential risks of children using the service and the measures to help their child enjoy a safe streaming experience.

### Advice for Parents & Carers

#### KEEP ACCOUNTS SECURE

Netflix doesn't have a parental control system. However, you can use a strong password to protect your account. Users can be notified if their account is accessed from a new device. It's important to share their login details with anyone and to ensure that their account is secure.

#### CHECK MATURITY RATING

Netflix doesn't have a parental control system. However, you can use a strong password to protect your account. Users can be notified if their account is accessed from a new device. It's important to share their login details with anyone and to ensure that their account is secure.

#### CREATE A KIDS' PROFILE

Netflix has a Kids' Profile feature that allows parents to create a profile for their child. This profile is designed to be age-appropriate and to provide a safe viewing experience. It's important to create a Kids' Profile for your child to ensure they are watching age-appropriate content.

#### SET UP PROFILE PINS

Netflix account holders can lock profiles using a four-digit PIN. This PIN can be used to prevent anyone else from accessing the profile. It's important to set up profile pins to ensure that your child's profile is secure.

#### SWITCH OFF AUTO-PLAY

When a show or movie concludes, Netflix's auto-play feature will automatically start the next episode or movie. It's important to switch off auto-play to ensure that your child is watching what they want to watch.

#### CHECK VIEWING HABITS

Netflix has tools which enable parents to check their child's viewing habits. This includes a 'Hello Oscar' feature that allows parents to see what their child has watched. It's important to check viewing habits to ensure that your child is watching age-appropriate content.

At National Online Safety, we believe in empowering parents, carers and trained adults with the information to hold an informed conversation about online safety with their children, should they feel the need to. This guide focuses on one aspect of many which we believe should be covered by users of these sites with their children, tablets and laptops for safety.

## What Parents Need to Know about SQUID GAME

With themes of horror and violence, it's important for parents and carers to understand the potential risks posed for young audiences by the viral TV show, Squid Game. The nine-episode Netflix exclusive TV show is rated 15+ and is about a world where contestants who are deeply in debt play children's games in order to win cash prizes. The losers, however, are violently killed. The show's popularity has meant it has spread across online platforms, and there is a great risk of young people being exposed to unsuitable scenes, meaning parents and carers have to be vigilant when allowing children to use devices.

### INAPPROPRIATE CONTENT

Some might argue that liquid games contain content that is not suitable for children. However, the show's themes of horror and violence, as well as a strong theme of mental health, are not suitable for children.

### APPEAL TO YOUNG PEOPLE

With its social media themes, the show's appeal to young people is clear. The show's themes of mental health and social media are highly relatable to young people.

### VIRAL SPIN-OFFS

As well as Netflix, Squid Game has grown in popularity on other platforms, such as TikTok and YouTube. This has led to a number of successful spin-off videos, which have taken advantage of the show's popularity.

### SCENE RE-ENACTMENTS

Squid Game's pervasive presence on social media has led to a number of scene re-enactments. These re-enactments often depict the show's violence and horror, which is not suitable for children.

### SIMILAR CONTENT SUGGESTIONS

When using social media and streaming, the content is recommended based on what the user has consumed. As a result, there is a greater chance of children being exposed to similar content, such as horror and violence.

### MONITOR ONLINE ACTIVITY

Squid Game has become a social media craze and it's possible your child will see some content related to the show on various platforms. Therefore, it's important to monitor your child's online activity to ensure they are not exposed to unsuitable content.

### MONITOR BEHAVIOUR

Due to the viral nature of the show, even if your child has not seen Squid Game, it's important to keep an eye on their behaviour. There have been reports from schools of children being exposed to the show's content.

### Advice for Parents & Carers

#### USE PARENTAL CONTROLS

Netflix has easily accessible built-in parental controls that allow you to set up a profile for your child with specific age ratings. Block down from watching certain shows and even lock their account so it can't be accessed by anyone else. Netflix also allows you to access your child's viewing history to see what they've been watching and to remove inappropriate content.

#### CHECK AGE RATINGS

Age ratings on TV shows and films are a way to gauge what is suitable for audiences of different ages. If you are unsure about the content your child is watching, check the age rating. It's important to check age ratings to ensure that your child is watching age-appropriate content.

#### HAVE OPEN CONVERSATIONS

Making sure your child is comfortable talking to you about what they are watching is a key part of ensuring they are safe. It's important to have open conversations with your child about what they are watching and to ensure they are not exposed to unsuitable content.

#### WATCH THE SHOW

If you're trying to figure out whether you should let your child watch Squid Game, it might be a good idea to watch the show yourself first. Going to see what you're getting into can help you decide if it's something you'd feel comfortable with your child being exposed to.

## What is DoomsScrolling?

Doomscrolling is a term used to describe the habit of scrolling through social media feeds, news websites, or other online platforms, often leading to negative emotions and mental health issues. It is characterized by a compulsive and excessive use of digital devices, particularly smartphones, to consume content, often without a clear purpose or intention. This behavior can lead to feelings of anxiety, depression, and a sense of helplessness, as users are constantly exposed to negative news, social media drama, and unrealistic expectations. The constant stream of information can be overwhelming and lead to a cycle of doomscrolling, where users find themselves unable to stop scrolling, even when they know it is affecting their mental health. To avoid doomsScrolling, it is important to set boundaries, take breaks, and engage in positive activities that promote mental well-being.

Doomscrolling is where someone gets caught in a continuous cycle of negativity and fits in perfectly with algorithmic literacy above. Whilst doomscrolling is often intentional, it can also be a result of the decisions the algorithm makes and being led down a rabbit hole of doom. This can have ongoing effects such as anxiety and other negative effects on wellbeing.

Internet Matters has a great article about doomscrolling, including things to look out for and advice for parents. You can find the article [HERE](#).

## 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
- 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*



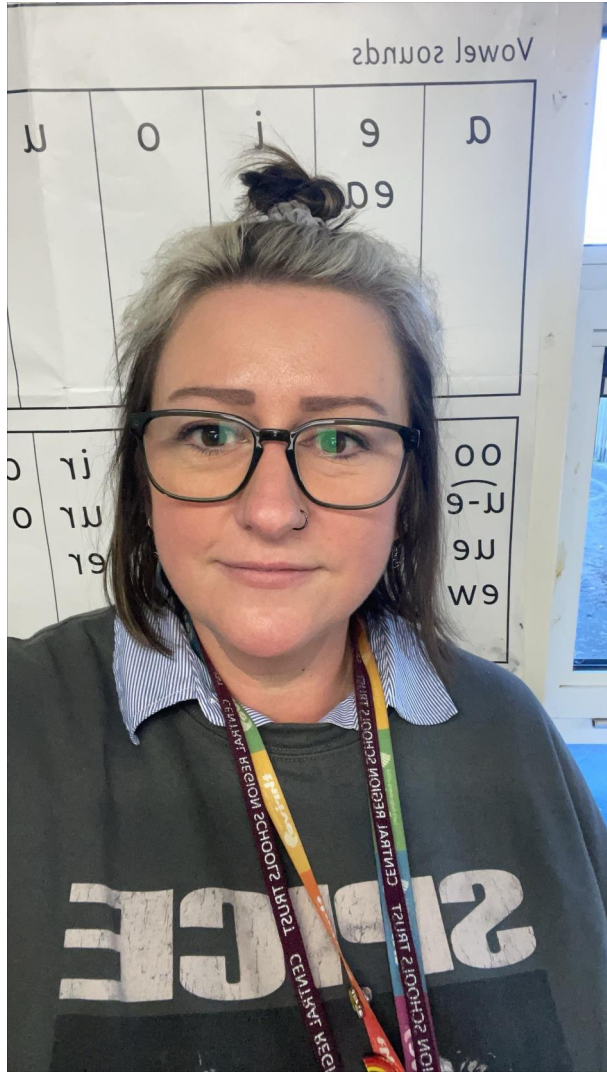
*2 - Mr Tim Williams - Trauma Informed Schools Practitioner and Attendance Lead*



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



*4 - Miss Vicki Davis - Thrive Practitioner*



5 - Miss Kelly Matthews - Thrive Practitioner



*6 - Mrs Julia Ricketts - Trauma Informed Schools Practitioner*

## Language experiences for KS2

A huge thank you to Isabelle Schafer, PGCE Secondary Modern Languages Lead Mentor from the University, who brought 17 students across to KS2 to engage in some taster sessions of Italian, French, Japanese, Catalan and Galician. Each class has shared their experiences below.

## Reception









This week, we read 'Stuck' by Oliver Jeffers. In the story, a boy is trying to get his kite out of a tree. He keeps trying and trying by throwing things up into the tree but everything else gets stuck too. We talked about how it is good to keep trying when something doesn't work the first time but sometimes we need to try something different instead of just doing the same thing over and over again. Coincidentally, later in the week we had our own 'stuck' situation! While playing with the hoops, two got stuck in our tree. Someone tried to knock them out by throwing another hoop at them and just like in the book, the third hoop got stuck too. We remembered what happened in the story and thought of new ideas to try.

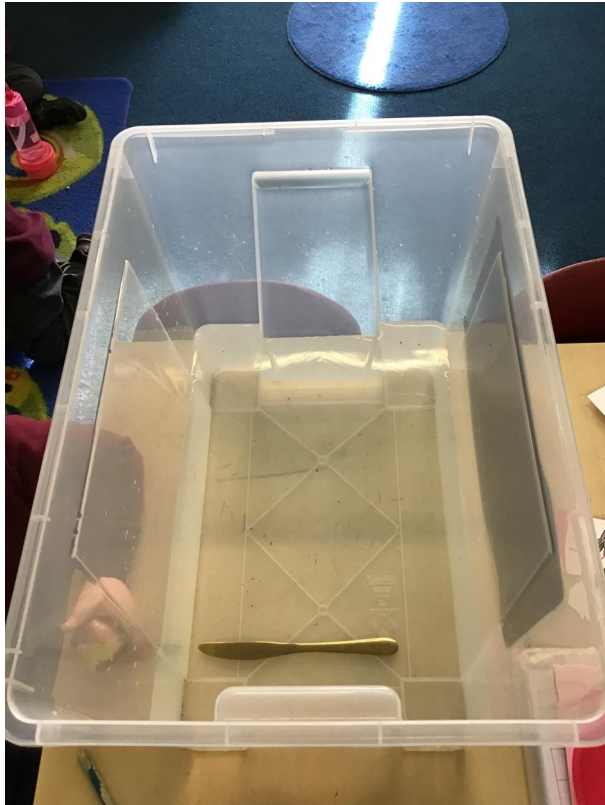
Ruan - "I could sit on your shoulders"

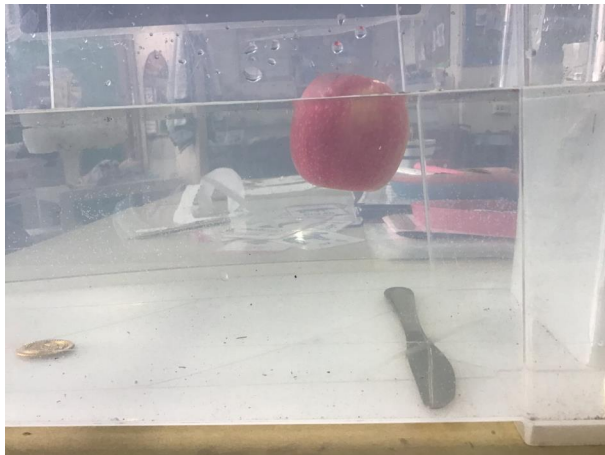
Keegan - "I could stand on crates"

N'Ayeie - "I could get my Dad to get it"

Oscar - "What about a ladder?"

We tried using crates but couldn't reach standing on one and when we added enough crates to reach it, the tower was too tall and wobbly to stand on. Another suggestion was for Mrs Cartwright to use a long stick. The children found the longest sticks they could but Mrs Cartwright still couldn't reach. Finally, Keegan found a long spade and Mrs Cartwright was able to reach one of the hoops. There was some super ideas from lots of the children in Reception and we had a chance to apply our learning about problem solving in a real life situation.





We have been exploring sinking and floating.

To start with we talked about what the words sink and float mean.

Bertie - "Sink means sink all the way down in the water"

Callie - "Sink ... in water go down to the ground"

Edy - "Sink or float"

Amara - "Float ... on your back floating"

Orlah - "Float is up"

Josie - "In deep water my Daddy picks me up because I sink"

We made predictions about whether an object would sink or float, sharing the reasons behind our predictions.

Oscar - "The knife will sink because it's metal"

Rory - "Knife will sink, its too heavy"

Emilia - "Coin will float because it's plastic and I have seen plastic things float before"

Ruan - "Paper will float because it's not heavy like the knife"

Lily - "The apple will sink because it's big"

There were some surprises for the children. They were shocked when the small and light plastic coin sank to the bottom of the water but the heavier log floated. The apple sank to the bottom when we first put in the water but then it rose back to float near the top.

## Year 1

### **Maths in Year 1**

This week in our Maths learning the children have been learning the number bonds to 10 and then to 20. The children have really enjoyed this activity.

We also have been thinking about double numbers.


The children have loved playing the game 'hit the button' to help them get quicker at the number bonds and doubles. You may like to play this game at home too. Below is the website link.

[Hit the Button - Quick fire maths practise for 6-11 year olds](#)

Please remember that you can still play on Numbots to extend your child's Maths learning at home too.


Thank you

## Rainbow to 20



0 1 2 3 4 5 6 7 8 9 10 **20** 11 12 13 14 15 16 17 18 19 20

$0 + 20 = 20$	$10 + 10 = 20$
$1 + 19 = 20$	$11 + 9 = 20$
$2 + 18 = 20$	$12 + 8 = 20$
$3 + 17 = 20$	$13 + 7 = 20$
$4 + 16 = 20$	$14 + 6 = 20$
$5 + 15 = 20$	$15 + 5 = 20$
$6 + 14 = 20$	$16 + 4 = 20$
$7 + 13 = 20$	$17 + 3 = 20$
$8 + 12 = 20$	$18 + 2 = 20$
$9 + 11 = 20$	$19 + 1 = 20$

  
visit [twinkl.com](https://www.twinkl.com)

# Rainbow to 10



$0 + 10 = 10$

$10 + 0 = 10$

$1 + 9 = 10$

$9 + 1 = 10$

$2 + 8 = 10$

$8 + 2 = 10$

$3 + 7 = 10$

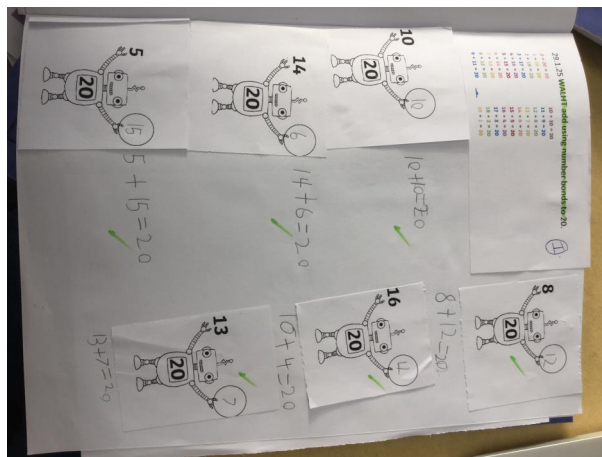
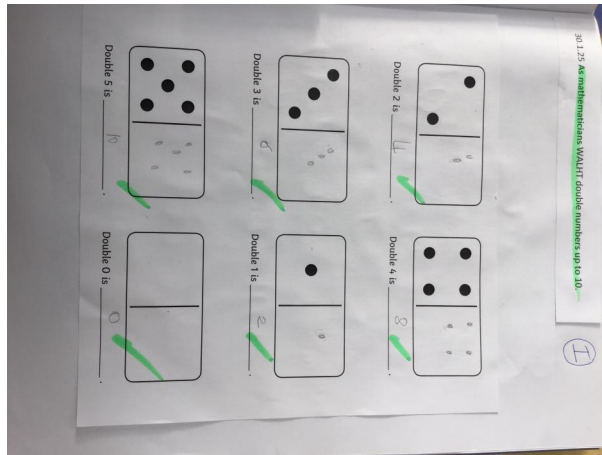
$7 + 3 = 10$

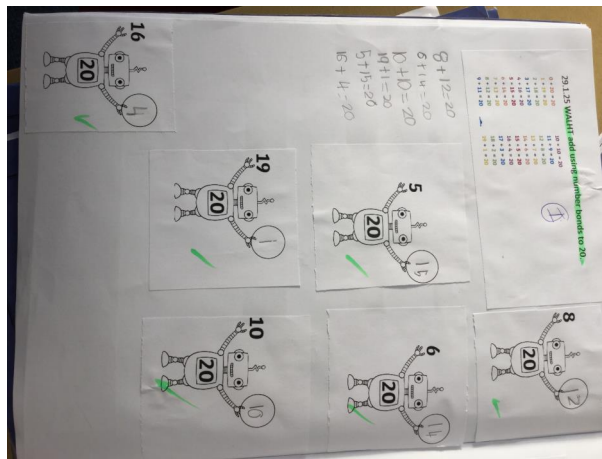
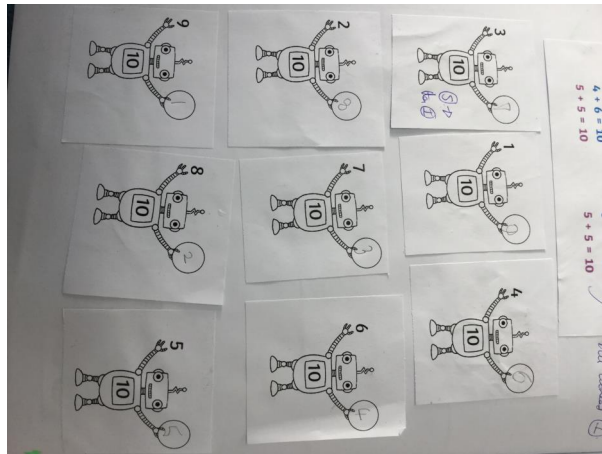
$4 + 6 = 10$

$6 + 4 = 10$

$5 + 5 = 10$

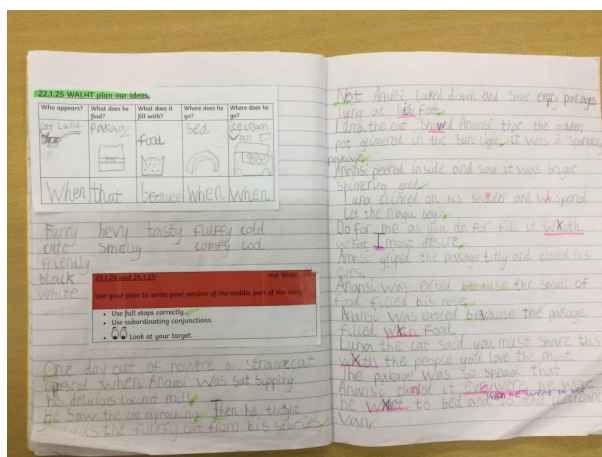
$5 + 5 = 10$





## Year 2

We have worked hard on using our subordinating conjunctions this week and used our learning to write the middle part of Anansi and the Golden Pot in our own way from our plans. We had to change the item found and the creature who brought us to it. We really used our imaginations and used our writing skills to complete our writing as you can see from the work below. We had to edit our work to improve it and find some of our own mistakes.



Whenever he craved food he  
 said the spider charm.  
 A very clever story. 2hp  
 with x3 with with with  
 went x3 went went went

**22.125 WAHT plan our story**

Who appears?	What does he do?	What does it fill with?	Where does he go?	Where does he go?
the cat	spoke	clean	At night	van
when	because	that	because	when

magic  
 delicious  
 baguette

**22.125 WAHT**  
 Use your plan to write your version of the middle part of the story.

- Use full stops correctly.
- Use subordinating conjunctions **than**.
- Look at your target.

One day out of the whole a  
 Anansi saw a cat what gave him  
 a magic bag when it was filled with  
 magic said Anansi goes on the  
 spot it was the glimmer of from his  
 story.

At the top of a spider the boxes were empty  
 all of the top were empty  
 away at his feet.  
 The cat showed him the sparkling  
 with food in it.  
 Anansi looked at the sparkling like  
 that the cat showed him with his paw.  
 The cat said the magic words  
 Do for me as you do for of full  
 with was I have all with  
 Anansi  
 Anansi gripped the box and closed  
 Anansi smiled at the of baguette pulled his  
 base  
 to his amazement the box filled  
 with baguette but not that with how you  
 the most  
 The sparkling little box became  
 he would disappear.

everywhere



Anansi put it everywhere to the  
 ocean and park, when he whored  
 his kids club even when he had  
 dinner.

A good effort Alex well done 1hp.

took x3 took took took  
 said x3 said said said  
 saw x3 saw saw saw

22.125  
 move  
 your  
 fuso

22.1.25 WALHT plan our ideas

Who appears?	What does he find?	What does it fill with?	Where does he go?	Where does he go?
cat ginger 	magic bowl 	Ice cream	Park	Ocean
When	that	because	When	because

Soft Vanilla Swing slide turtles  
Silver seaweed

23.1.25 and 24.1.25 Hot Write  
Use your plan to write your version of the middle part of the story.

- Use full stops correctly.
- Use subordinating conjunctions.
- Look at your target.

one morning a kitten appeared when Anansi was sipping some yummy coconut milk. then he saw something coming towards him and it was the soft cat called ginger from his stories. Next Anansi looked at his feet and saw lots of empty bowls lying at his feet. Then ginger showed Anansi a special silver bowl. Then the kitten climbed onto Anansi's shoulder and said

Let the magic begin. Next they both chanted the magic words. Do for me as you do for me. I'll fill this pot with water I must desire. Anansi slipped the pot and closed his eyes. Suddenly Anansi felt excited because the smell of ginger filled his nose. Anansi felt happy because the silver bowl had filled with his favourite food. The cat reminded Anansi that he had to share it with the people he loves the most. The silver bowl was so special to Anansi. He carried it everywhere. Anansi went swimming with the bowl. When he went swimming under the sea, Anansi was too tired to eat. He had a magic charm that the bowl got him when he swam. The bowl was also useful to Anansi because it was the perfect shape for building sandcastles. Whenever Anansi played his favourite food he spoke the cats

Charm  
wow Masha, a fabulous piece of writing.  
with with with with  
when when when when

Use your plan to write your version of the middle part of the story.

- Use full stops correctly.
- Use subordinating conjunctions.
- Look at your target.

One morning out of nowhere a strange cat appeared when Anansi was sipping his delicious coconut milk. The cat was walking towards him. Suddenly Anansi froze on the spot and realised that it was the cute cat from his story. The next day Anansi saw empty coconut shells lying at his feet. Silvy and the cat showed him the sparkling hat that was shining shinning in the sun light... the sparkling hat. He peered peered inside and saw it was bright shimmering gold. Then Anansi picked the cat up and the cat whispered let the magic begin. Next Anansi ~~st~~ chanted the mag

words. Do for me as you do for the ~~sp~~ cat fill with what I most desire. Anansi gripped the sparkly hat and squeezed the sparkly hat and closed his eyes. ~~So~~ Suddenly Anansi ~~felt excited~~ ~~excited~~ because the smell of flowers filled his ~~is~~ nose. The smell reminded him of when of home when he smelled the red-red stew.

A good effort Evelyn 2hp

so but the fishermen pulled the net and Amari thought they were so strong that he became they carried it and it was so heavy.

**22.1.25 WALHT plan our ideas:**

Who appears?	What does he find?	What does it fill with?	Where does he go?	Where does he go?
Bella	hat stick	flowers	shop	home
when	that	because	when	because

furry cute furry colorful dark yellow

**23.1.25 and 24.1.25 Hot Write**

Use your plan to write your version of the middle part of the story.

- Use full stops correctly.
- Use subordinating conjunctions.
- 👁️ Look at your target.

one day out of nowhere a strange cat appeared when Amari was sipping his delicious

to wash milk was so yummy? choose of the milk that then was the that Amari was happy to being at night the funny hat showed him the light sparkly but that the he saw that it was a cat. E a cat and that was a stray cat. Bella was surprised at the page but he next Amari was excited. the small cat with fluffy fur. Amari was happy x when the sparkly cat had filled with this favorite flowers. the cat cat said share this then the people we love the milk they all shared it and Amari took for just ever where the hat when he was hungry. The hat got wet to when it was busy.

all the clothes the cats cat tried to get on and then when he got home he sat on the sofa and the cat sat on the sofa to because he was exhausted. Amari thought that was good for building and with fluffy cat because it was the perfect shape to be in. Whenever he sat he felt the spikes show.

You have used some good words Eca 2lp with s3

**22.1.25 WALHT plan our ideas:**

Who appears?	What does he find?	What does it fill with?	Where does he go?	Where does he go?
dog	stick water	flowers milk	ice cream shop	home
when	that	because	when	because

**23.1.25 and 24.1.25 Hot Write**

Use your plan to write your version of the middle part of the story.

- Use full stops correctly.
- Use subordinating conjunctions.
- 👁️ Look at your target.

one day when Amari was sitting on a bench a massive hairy dog appeared when Amari was sitting on a bench. Amari saw the hairy dog and he thought it was the hairy dog from the stories. Amari saw some loads of empty dog biscuits lying at his feet.

The hairy dog showed him the dog biscuit and he picked it up. He peered and he saw that it was a dog biscuit. The hairy dog he sat into Amari and let the cat begin. Amari saw the dog biscuit and he took it. Amari got the dog biscuit and he ate it. The dog biscuit was filled with his favorite milk. Amari felt happy because the dog biscuit was filled with his favorite milk. Amari felt happy because the dog biscuit was filled with his favorite milk. Amari felt happy because the dog biscuit was filled with his favorite milk.

22.1.2: **What's your story?**

Who appears?	What does he see?	What does it get with?	Where does he go?	Where does he go?
the dog	golden pot	golden pot	beach	ocean
When	the	beach	When	beach

the dog had seen some golden pots  
 some golden pots on the beach

**Checklist:**

- Use full stops correctly
- Use underlining conventions
- Look at your target

One day out of nowhere a strange  
 appeared and it was a dog. Anansi  
 was surprised and it was hairy and scary  
 and called it. Was the dog from his  
 beach? Anansi saw lots of sea shells

Anansi was sitting on the ground  
 looking at his golden pot. The dog  
 was wearing golden pots. The dog  
 was shouting gold. The dog  
 looked at Anansi. Shells and  
 was pants. In his ear, let the magic  
 here they showed the magic. Anansi  
 got me as you do get the dog  
 make what I have done. Anansi  
 gripped the pot tightly and closed  
 his eyes. All of a sudden Anansi  
 was surprised because he saw in  
 the sea shell filled with his  
 favourite lilies. There were  
 delicious digest kind of lilies.  
 The dog decided he to write it with  
 the people he loves the most.  
 The golden pot showed Anansi took  
 it every time Anansi swim with the  
 pot it was very wet. He swam

the pot had a bath when Anansi had  
 a bath. Under the sea ocean. The pot  
 Anansi was having a bath. Anansi  
 realised that he can make sand  
 castle on the beach. He thought of  
 using some sea shells so he  
 can make a sand castle. When ever  
 the dog he covered the fairy tale gold  
 the dog charm.

A great effort Tea 2up

where  
living

22.1.25 WALHT plan our ideas.

Who appears?	What does he find?	What does it fill with?	Where does he go?	Where does he go?
dog	swimming	swimming	swimming	swimming

was

When that because when because

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

red.

Denya is sun to play with  
he like to play and has sun  
sus

Ice cream

23.1.25 and 26.1.25 Hot Write

Use your plan to write your version of the middle part of the story.

- Use full stops correctly.
- Use subordinating conjunctions. **when**
- Look at your target.

one day at 15 nowhere a s...  
appeared when a Andas was drinking  
he wishes coconut milk  
big subsea dog cum in a was  
the spot on the spot but he

in hills it was the sunset day  
from his stories but one  
sunset dog she him in the  
the world was  
the sun and the sun  
on he should not  
dog set let the magic  
the magic bird  
it will be in the  
let the magic bird  
a slither up was  
Andas enter the  
he was his to close his  
he saw the sunset  
dog set he will  
people he likes the  
Andas he came  
when Andas he went to the  
beach and the sunset  
seaward the world was

a Andas was at the beach  
and it was the sunset  
swimming and he  
state he should not  
see the sunset dog  
Now I can see you have really had with you writing this

when vs

23.1.25 and 24.1.25

Hot Write

Use your plan to write your version of the middle part of the story.

- Use full stops correctly.
- Use subordinating conjunctions.
- Look at your target.

One day a strange a pear and when Anansi was sipping his delicious coconut. He got a long smoozy talk. He grows on the spot and he remember it was the cheeku monkey from his storeroos. Just then Anansi nantists a lot of empty popping seaweed lighting bay his feet. Then the monkey showed him a special popping seaweed that glimed in the sun lit. It thend in to a golden ball. Then the monkey swang in front of his thays and whispud in his ear let the magic begin. All of asudan he felt excited because the smol of brise. fild his nose to his amasant the boll gild with his earvat biscit. The monkey

22.1.25 WALHT plan our story

Who appears?	What does he find?	What does it fill with?	Where does he go?	Where does he go?
Bunny		his energy	Cinema	Sea
When	that	because	When	because

23.1.25 and 24.1.25

Hot Write

Use your plan to write your version of the middle part of the story.

- Use full stops correctly.
- Use subordinating conjunctions.
- Look at your target.

Aa

One day a out of no went stranger, apred was Anansi was sipping his delicious coconut. Anansi felt two fuzzy ear. Suddenly he found on the spot and realize it was the fuzzy bunny from his story. Just then Anansi saw lots of sea shells ling on the ground. The bunny showed him a special shining light. golden sea. Anansi fild in to and saw it was gild and sparkling. gild the bunny hped on to holder and use let the magic begin. All of a suden Anansi was excited because the smol of chelit. fild his nose. He was surprise because the golden sea gild gild with his gavat. is cream. the bunny said to ghat with the people. the se once the pice. the golden sea shell was so special to Anansi that he took it away. were he went of talk it to the cinema because

23.1.25 and 25.1.25 Hot Write

Use your plan to write your version of the middle part of the story.

- Use full stops correctly.
- Use subordinating conjunctions.
- Look at your target.

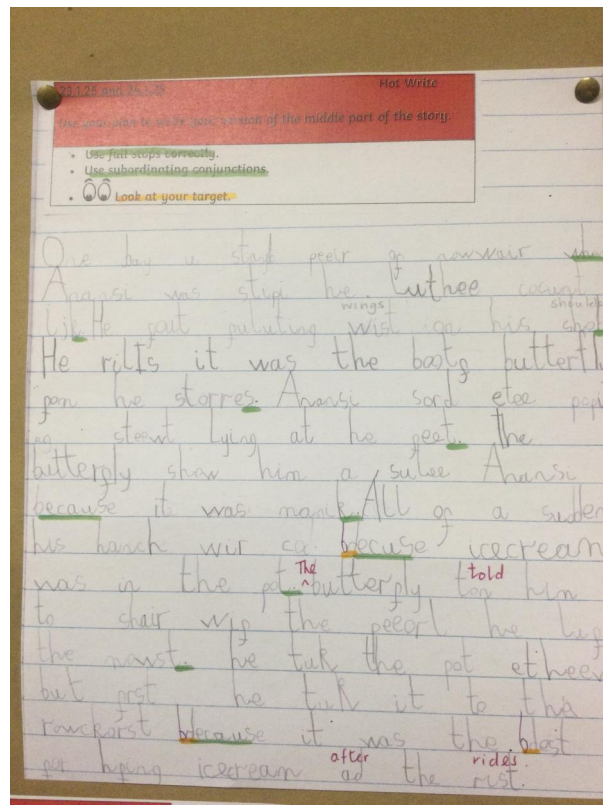
One day out of now where a strange animal appeared when Anansi was eating his delicious cockroaches. He felt fluttering wings trailing on his back. Suddenly Anansi froze and realised it was the butter fly from his story. Next the boy saw lots of popping seeds were lying by his feet. The butterfly showed the boy a magic bowl that shimmered in the sun. Anansi peeped and saw gummy gold. The butterfly flew on to Anansi's shoulder and whispered in his ear, let the magic begin. Suddenly Anansi felt excited because the shell of chocolate brownies hid his magic. To his amazement the golden bowl was filled with his favorite chocolate brownies. The butterfly told the boy to share to the people he loved the most. The golden bowl was so special to Anansi that he carried it everywhere he went. Anansi went to the roller coaster when he was having fun on the roller coaster with the golden bowl. When Anansi was on the roller coaster he went to have a picnic because he got hungry.

23.1.25 and 25.1.25 Hot Write

Use your plan to write your version of the middle part of the story.

- Use full stops correctly.
- Use subordinating conjunctions.
- Look at your target.

One day out of nowhere a strange animal appeared when Anansi was eating his delicious cockroaches. He felt scaly skin slithering up his back. There was one long body. Suddenly Anansi gasped in the spot and realized it was a scaly snake from his story. Just then Anansi saw lots of dry palm leaves lying by his feet. The snake showed him a special magic leaf that shined in the sun. Light it was a gold plate. All of a sudden he felt excited because the small pieces of chocolate filled his nose to his apartment. The gold plate was filled with his favorite chocolate. The snake told him to share with the people.



## Year 3

This week in Year 3, we have completed our first draft for our retelling of the "3 Billy Goats Gruff." There were some fantastic pieces, with lots of focus on their use of inverted commas for speech, and not one "said" in the whole of Arrowsmith! WOW! In Hampton, the children worked with a partner to edit their first draft, with a specific focus on trying to spot all of the rules of speech that we have been learning.

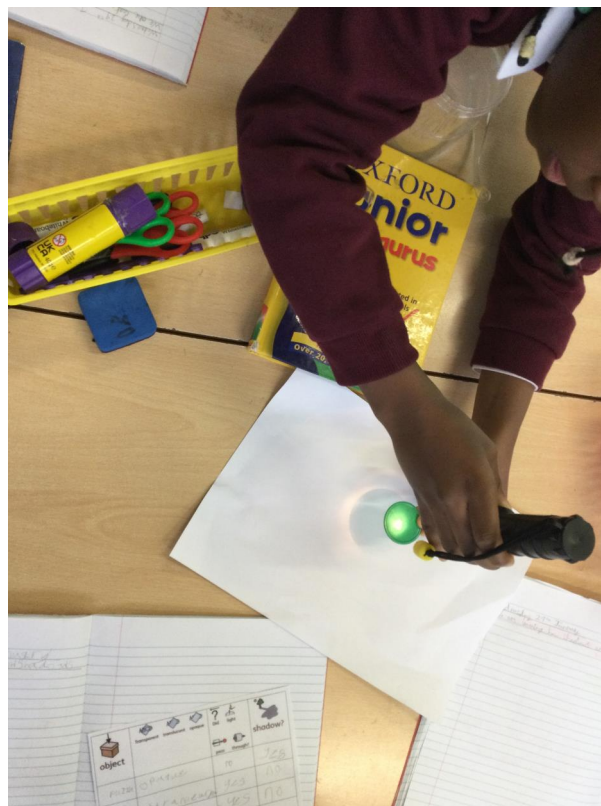
In Science this week, the children took part in an investigation to find out how shadows are formed. They were posed a question to start, "I wonder if translucent objects create shadows?". After some discussion, the children set about testing opaque, transparent and translucent objects to see if they created shadows when a light was shone on them. The children identified that opaque objects block the light and create a shadow, whereas translucent and transparent objects let the light pass through.

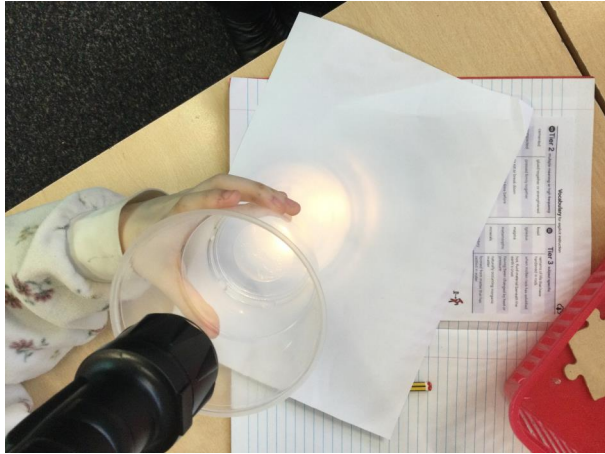
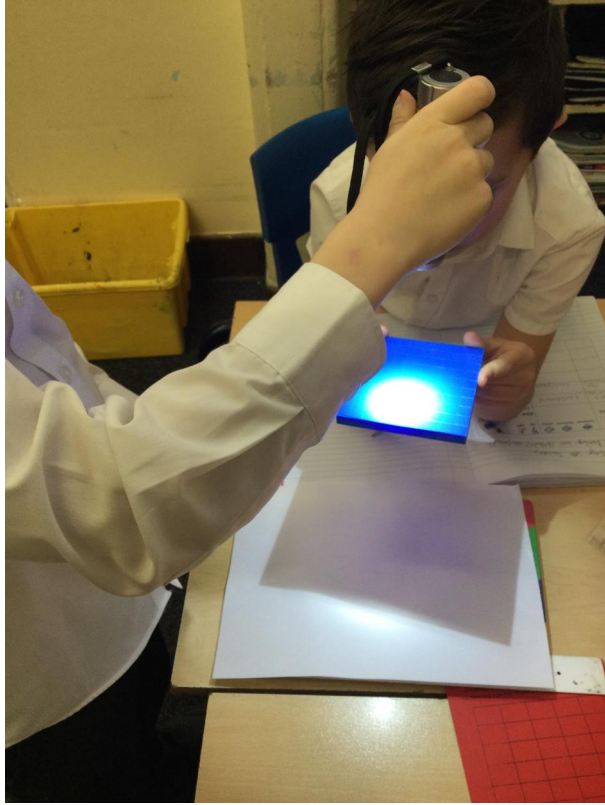
In Maths, we have completed a sequence of learning on division, with the children perfecting the use of the 'bus stop' method when dividing two digit numbers. We have now begun looking at fractions - which will allow the children to apply some of their division knowledge. To begin with, the children made some practical representations of fractions using Cuisenaire rods, cubes or Numicon. They reminded themselves that fractions are

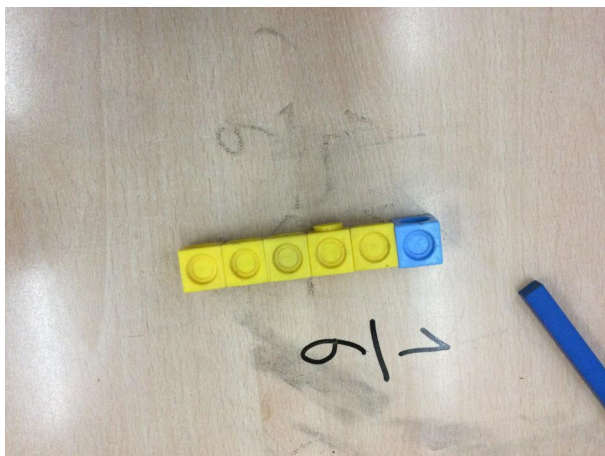
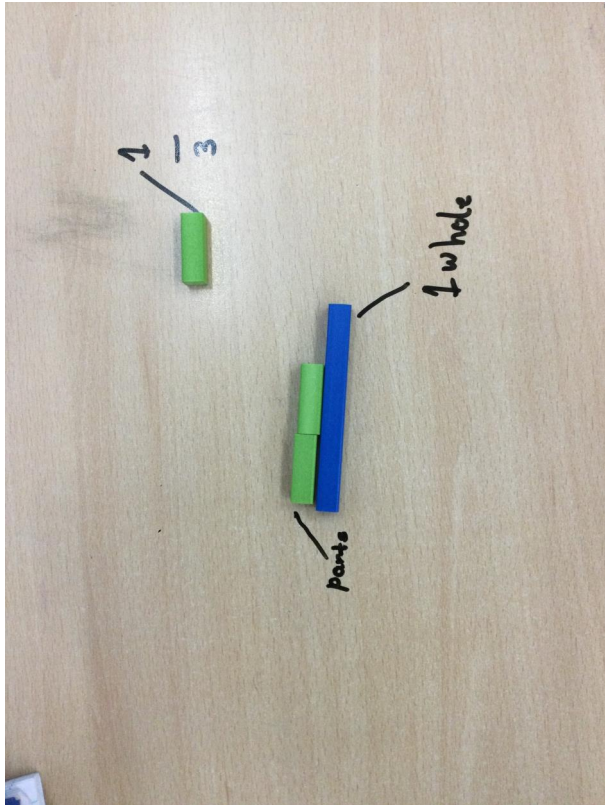
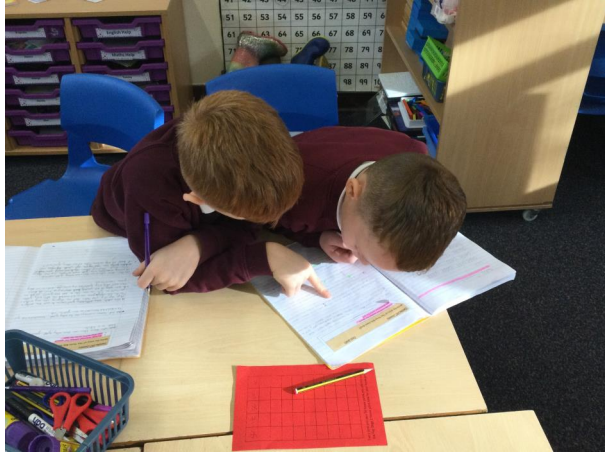
made up of parts of a whole and that these parts must be equal. The children recalled the role of the numerator and denominator and have been able to find simple fractions of shapes and amounts.

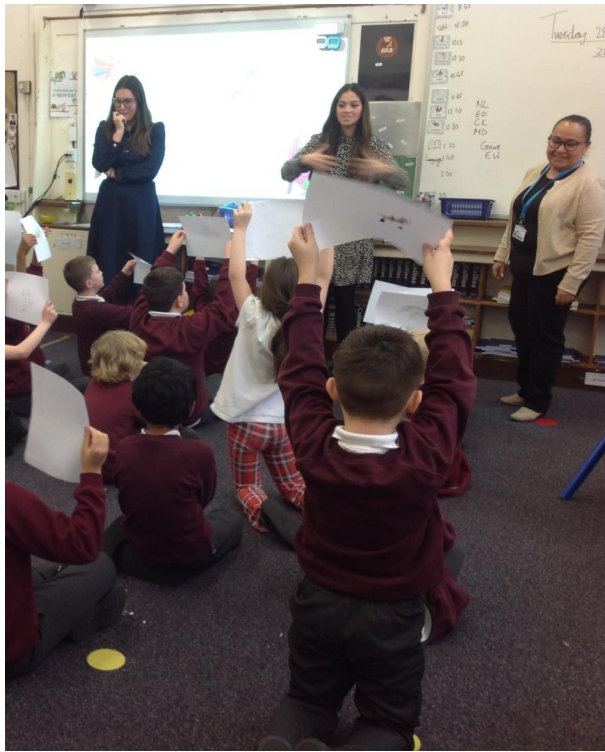
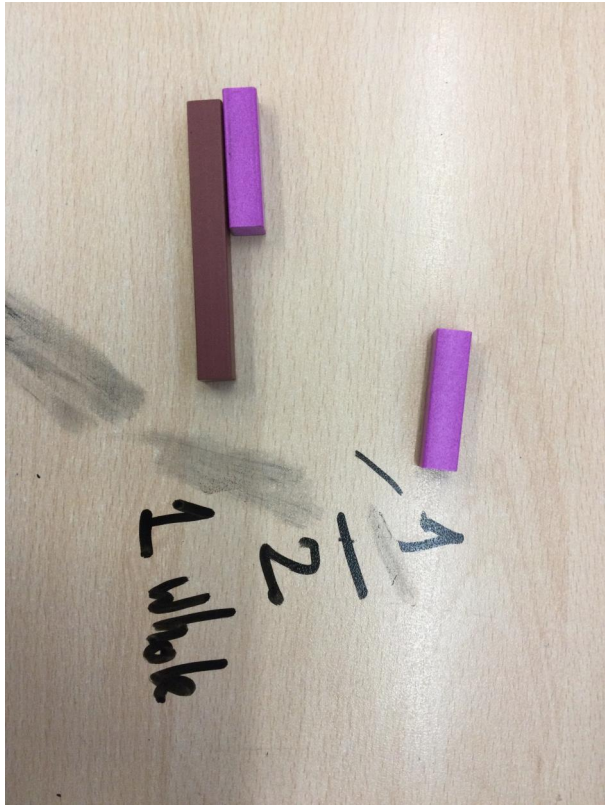
We have another lovely session outside on Monday, with the children exploring and engaging in imaginative play beautifully.

We were lucky enough on Tuesday afternoon, to have some students from the university join us for a language session, where they taught the children some Spanish.



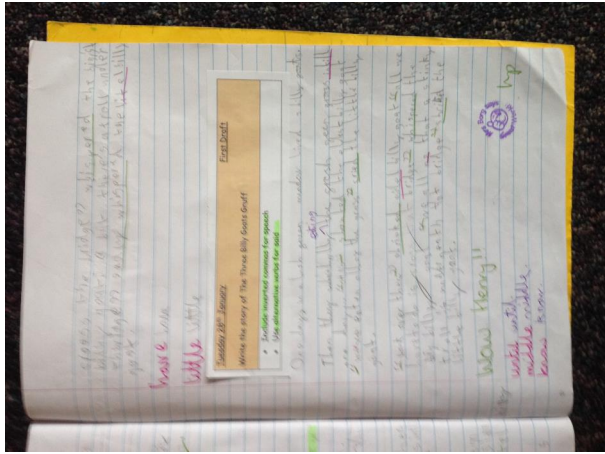
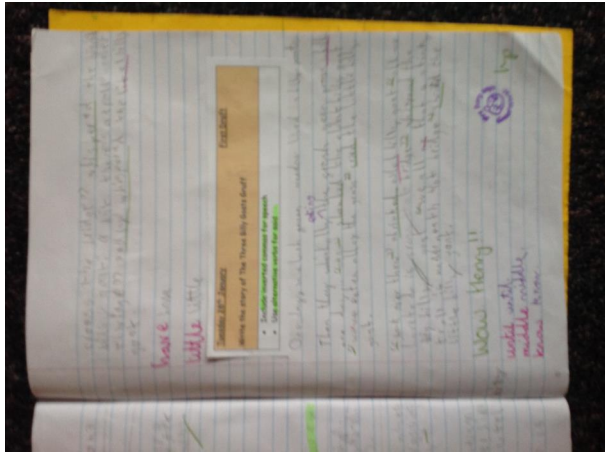












Tuesday 28<sup>th</sup> January First Draft  
 Write the story of The Three Billy Goats Gruff

- Include inverted commas for speech
- Use alternative verbs for said

Once upon a time, lived three billy goats  
 goats. They lived in a lush green meadow.  
 But suddenly, the middle sized billy goat  
 noticed something. "Oh no we have ran out  
 of grass." ~~cried~~ the middle sized goat.  
 Then the big sized goat replied: "I ~~know~~  
 we can cross that bridge over there, there is  
 loads of green grass over there." ~~explained~~  
 the big sized goat. ~~He~~ ~~asked~~ the little  
 sized goat: "Clip clip clip clip." "Who's that clip  
 clipping over my bridge?" ~~shouted~~ the troll when  
 they ~~there~~. "It's only me little billy goat. I ~~am~~  
 to get past to the lush green grass over there." ~~he~~  
 "No you not because I am going to eat you."  
 "Oh you don't want to eat me I will make a  
 little ~~meal~~ ~~and~~ ~~feed~~ the little billy goat."

know know know know know know know know  
 meal meal meal meal meal meal meal meal  
 Mrs. Bond  
 Great Writing  
 1/2

can can can can  
 knows knows knows knows  
 bridge  
 after nobody ~~saw~~ they was troll under the  
 on the bridge and they all lived happily ever  
 "I ~~am~~ ~~pleased~~ the little billy goat so they ~~cried~~  
 the ~~middle~~ ~~sized~~ billy goat. The ~~biggest~~ billy goat ~~sighed~~  
 that ~~cats~~ to the side of the meadow ~~shouted~~  
 that ~~eat~~ to the other side. "I can see a bridge"  
 then the middle billy goat ~~spotted~~ ~~a~~ ~~bridge~~ ~~long~~  
 billy goat ~~cried~~ "Oh no we've ~~run~~ out of grass."  
 One ~~terrible~~ day they ran out of grass. The little  
 big billy goat. ~~They~~ ~~lived~~ in a beautiful meadow.  
 Goats little billy goat, middle billy goat and  
 Once upon a time there lived three billy

Tuesday 28<sup>th</sup> January First Draft  
 Write the story of The Three Billy Goats Gruff

- Use alternative verbs for said
- Include inverted commas for speech

## Year 4

On Tuesday we welcomed some language teaching students from the University of Worcester to teach us some new languages.

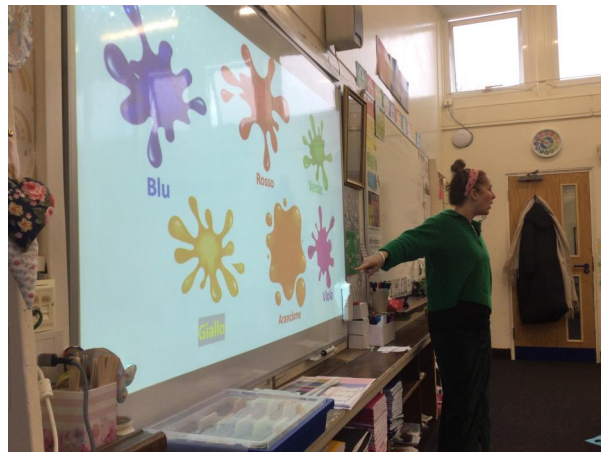
In our first session, we were learning Italian! The children were taught about Italian colours and how to say, "I like..." or "I don't like...".

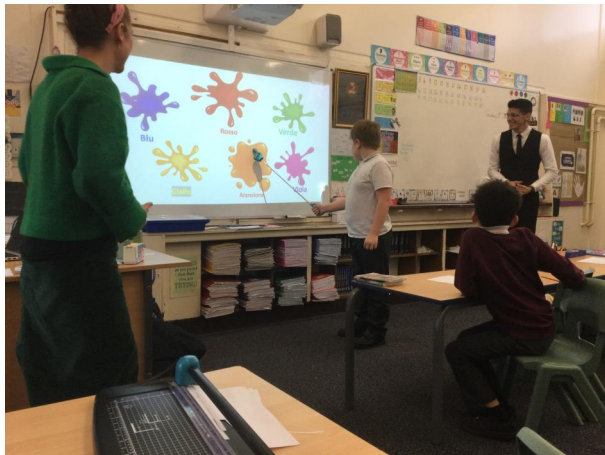
The children had excellent accents. They also learnt a little of the most famous parts of Italy.

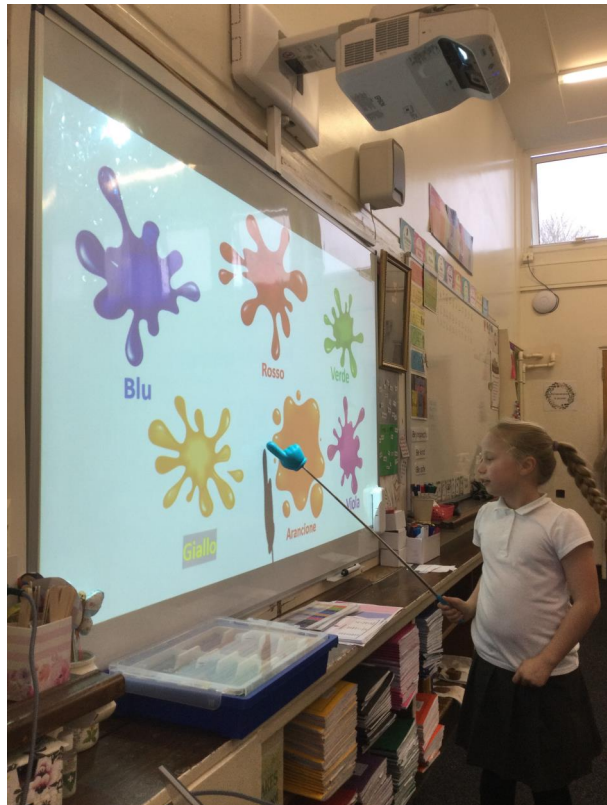
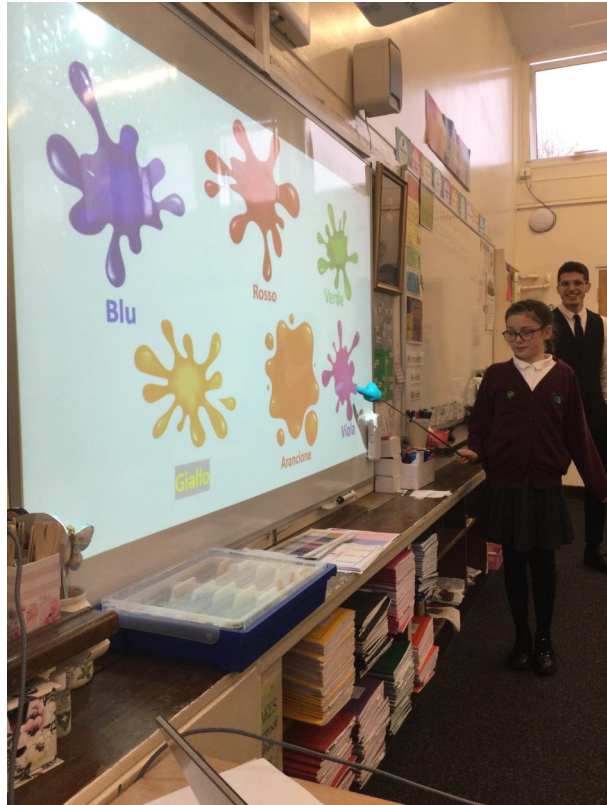
In our second session of the afternoon, we learnt Galician. Galicia is a part of Spain north, above Portugal. The languages of Spain varies depending on where in Spain you are.

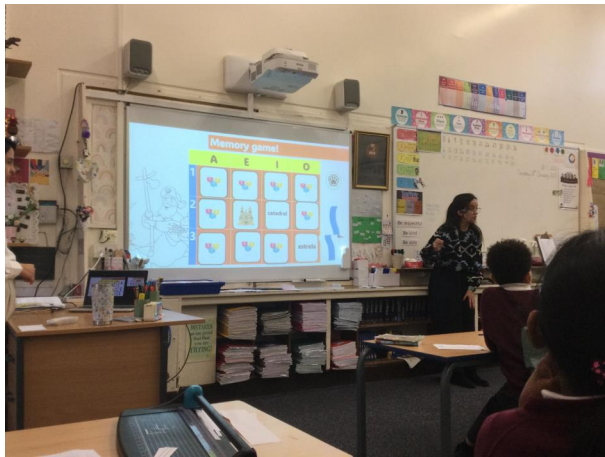
We learnt about the Camino de Santiago which is a special journey, like a pilgrimage that took place in ancient times, all leading to a Cathedral in Galicia. We learnt some of the key words such as pilgrim, map, cathedral, star and plaza in Galician.

We played a matching game with our new vocabulary like snap and we sung a song using our new words.










**Galician Melody**  
Fray Santiago Version

Clap when you hear the word from the picture Miss Ortega has!



Peregrino, peregrino  
¿onde estás? ¿onde estás?  
estreola, mapa,  
camino eu.

Catedral, catedral  
estreola, praza,  
estreola, praza,  
camino eu.

**English version**

Pilgrim, pilgrim  
Where are you? Where are you?  
Star, map,  
Star, map,  
I am the way

Cathedral, cathedral  
Where are you?  
star, square,  
star, square,  
I am the way

Curious fact: Eu means "I". If I want to say "I speak Galician" we say:  
"Eu falo gallego" Give it a go!

Hey sing with us please and Galicia will be happy

## Year 5

Over the last few weeks, Year 5 have been learning how to write a newspaper article based upon our key text in English, The Jamie Drake Equation. The children started by learning how to use parenthesis within a text to add extra information and have then used this skill, along with fronted adverbials to create a first draft of their newspaper article. We have then built upon this learning and added quotations into the articles, taking care to punctuate speech accurately. The children will then go on to write their finished piece which will include all of the skills learnt.

**Thursday 27<sup>th</sup> January** **First Draft**

Write a newspaper article based on Dan Drake's (Jamie's Dad's) space mission.

- **Use parenthesis and punctuate accurately**
- **Use fronted adverbials to link paragraphs**

**Dan Drake's space mission**

- Dan Drake launched from Earth on January 17<sup>th</sup> 2025.
- Dan Drake is on board the space shuttle with one other astronaut.
- The mission will take the astronauts approximately three months.
- Dan's mission is to launch a series of nano-satellites from the International Space Station (ISS) to test out the deep space tracking for signs of alien life.
- The reason for the deep space tracking is because the nano-satellites will be able to track further into space and potentially find and communicate with life on other planets.
- Currently preparing for a space walk which will be held on the ISS.
- There have only been a few delays to the mission (nano-satellites being compressed and before-go tests).

Dan Drake and Alexandra Eden are going to space to launch a series of nano-satellites out from the ISS. The nano-satellites will be used to track further into space and potentially find and communicate with life on other planets. The mission will hopefully find alien life on signs of a new species.

However, they will be sending out their nano-satellites and they will be using their nano-satellites to track further into space and potentially find and communicate with life on other planets. The mission will hopefully find alien life on signs of a new species.

It will be a very exciting mission and they will have to overcome and continue with work normal.

Hope they would do it because between their mission and the nano-satellites will be able to track further into space and potentially find and communicate with life on other planets. The mission will hopefully find alien life on signs of a new species.

THP

Thursday 23rd January

Earl Dault

Write a newspaper article based on Ben Brinkley's (former's best) space mission

• **Journal perspective and previous activity**

• **Use fronted adverbials to link paragraphs**

- Plan Dault's report notes**
- Report structured from earth to Mars in January 2025.
  - This mission was the first space mission with one crew member.
  - The mission was the first to have a series of rendezvous from the International Space Station (ISS).
  - The mission is a report of flying the first space mission to Mars.
  - Further notes state and generally that, and commencing with, the crew planet.
  - There were only three crew members on the mission (one space crew member and two support crew members).

The first ISSA mission was on the International Space Station

Ben Brinkley and Paul Blake... **Before** **afterward**

...the mission was the first to have a series of rendezvous from the International Space Station (ISS).

...the mission is a report of flying the first space mission to Mars.

...Further notes state and generally that, and commencing with, the crew planet.

...There were only three crew members on the mission (one space crew member and two support crew members).

...The mission was the first to have a series of rendezvous from the International Space Station (ISS).

...The mission is a report of flying the first space mission to Mars.

...Further notes state and generally that, and commencing with, the crew planet.

...There were only three crew members on the mission (one space crew member and two support crew members).

Lois Walters

Monday 27th January 2025

write a newspaper article based on Ben Brinkley's (former's best) space mission

...the mission was the first to have a series of rendezvous from the International Space Station (ISS).

...The mission is a report of flying the first space mission to Mars.

...Further notes state and generally that, and commencing with, the crew planet.

...There were only three crew members on the mission (one space crew member and two support crew members).

...The mission was the first to have a series of rendezvous from the International Space Station (ISS).

...The mission is a report of flying the first space mission to Mars.

...Further notes state and generally that, and commencing with, the crew planet.

...There were only three crew members on the mission (one space crew member and two support crew members).

...The mission was the first to have a series of rendezvous from the International Space Station (ISS).

...The mission is a report of flying the first space mission to Mars.

...Further notes state and generally that, and commencing with, the crew planet.

...There were only three crew members on the mission (one space crew member and two support crew members).

Wednesday 29th January 2025

write a newspaper article based on Ben Brinkley's (former's best) space mission

...the mission was the first to have a series of rendezvous from the International Space Station (ISS).

...The mission is a report of flying the first space mission to Mars.

...Further notes state and generally that, and commencing with, the crew planet.

...There were only three crew members on the mission (one space crew member and two support crew members).

...The mission was the first to have a series of rendezvous from the International Space Station (ISS).

...The mission is a report of flying the first space mission to Mars.

...Further notes state and generally that, and commencing with, the crew planet.

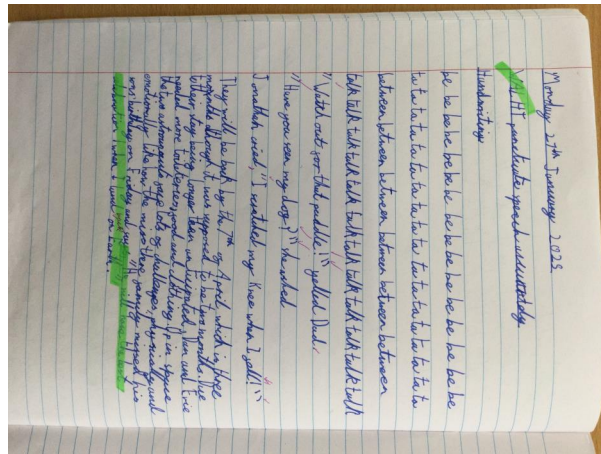
...There were only three crew members on the mission (one space crew member and two support crew members).

...The mission was the first to have a series of rendezvous from the International Space Station (ISS).

...The mission is a report of flying the first space mission to Mars.

...Further notes state and generally that, and commencing with, the crew planet.

...There were only three crew members on the mission (one space crew member and two support crew members).



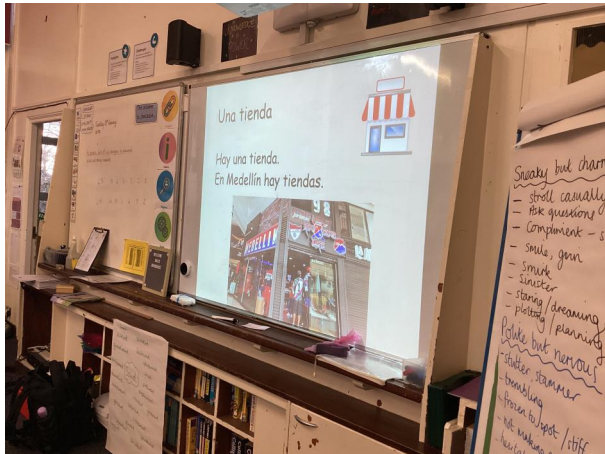
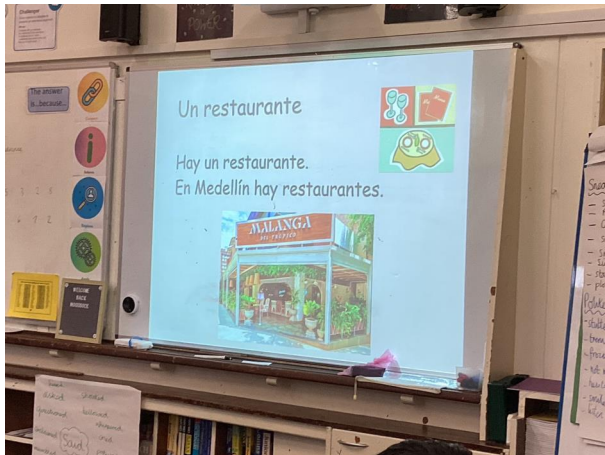
## Year 6

It's been another busy week in year 6. We started the week learning some vocabulary from two new languages including Spanish and Japanese. During the sessions the children were taught the seasons and different weather types. The photos below show some of the origami that the children were able to produce.

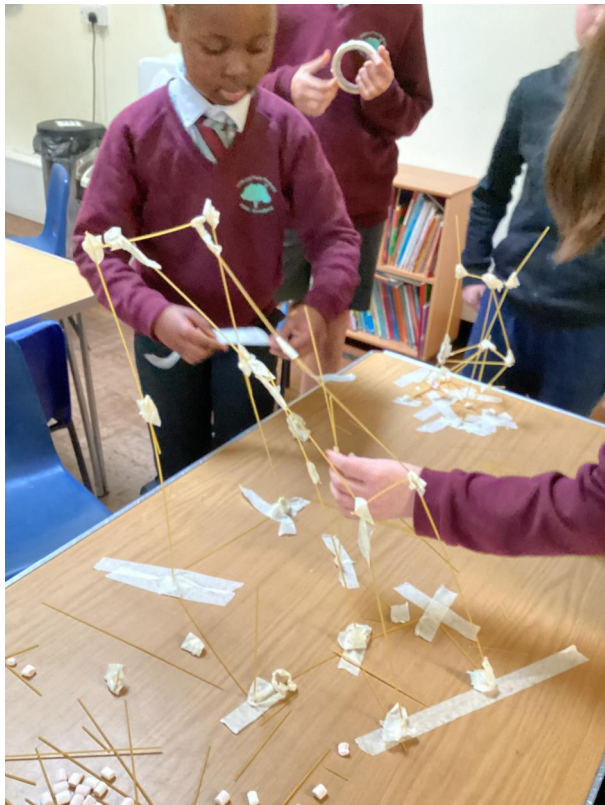
On Wednesday the children got to take part in a DT competition where they were given limited resources to try and build the tallest tower. All children completed the task with varying levels of success which will be evaluated next week in our last DT lesson of this half term. In English we have finished our fairy-tale topic. Producing our own twisted version of Little Red Riding Hood, changing either the characters, setting or plot.

This week we have also finished our fractions topic with the children applying their skills into some papers before we head into 2D and 3D shape next week.









## 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 [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)