



Oldbury Observer Spring 2025 Edition

5

Mr Irving's Comment

In recent staff meetings, staff briefings and conversations with parents it has been proven that our best work, our most effective provision and our best chance of supporting our children to be the best they can be comes with close partnership with our pupils' families. Thank you for working alongside us and sharing our aims and ambitions for our children to be kind, be respectful and be safe. Thank you for supporting home learning, home reading and for helping us to encourage and motivate our children.

Have a lovely weekend.

Cross County County Finals

On Thursday morning, Alex Thompson represented Oldbury Park Primary School at the Worcestershire County Cross Country finals. The event, organised by Worcestershire School Games, saw children taking part in a race against children from schools across the county in their age range. Alex ran the 1.9km course at the University of Worcester's Lakeside Campus against a strong group of competitors, finishing an admirable 17th place - in the top half of the race. Well done Alex, we are very proud of you.

Attendance Update

Both at Oldbury Park and across our Trust of schools, we see good attendance as a priority as it has an impact on academic progress, a child's confidence and also the development of strong friendships.

As we reach the halfway point in the school year, I am pleased to report that we are doing better this year than last academic year in a number of different measures of good attendance.

For example, the number of children who have not missed one day since September is up 39 at this stage last year to 62 this year. The number of children who are persistently absent is also lower at this time than the same stage last year. Persistent absence is missing 10% or more of days in school (19+ over a school year). Finally, and perhaps most importantly, our overall attendance is up when compared to this day last academic year.

I have found myself talking to the children a lot about things to celebrate this week and these are further examples.

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

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 13th February - Year 5 to Worcester University for Go Green Week.

Thursday 6th March - World Book Day! (option to dress up as a favourite book character and/or make a wooden spoon book character - see below for more details)

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.

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



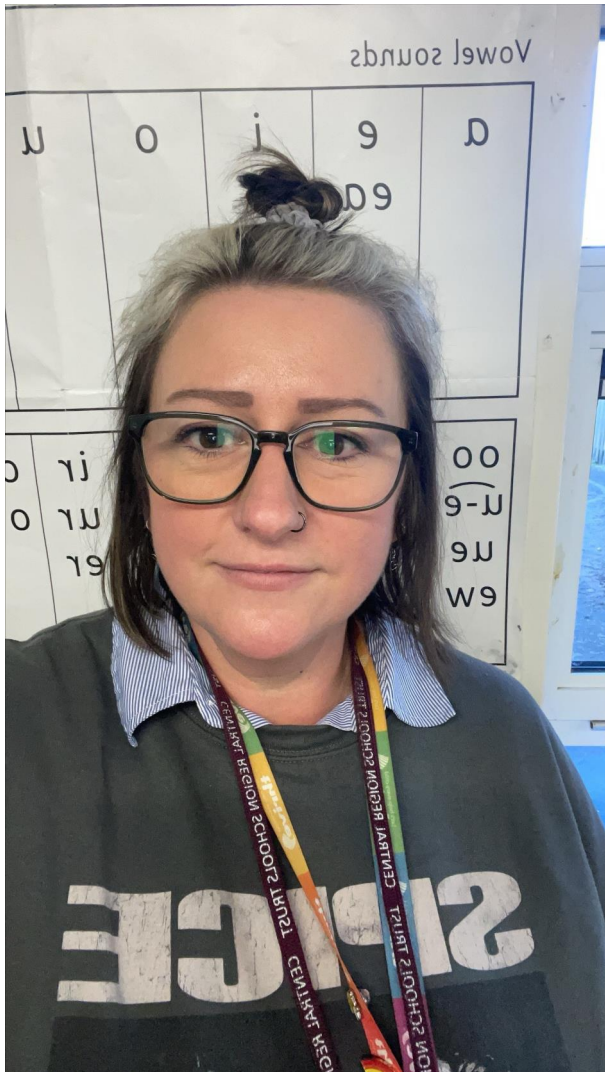
2 - Mr Tim Williams - Trauma Informed Schools Practitioner and Attendance Lead



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

Weekly Internet Safety Update

Attached this week is a poster about Health and Fitness apps and how we can keep ourselves and the children safe while accessing them.

Also, attached is a poster about the upcoming Safer Internet Day (11th February). On the day, the children will be creating a poster in their classes about their 5 Top Tips that they can rely on when it comes to staying safe online. The poster attached is an event West Mercia police are hosting for parents and carers. It is a free session that aims to raise awareness and provide valuable insights on how to protect vulnerable children in an ever changing digital world. The link to sign up is:

[Online safety \(Child exploitation\) session for parents and guardians Tickets, Tue 11 Feb 2025 at 10:00 | Eventbrite](#)

What is Kick Streaming?

Many parents will be aware of Twitch, especially if their children are gamers. Owned by Amazon it has become incredibly popular over the years for children to either watch live streams or to live stream themselves. But in the past there's been plenty of controversy about the platform, particularly in relation to restrictions that imposed upon streamers. So

it's no surprise to see other platforms becoming more popular and one of those platforms is Kick (not to be confused with Kik Messenger).

It was launched in 2022, users should be 13+ and it follows the same process as Twitch where live streamers can make money. However, much of the content on Kick is adult in nature.

Internet Matters has a good article about Kick and it may be useful to share this with your parents. You can find the article here: [What is Kick streaming? What parents need to know - Internet Matters.](#)

Miss Dudley (Computing and Online Safety Lead)







Safer Internet Day 2025

Online safety training for parents and carers by West Mercia Police

Tuesday 11th February 2025
10:00 - 11:00 via Microsoft Teams

This Safer Internet Day, join West Mercia Police for an online session focusing on the topic of exploitation and online safety. This **free** session aims to raise awareness and provide valuable insights on how to protect vulnerable children in an ever changing digital world.

-  Spotting the signs that your child might be being exploited
-  How to keep your child safe online
-  How online influencers might be shaping the views of your child
-  Practical tips for you to help to keep your child safe online

[CLICK HERE TO REGISTER](#) 

What Parents & Educators Need to Know about HEALTH & FITNESS APPS

Physical wellbeing apps are useful tools for monitoring and improving our health. They allow us to balance nutrition, set goals, track our activities and sleep patterns, and motivate us to exercise. Nonetheless, there have been some reported drawbacks. This guide outlines some of these concerns and explains how to use fitness apps safely.

WHAT ARE THE RISKS?

LACK OF PERSONALISATION

Many apps take a one-size-fits-all approach to fitness or nutrition. They may not be tailored to your specific needs, such as your age, weight, height, or any medical conditions you may have. This can lead to ineffective or even harmful advice.

NOT DEVELOPED BY EXPERTS

Some fitness and wellbeing apps are developed by people who are not experts in the field. This means they may not be based on the latest research or best practices, and could even be harmful.

REDUCED INTERACTION WITH OTHERS

Physical wellbeing apps can sometimes be used in isolation, rather than as part of a broader health and wellbeing strategy. This can limit the benefits of these apps and reduce the support and encouragement that can be gained from others.

DATA AND PRIVACY CONCERNS

Physical wellbeing apps often collect a lot of personal data, such as your location, activity levels, and health information. This data is often shared with third parties, and you may not be fully aware of how it is used or who it is shared with.

ADDITIONAL COSTS

While many fitness apps are free to download, they often have additional costs for premium features, such as personalised coaching or advanced analytics. These costs can add up over time, especially if you are using the app regularly.

DEPENDENCY ON THE APP

Physical wellbeing apps can sometimes become a crutch, rather than a tool. This can lead to a dependency on the app, where you feel you cannot exercise or eat healthily without it. This can be a problem if the app is not available or if you stop using it.

Advice for Parents & Educators

EXERCISE AND SOCIALISE

Highlight the importance of children enjoying fitness activities with friends and family. Encourage them to be active together, as this can be more fun and motivating. Remind them of the importance of staying active, as well as the benefits of being an active citizen.

REVIEW THE APP FIRST

Before allowing a child to use an app, review it for fitness and wellbeing apps. Check the app's rating, read reviews, and look for any potential risks. Consider the app's features and whether it meets your child's needs. Discuss with your child the importance of staying active and the benefits of being an active citizen.

PROMOTE POSITIVE BODY IMAGE

While we want children to be active and healthy, we must also ensure they don't become fixated on their body. Encourage them to focus on how they feel, rather than just on their appearance. Remind them that everyone's body is different, and that it's important to love and accept ourselves as we are.

USE PARENTAL CONTROLS

As with all apps, it's important for parents to familiarise themselves with the controls on the app and to use these to limit a child's access. This includes setting age restrictions, limiting screen time, and disabling in-app purchases. Encourage your child to talk to you if they have any concerns about the app.

Meet Our Expert

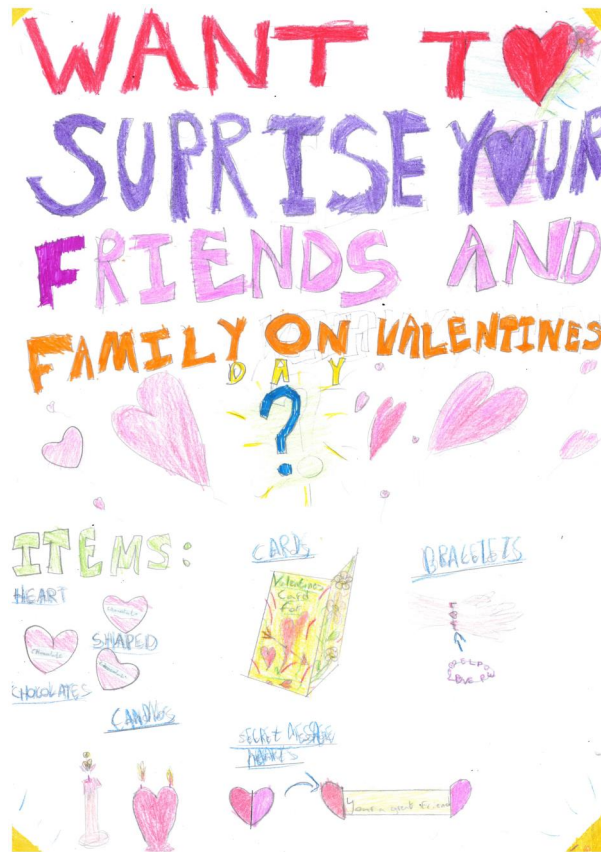


WakeUp Wednesday 

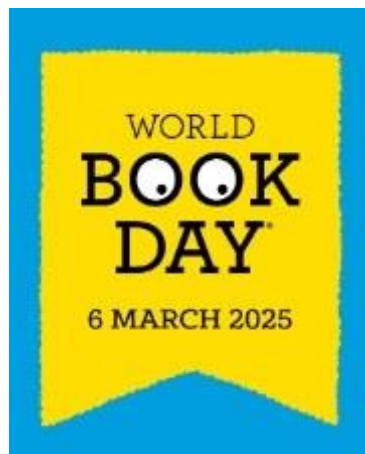
ENTERPRISE CLUB

After previous successes with Mothers' Day and Easter, this year's Enterprise Club group have decided to make and sell products for Valentine's Day. Please see their poster below.

The stall will be in atrium area (outside the dining hall) on Wednesday 12th and Thursday 13th February during lunchtime. The children have made a variety of cards and small gifts which will be priced between 50p and £2.50. (Please note, this time we will be restricting purchases to a maximum of two per person in order to minimise the number of children missing out.)



World Book Day 2025!



We will be celebrating our love of Reading and books in school on World Book Day, Thursday 6th March. All children are invited to dress up as a favourite book character for the day and/or make a wooden spoon book character to bring in for the day. During World Book Day the children will get chance to talk about their characters as part of the reading activities planned. We will also be taking part in a Trust wide competition in school on World Book Day designing bookmarks or front covers.

Reception

As part of our learning in our Journeys topic, we took a walk to St. John's library to recognise our local landmarks and create maps of our journey. The children showed our school value of 'be safe' superbly. Children walked sensibly, checked before crossing the road, and showed respect to the staff within the library. On return, we looked at some maps of the local area, including on the iPads, and created our own maps, drawing and labelling the landmarks we saw.

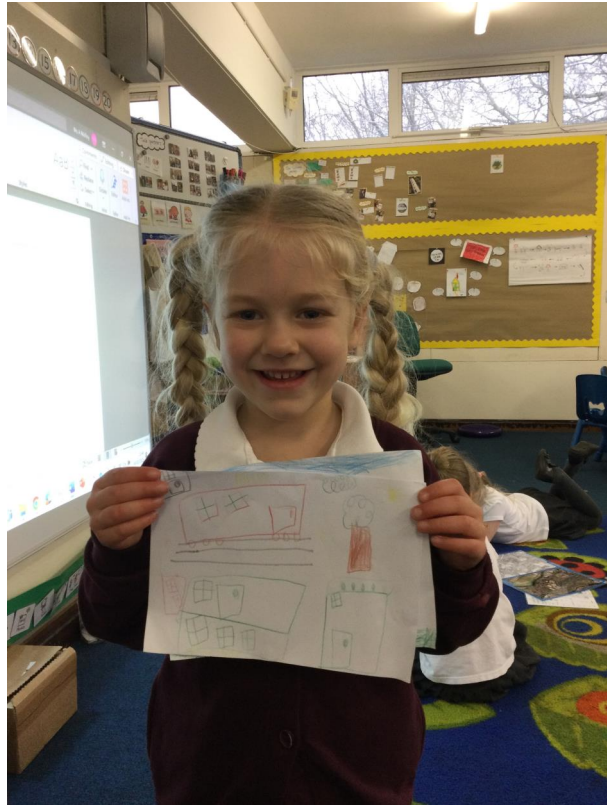




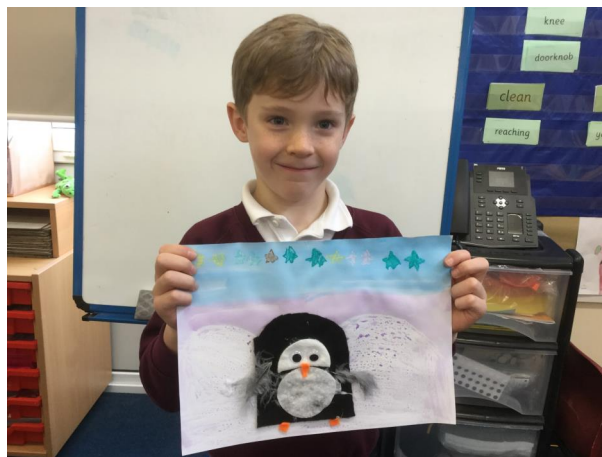
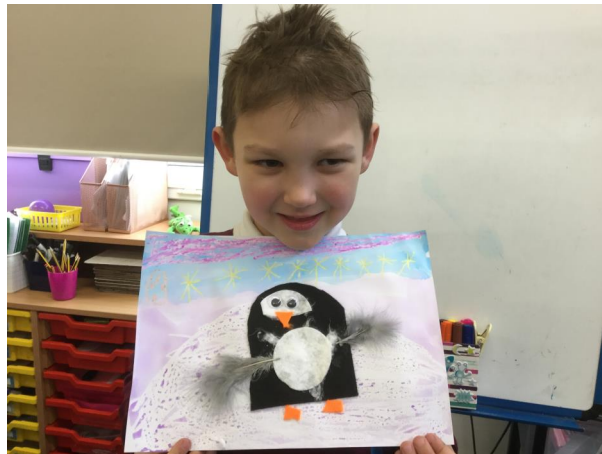








Year 1





Today you will receive a letter about using Numbots to practise number skills at home. Please take time to read it and encourage your child to have a go.

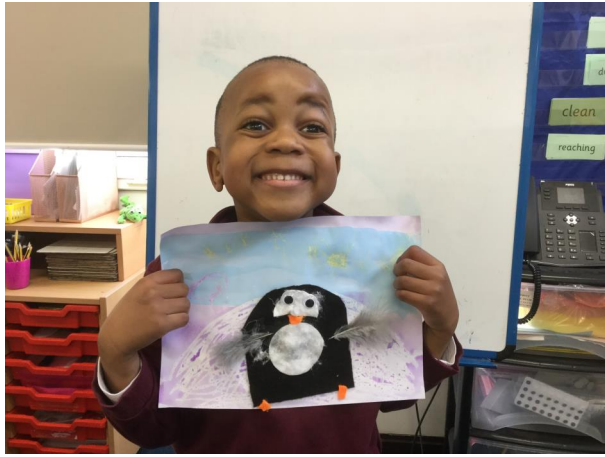
The Year 1 children have loved our recent art topic, inspired by our class book that we used for our English learning over the last few weeks, 'Lost and Found'.

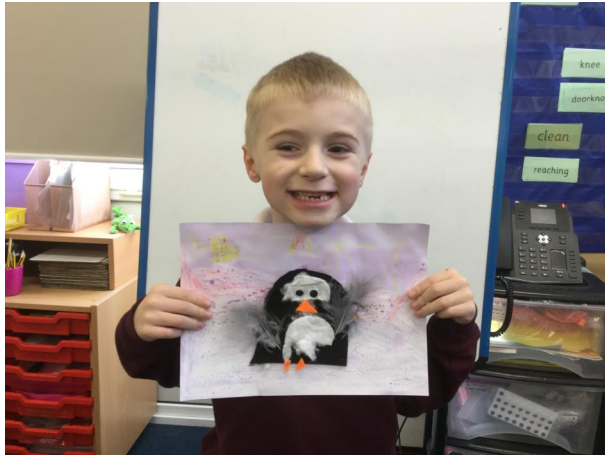
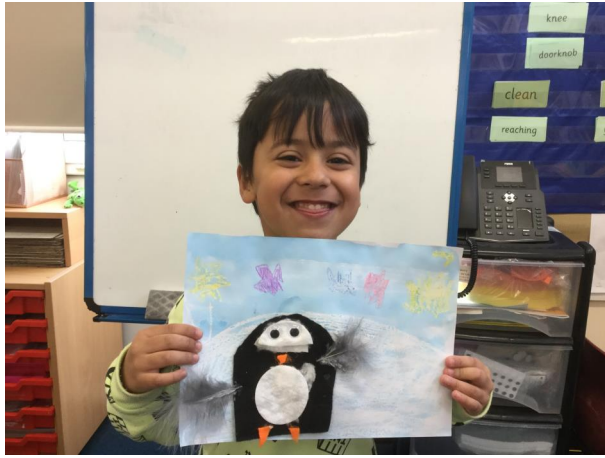
We have learnt all about textures and layers, including creating a backwash. The children have explored using wax crayons, paint and different fabrics.

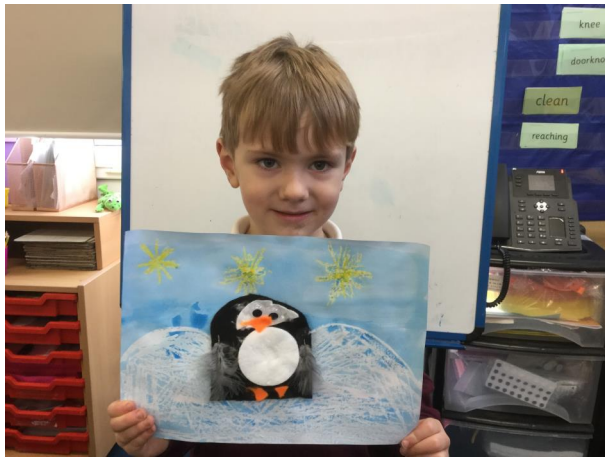
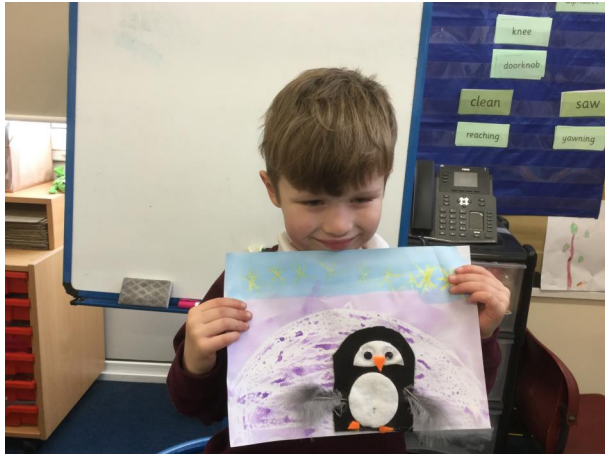
They created a background for their penguin and then layered different materials to create their penguins. All of the children were so proud of their finished artwork!

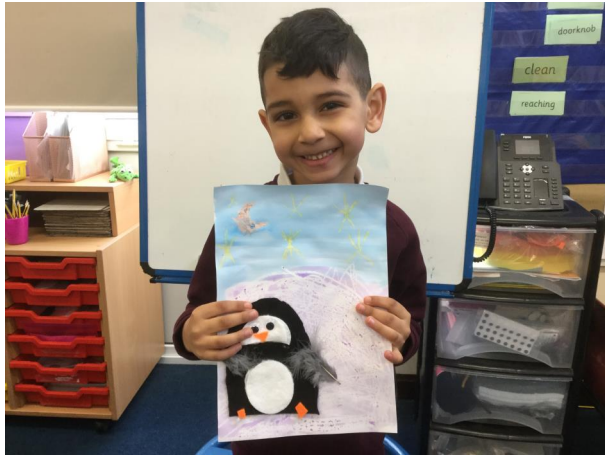
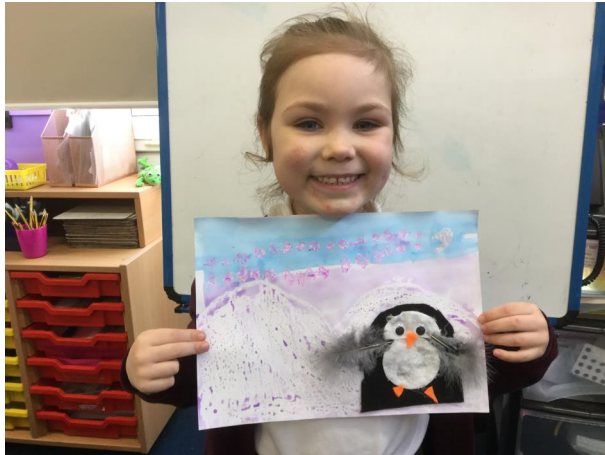
Well done Year 1!

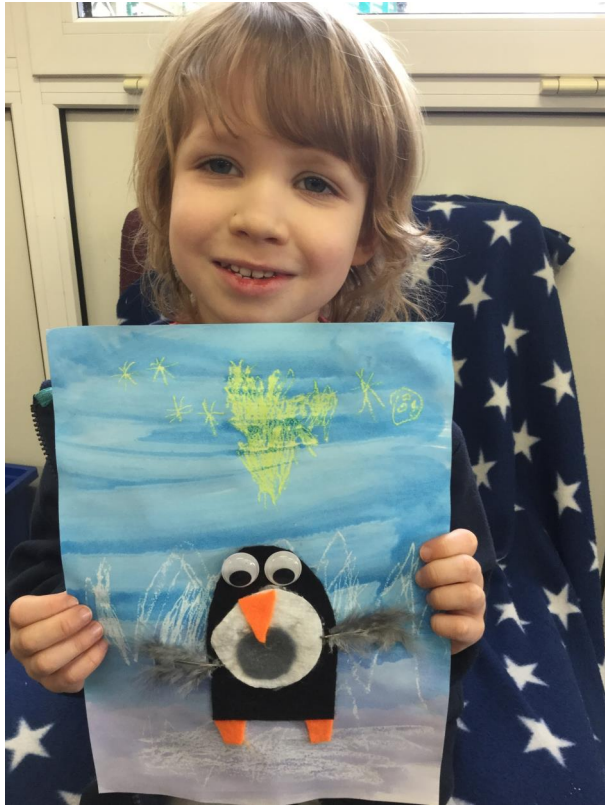


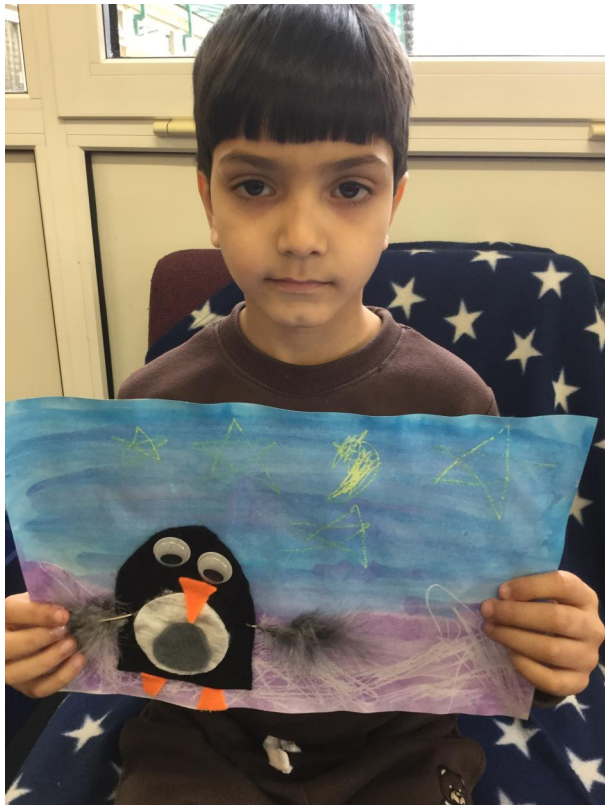
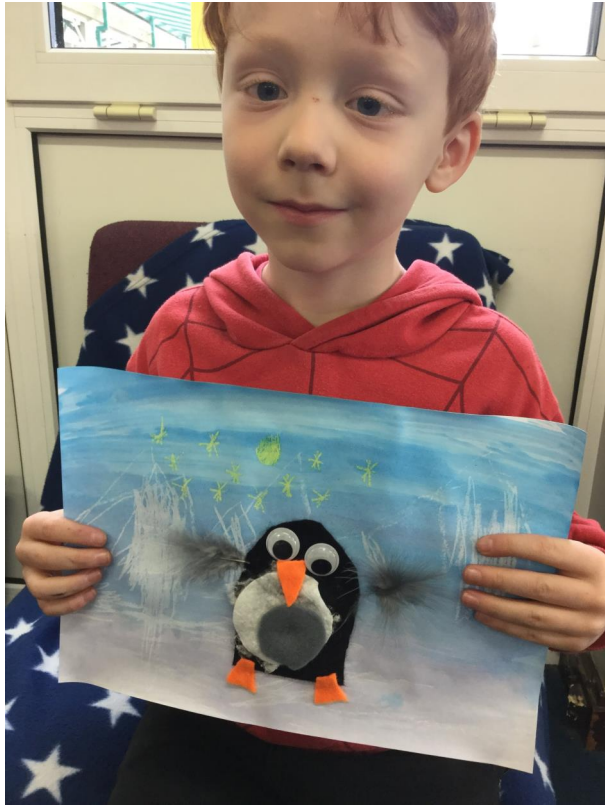


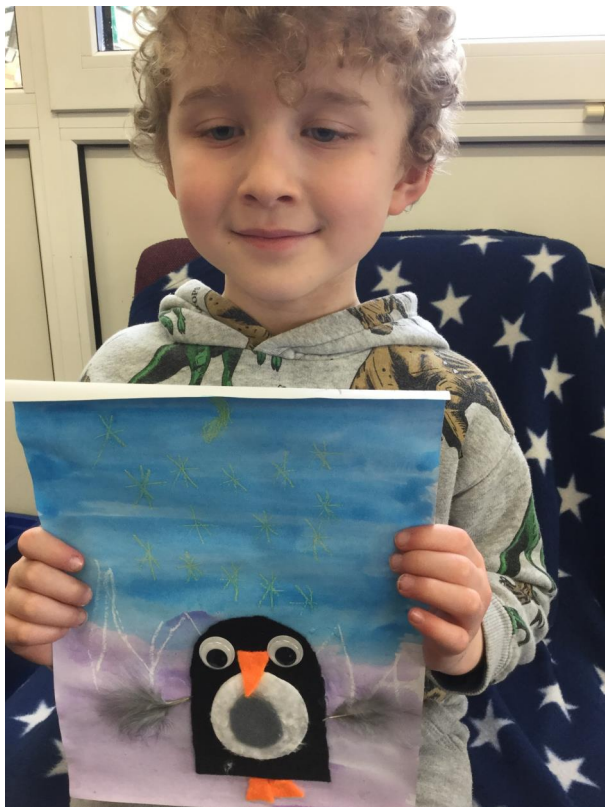
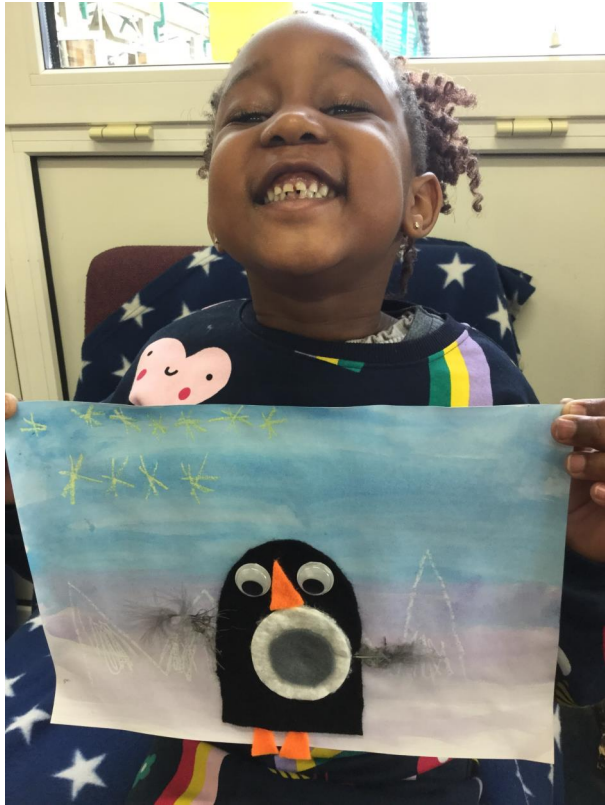


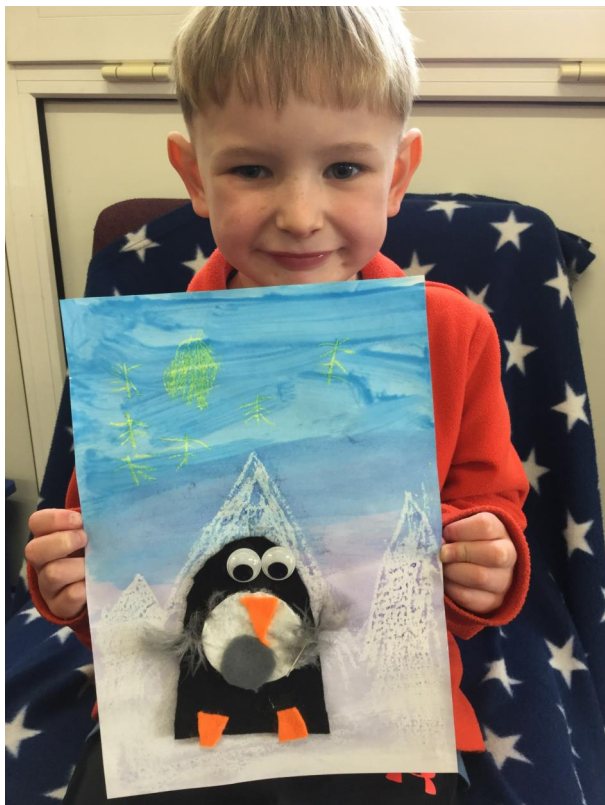
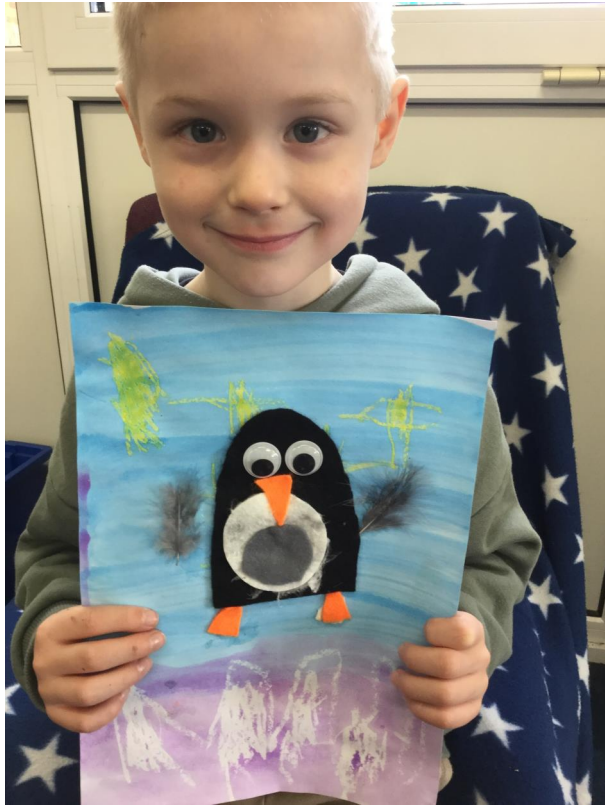


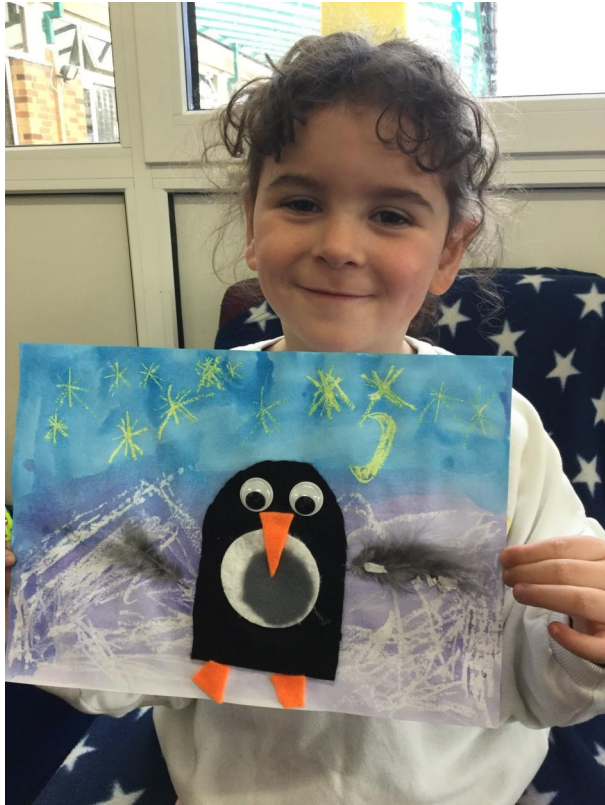


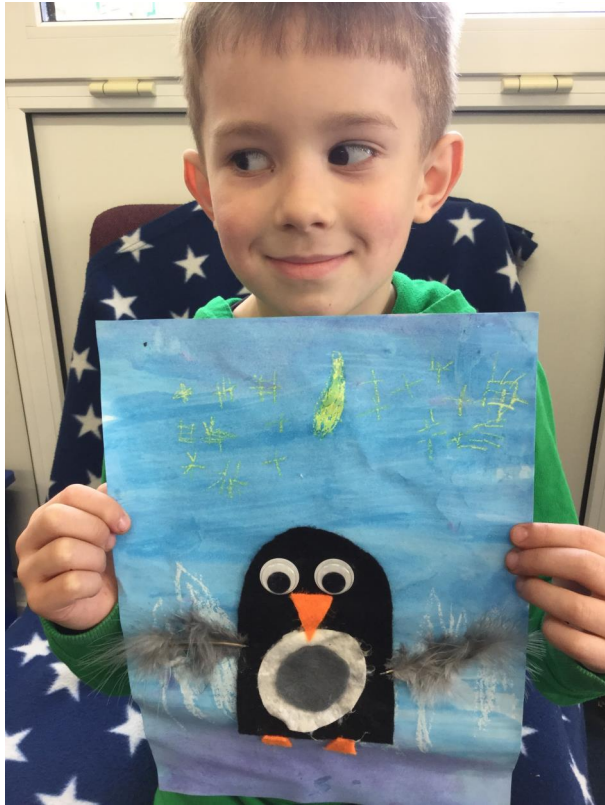


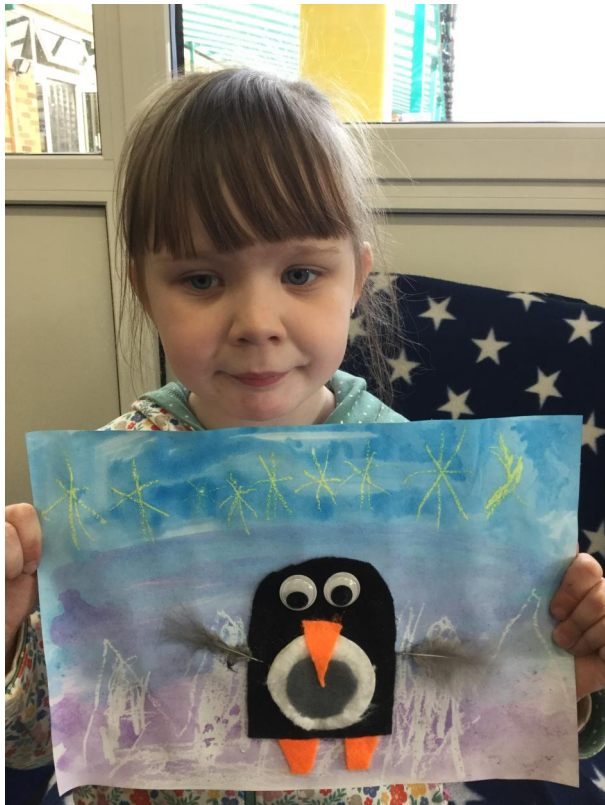
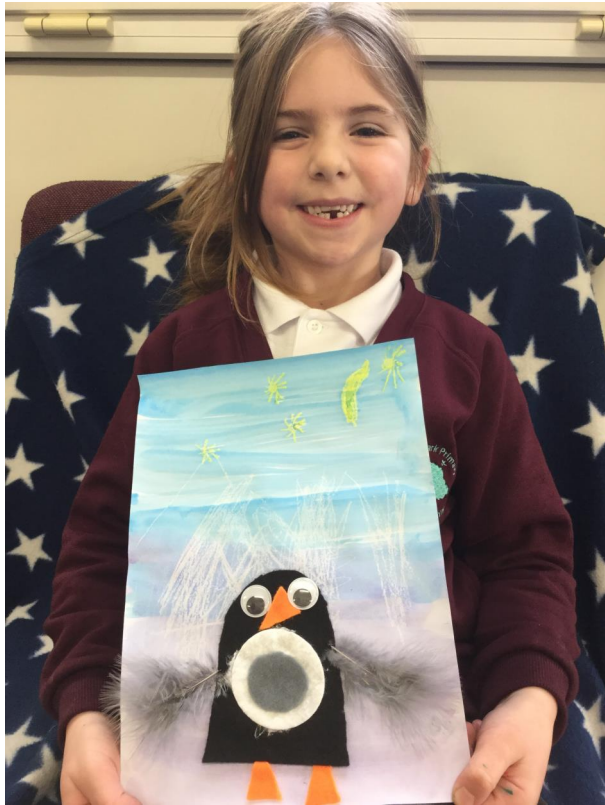


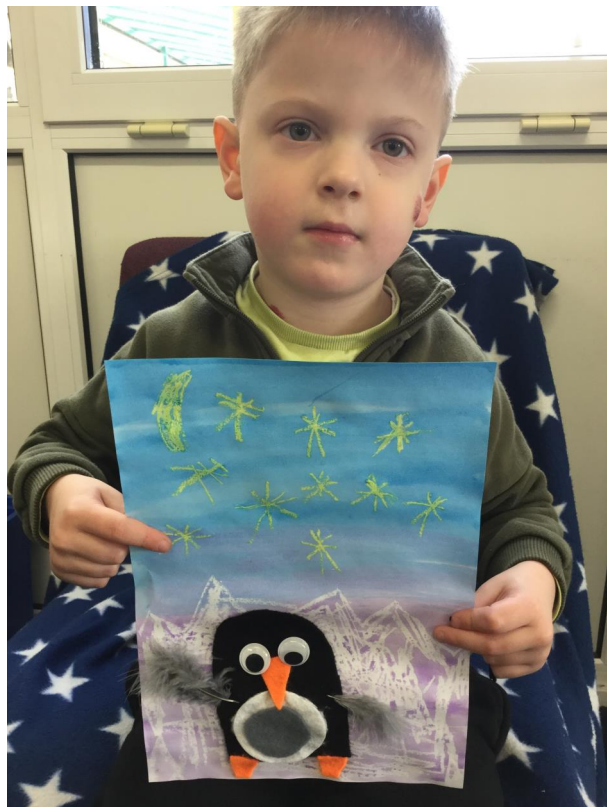












Year 2

We have had an exciting week which included washing our own Woolly Mammoth, we used our model text of instructions to do this. Our text includes the features of an instruction text and our time conjunctions, first, then, next and finally to name a few. It is showing a sequence to follow but how the words are used is important. We also included some of our subordinating conjunctions to join our clauses in the instructions given. It was great fun and very memorable!

Our art has been interesting as we have been investigating depth and pattern, we made our models and realised it was quite a task, we had to design and sculpt a 3D model from newspaper. Our evaluations next week will be insightful.

Today you will receive a letter about using Numbots to practise number skills at home. Please take time to read it and encourage your child to have a go.







Year 3

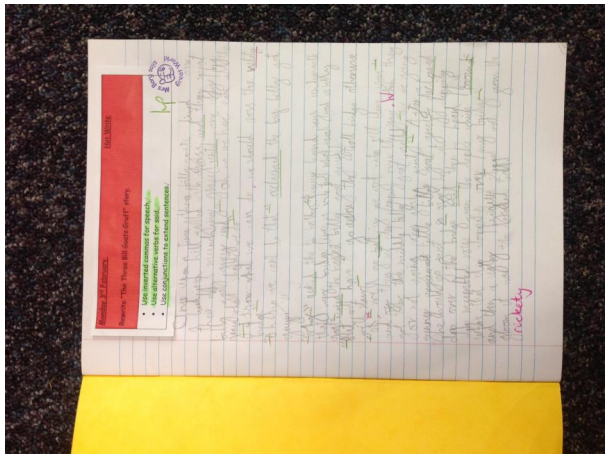
We started the week on Monday by enjoying some more lovely time outside. We were looking for the signs that spring might be on its way, and we noticed some beautiful purple crocuses appearing! We had some more team building games and incorporated the houses into this, to build extra competition. In Friday PE this half term, the children are receiving expert coaching from coach CJ, who has been working with them on building their dribbling skills through hockey. The children have worked on their control of the ball and are now building in defenders to make dribbling and passing even trickier.

The children completed their hot writes this week in our English writing lesson, including inverted commas, alternative verbs for said and conjunctions to extend sentences. They were great to read!

On Tuesday we enjoyed a lovely trip to the mosque! We listened to the Imam talk about about the 5 pillars of Islam, and the importance these play in a Muslim's daily life. He spoke to us about the different times of day that Muslims pray, and why this is important. We then explored the mosque, looking at the facilities for washing, known as Wudhu, before prayer, and the different decorations and pictures on the walls of the mosque. All of the children were invited to try on some of the different hats worn for prayer and to have a closer look at the prayer mats that are used during worship.

We have continued programming on Scratch, and looking at moving multiple sprites in Scratch. We had a fantastic time!





25

Thursday 30th January

We are learning how to sequence events within a text

Sequence these sentences in the order they appear in the text (1-4).

Every day, the beavers swam along their dam, inspecting and repairing it. 1

The robot swung her flattened hand, and the sounds of chopping wood echoed across the water. 2

As Roz and Brightbill walked around the pond, they passed hundreds of chewed-up tree stumps. 3

The beavers floated along beside their lodge. 4

Mondy 3rd February Hot Write

Rewrite "The Three Billy Goats Gruff" story.

- Use inverted commas for speech.
- Use alternative verbs for said.
- Use conjunctions to extend sentences.

Once upon a time there lived three billy goat they lived happily in their meadow until they ate all of the grass. Suddenly some one came with a plan. Middle billy goat ~~be~~ spotted a bridge ~~explains~~ the middle billy goat. So the Waddell who is going to climb when the little billy goat shouted "I am he bammed. So he climbed the bridge. Who that clip clapping on my bridge bounced the troll. So he came out then the little billy goat mumbled "I'm trying to get to the other side so I can eat all the grass at both side because I'm hungry" "oh no you're not" "shout of the troll.

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Spotted spotted

Mondy 3rd February Hot Write

Rewrite "The Three Billy Goats Gruff" story.

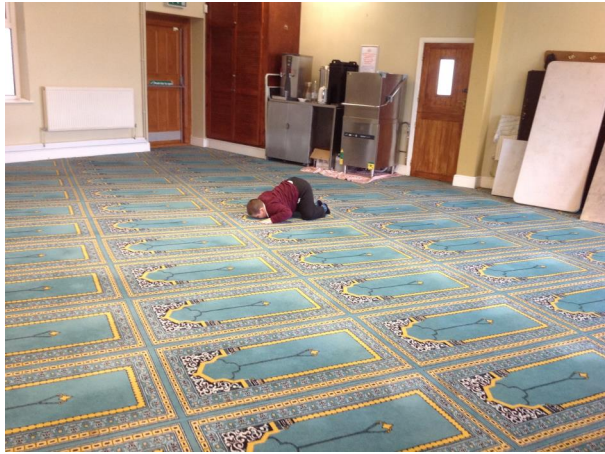
- Use inverted commas for speech.
- Use alternative verbs for said.
- Use conjunctions to extend sentences.

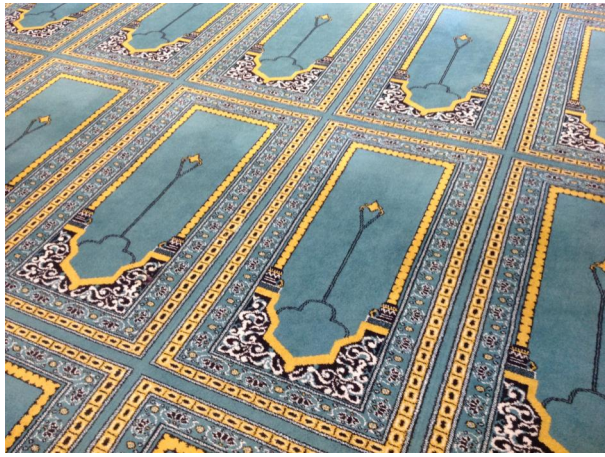
Deep upon a time lived 3 billy goats. One day "littel billy goat" noticed that they had eaten all of the grass but there middle billy goat spotted a lush green mead any the bridge. But there big billy goat belowed "hey it's a ugly troll" but littel billy goat waspant "I'll cross first" so off he went. chippy clop chippy clop but then the troll jumped up "oh no" belowed littel billy goat explained to the troll that he just wanted to eat the grass on the other side "oh no you're not" "I'll eat you instead" explained the troll "oh no your make a big mistake I woul make a good

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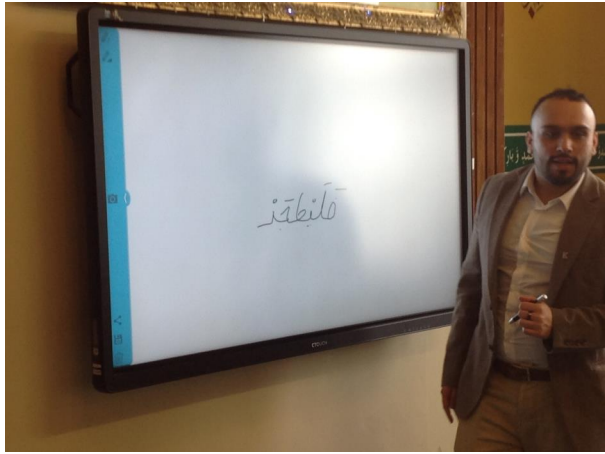


















Year 4

In Year 4, we have been working as Scientists in our learning of animals and humans. We began by investigating teeth and how they are shaped differently depending on their purpose. The children thoroughly enjoyed eating crusty bread, apples and bananas to explore which teeth they used for biting, ripping or chewing food. After this, we explored the function of the tongue and saliva in the digestive system and how they help us to break down food, before we swallow it.

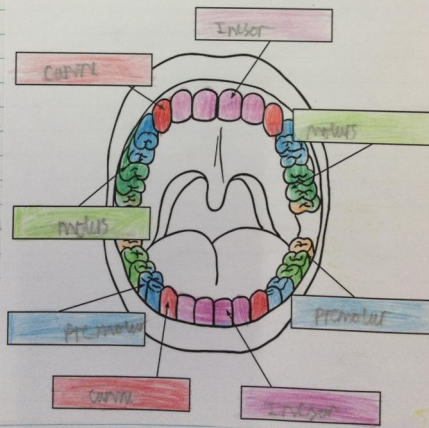
This week, our scientists have been using their investigative skills to work out which types of animals are carnivores, herbivores or omnivores depending on their teeth. Carnivores need longer and sharper canine teeth to rip apart their prey, whereas herbivores have flatter molars and premolars to be able to grind their leafy food. You can see some of our work below.

In PE, we have been practising Cricket skills on a Monday afternoon and learning about teamwork and communication in our Outdoor Activities and Adventure lessons on a Friday. See below for some photos.

WHAT require the functions of human teeth

Food	Teeth Used	Description and Function of the Teeth
Apple	Canines to bite molars to chew	Canines got ripping the food off and premolars got grinding
Banana	Premolars to chew and bite off	Canines got chewing and molars got grinding.
Crusty Bread	Canines to bite off but Premolars to chew	Canines got biting and pre molars got grinding.

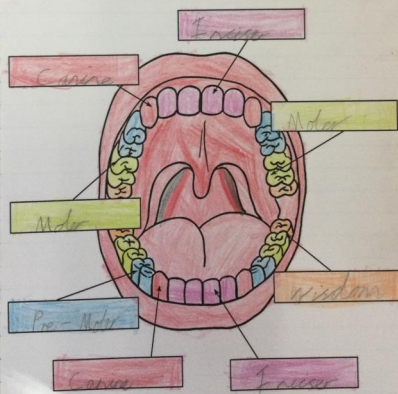
(1hp)



Tuesday 21st January 2025

WHAT require the functions of human teeth

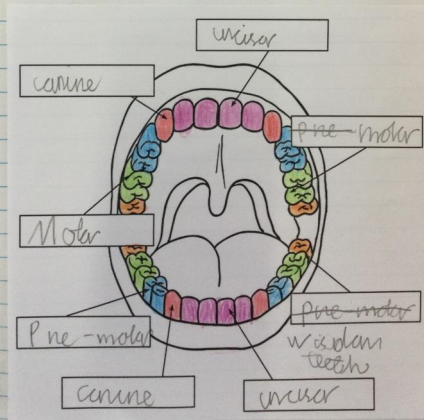
Food	Teeth Used	Description and Function of the Teeth
Apple	Incisors Molar Pre-Molar	Molar - used for grinding Pre-Molar and Cheeking
Banana	1 incisor	Incisor - used for soft food
Crusty Bread	Canine Molar	Canine - used for tearing or ripping food



Tuesday 21st January 2020

WALHT recognise the functions of human teeth.

Food	Teeth Used	Description and Function of the Teeth
Apple	Molar	used for grinding to chew
Banana	Pne Molar	used for chewing
Crusty Bread	(canine)	used for ripping the food



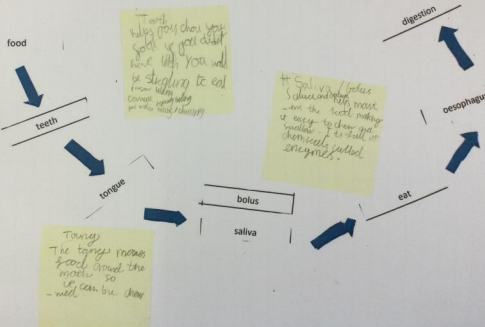
Deducing

What if a set of human teeth was only made up of one type of tooth (eg just incisors, just canines or just molars)? Explain the potential consequences of each scenario.

If it was only canines, then it would be easy to bite into but impossible to chew.
 If it was just Molars / P ne-molar it would be hard to bite into.

Sequencing

Use the words and arrows to create a flowchart of the processes undertaken by the mouth in the digestive system. Use post-it notes and diagrams to add detail to each part of the process.



Wednesday 27 January 2025

1. How does the diamond-shaped tooth help with digestion?

1. select the 4 main types of teeth we have.

A front
B incisor
C back
D canine
E premolar
F molar

2. This diamond-shaped tooth is for gripping and tearing it is...

A in incisor
B a premolar
C a molar
D a canine
E in the ear
F in the nose

3. Molars are which type?

A Grind and crush food
B Rip and tear food
C Cut and slice food
D I'm not sure

4. How do our teeth and mouth help with digestion?

What's the process?

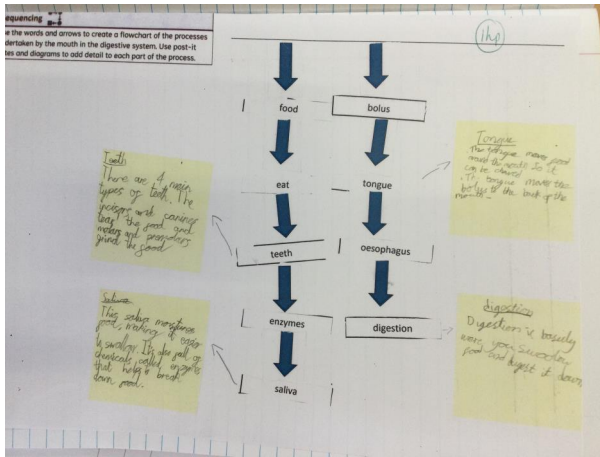
teeth cut up grind tongue moves food taste pushes food into the oesophagus

5. How do our teeth and mouth help with digestion?

What's the process?

saliva liquid in mouth taste tongue breaks food down small pieces - bolus teeth and tongue prepare the food for digestion

I wish my incisors to be like the crackle. I used my molars to grip the crackle. My tongue produces saliva to help digest the food. The crackle gets softer as it enters my mouth.



they have long, metal canines - much longer than those of humans so they use them to tear and slice it.


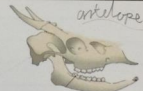
omnivores - both
Omnivores like humans and bears have a mixed diet of meat and plants.

herbivores
A herbivore like a pig and rabbit only eat plants.

Tuesday 14th of February 2025

WALH: Teeth can tell us what an animal eats

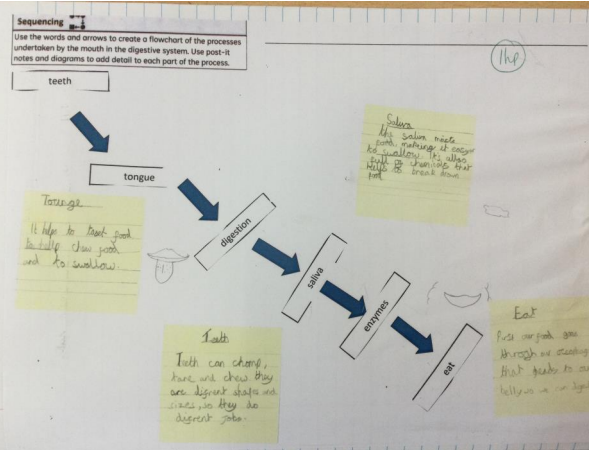
5. What does saliva do? Choose 3.
- A Water our mouths.
 - B Start to break down the food with enzymes.
 - C Make us spit.
 - D Helps us taste food.
 - E Makes food slip down more easily.
6. How do teeth help us begin to digest food? Choose 2
- A They start to break food down so that the saliva can get to work on it.
 - B They need brushing daily.
 - C They make food easier to swallow.
 - D I'm not sure.

Comparing  **IPROF** 

dog antelope / deer

Observe the teeth in each skull carefully and compare them. What is the same? What is different? For each, suggest a type of food it may have eaten, based on its teeth and what animal it could be.

The same is there at the back the dog has ~~the~~ small teeth that match with the antelope / deer. The difference is that the dog has lots of canines and incisors but the antelope / deer has the opposite. The antelope / deer might have eaten grass because their teeth have lots of molars. The dog might have eaten ~~grass~~ meat because they have lots of canines and incisors.









Year 5

The children have all worked very hard this week on some challenging areas of maths. They started the week classifying angles as acute, obtuse, reflex, and right angles and then moved on to measuring angles with a protractor. The children all persevered very well and enjoyed the more practical elements of maths. We then moved on to learning about perimeter and have been finding the perimeter of rectangles, including some with missing lengths!

5.2.2.5

Classify

Acute angle

Obtuse angle

Right angle

WANT calculate the perimeter of rectangles
Perimeter: the size of a shape around the outside

Sort the angles into acute, obtuse and reflex.

23°	123°	91°	359°	99°
190°	19°	181°	89°	165°

acute obtuse reflex

23°	99°	19°
190°	123°	359°
89°	165°	181°

WANT measure angles up to 180°

2. What is the size of the angle marked in each diagram?

A. 130° B. 120°
C. 50° D. 70°
E. 120° F. 70°

WANT measure angles up to 180°

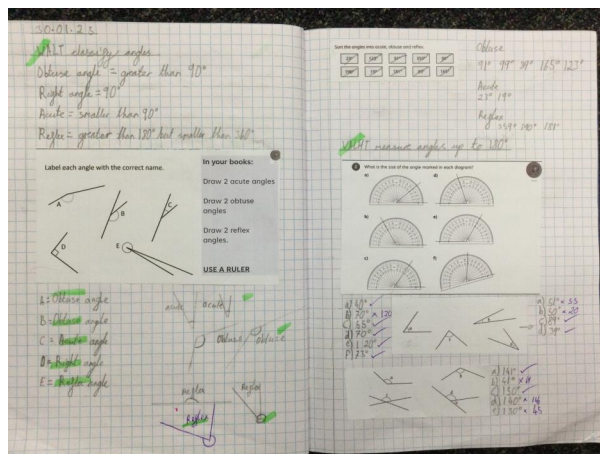
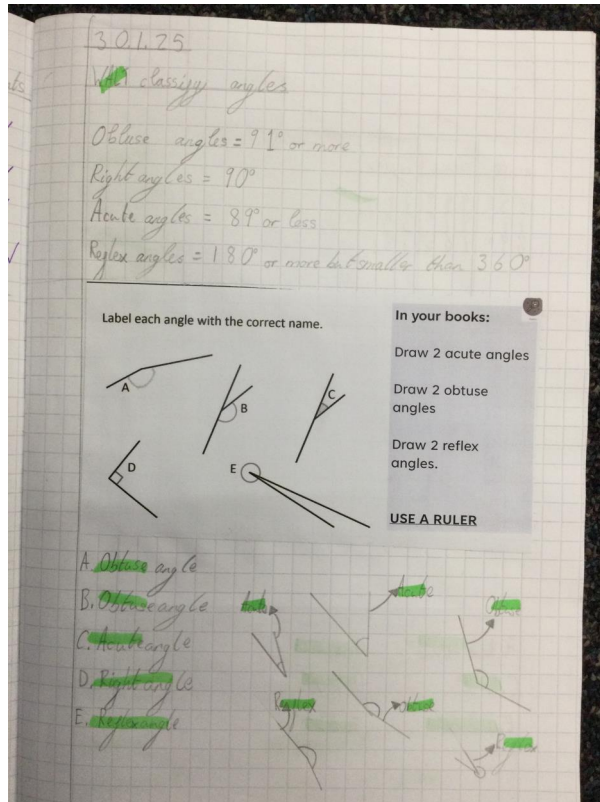
3. What is the size of the angle marked in each diagram?

A = 110°
B = 110°
C = 110°
D = 110°
E = 110°
F = 110°

Decide whether each angle is acute or obtuse.
Then measure the size of each angle.

A = 60°
B = 120°
C = 120°
D = 120°
E = 120°
F = 120°

A = 51°
B = 20°
C = 140°
D = 136°



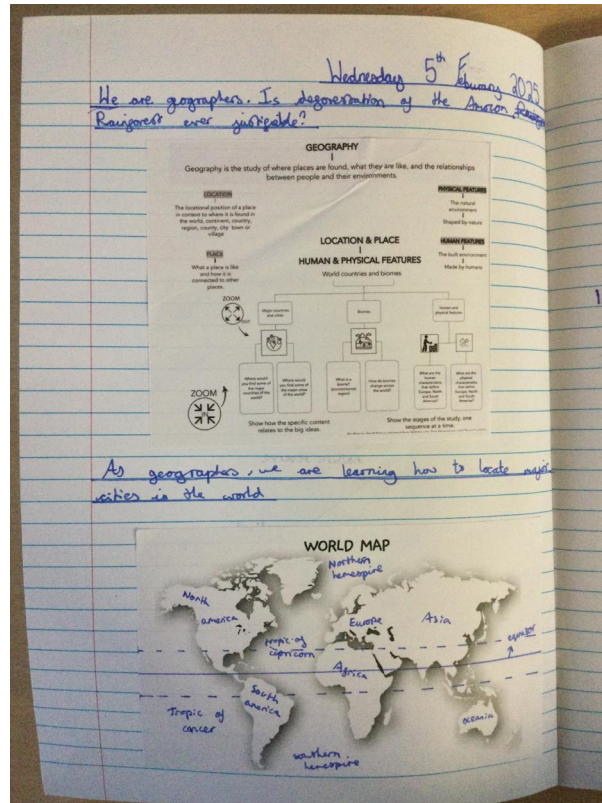
Year 6

It's been another busy week in year 6 with ears and eyes towards the end of Spring 1. In maths the children have been exploring shape and lines of symmetry. Both verbal and written work in books this week have been at a fantastic standard. In English we have started to visit the skill of writing a newspaper report based and written about the story of the three little pigs.

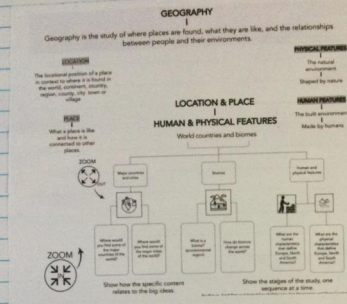
In geography, we began our new learning sequence where we will work towards answering our big question is deforestation of the Amazon Rainforest ever justifiable. We have started by exploring where some of the major cities within the UK and around the world are.

On Tuesday we were also provided the opportunity to watch the title 'Grease' thanks to some of the Christopher Whitehead children. The children had worked hard to put together their performance together and it was full of singing and dancing.

Next Tuesday we will be taking part in a poetry day with Spoz, who is a performance poet, singer and songwriter. The children will all be able to write their own poem and take part in a poetry slam within school.



Wednesday 5th January 2025



We are geographers!
 Is deforestation of the Amazon Rainforest ever justifiable?

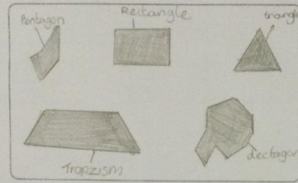
As geographers, we can locate major cities in the world.



5.2.2.5

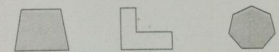
What I mean about polygons or shapes

2 Draw five different polygons.



3 Use the words to label the polygons.

quadrilateral pentagon triangle
 octagon heptagon hexagon

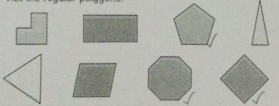


quadrilateral hexagon heptagon

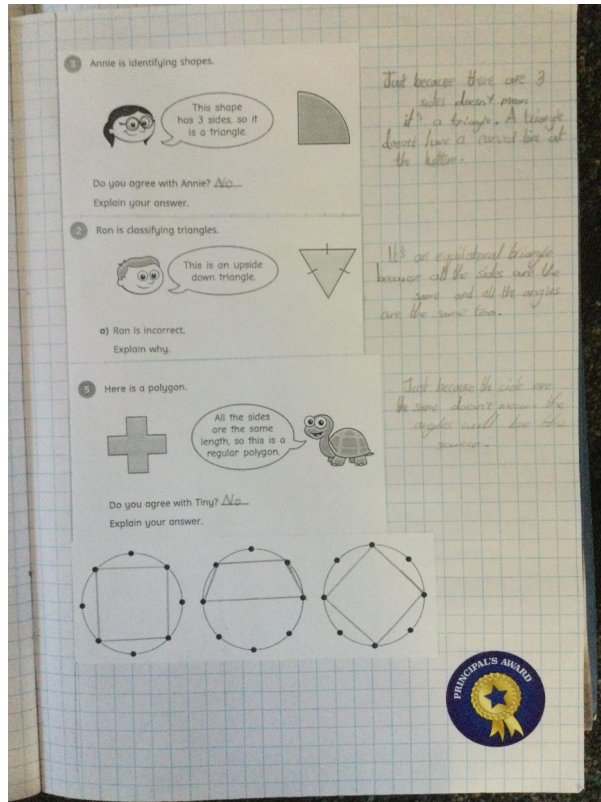


triangle pentagon octagon

4 Tick the regular polygons.



Compare answers with a partner.



Contact Us



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

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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 (Miss Molloy)

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

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

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

SENDco Enquiries SENDCO@oldburypark.worcs.sch.uk (Miss Miller)