



Oldbury Observer Spring 2025 Edition

6

Mr Irving's Comment

As you will see from this week's Observer, our school has been a very purposeful place as we reach the halfway point of the academic year. Our children have been engaged in a really wide range of activities and experiences through the week in class, within the school and in the wider community. This was best illustrated after school on Monday night as our Reception and KS1 pupils enjoyed Magic Russ' show, our after-school clubs were running, and our two netball teams were competing against Pitmaston Primary School on the KS2 playground. Despite the February feeling, the school has felt vibrant and full of opportunity - my thanks to everyone who makes this happen and well done to the children for making the most of these chances.

In every school it is very important that every child feels confident getting help and seeking support. At Oldbury Park we seek to provide many ways in which children can signal that they need help. I hope that you are aware that every child in our school is helped to know five trusted adults in school who they know they can approach for help - we use the fingers on our hands as a visual reference for this. In addition, every child has what we call a 'Talking Peg' - this is a clothes peg with their name on it which the children can use as a non-verbal cue to their trusted adults that they would like help. This half term, you may wish to talk to your child about both of these school-based strategies for seeking support and also about the importance of letting adults know when help is needed. We have already carried out some insightful pupil voice work to understand the possible barriers children perceive in asking for help and also some of the areas our pupils would most like support with - this work will continue after the half term break and inform our provision.

In assembly today we celebrated children who reached a fifty house point milestone, Readers of the Week and those children who received Aspiration/Believe in Best

certificates. We also took the opportunity to celebrate an upcoming staff wedding: we wish Miss Dudley a very happy wedding day during half term and look forward to welcoming her back as Mrs Fletcher.

Happy half term.

Musical Instruments

You may recall that we were keen to use some of the money raised at the Christmas Fayre to invest in instruments to enhance our Music curriculum. As a result of your support and because of the dedication and hard work of our CTA (Community and Teacher Association) we have been able to purchase fifteen new keyboards which have already been put to good use by our Year 5 pupils.

Cross Country - County Finals

Cross Country County Finals Report

When I first got to the cross-country event (at Top Barn), I was excited and nervous. Once I had my event t-shirt on, me and my mum walked around to see the course - we met Mr Irving who had come to support me. Before the race started, I saw Zach (a friend my athletics club). After a short warm up, it was time to start. I was in the second row of runners. When the race started Zach and I were right at the back of the group but as soon as I got round the first bend people started to slow down. I began to overtake competitors. Already, my arm and leg muscles were hurting. Around the second turn I was probably around twenty-fifth place. The leaders were already at least thirty metres ahead of me; Zach was five places ahead. By this point we were probably halfway, at a short hill beside the lake. At this point I saw my mum cheering me on. I was exhausted. Zach was pulling away from me and suddenly people started overtaking me. I realised that I had to speed up, but I didn't have enough energy. More people were overtaking me, most people were sprinting. Then the finish line was right in front of me. I overtook one person just before the end. I had finished. I had come 17th in a race of more than forty Year 6 boys. I think that if the race had been longer than 1.9km I would have done much better. Written by Alex Thomson. Well done Alex - we think you did brilliantly.

Netball vs Pitmaston

Match Report A team: Oldbury vs Pitmaston

Final Score: Oldbury 9-13

Oldbury put up an excellent performance, securing a 13-9 win. Bonnie and Angela were in fantastic form, scoring all the goals for the team and showing brilliant teamwork throughout. There was great pivoting and movement around the court, keeping the flow of the game smooth and efficient. Bonnie, Amy, and Angela worked well together, creating many attacking opportunities. Defensively, Peyton (GK) was a standout player, delivering an exceptional performance in keeping Pitmaston at bay. The third quarter saw a challenge as the opposing team came out strong, closing the gap to 9-8, but Oldbury held their ground. The other team began to observe the game closely and upped their efforts, making for an intense battle. Bonnie was named star player by the opposition, a well-deserved recognition for her performance. The final quarter was Oldbury's best, as they delivered strong teamwork and precision to finish the match confidently. Excited for the next match, the team is ready to keep building on this performance!

Match Report B team: Oldbury vs Pitmaston

Pitmaston winners

It was our first competitive netball match, for this group of girls, against a team of experienced Year 6 players. Although the game started off challenging, we found our rhythm towards the end and improved as we went on. Emily, Caitlin, and Ava each scored a goal, contributing to our total of 3. Lois, Savannah, and Caitlin worked well together in their positions as WA, C, and GA, enjoying their roles on the court and helping to create solid opportunities. Looking ahead, we can focus on marking more effectively. The opposition was quick, and their dodging was sharp, so improving our defensive tactics and being more tactically aggressive will help us in future games. The match was originally scheduled for 8-minute quarters, but with the weather getting cold, we decided to shorten them to ensure the players stayed comfortable. Normally, the quarters last 10 minutes. Overall, it was a great learning experience, and the team is excited to keep building on this performance for the next match!

Attendance Update

There have been some nasty bugs and colds around this half term and as a result lots of children have had days off school - some for extended periods of time. Despite this, we have managed to maintain our attendance figure of around 95%. Importantly, this is above our figure for this time last year. So, as Spring arrives and the weather improves, we can only hope for the children to avoid getting quite so poorly. Thank you to the entire school community for battling coughs and colds and sickness bugs and getting the children into school, even when they are not 100%. I hope you all have a restful, relaxing and enjoyable half term break.

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

Wednesday 26th February - Year 3 cricket festival at St John's Sports Centre

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).

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

This Tuesday, Oldbury took part in Safer Internet Day!

During the day, the Safety Pupil Leadership team gave an assembly all about Scams as this was the theme for the day. They also introduced the task that the whole school took part in. During the day, each class had a discussion about how we can stay safe online. The children then created their own posters, or a class poster, around the theme of 5 Top Tips for Staying Safe Online. The idea is that the children can name their 5 top tips so that they can use them - just like their 5 trusted adults.

Attached are some photos of the posters the children created. Also attached is the Scams and Fake News poster which has information on how we can keep children safe online, in regard to scams.

What Parents & Educators Need to Know about SCAMS AND FAKE NEWS

"Fake news" refers to falsified or misleading material presented as a legitimate account of events, it's often used by malicious actors online to push an agenda, or even to inform us as a way of making scams more persuasive. Scammers can trick us into handing over personal information, security details and even our hard-earned cash.

WHAT ARE THE RISKS?

"CLICKBAIT" PHISHING SCAMS

A message often saying "Have you seen this chance of a lifetime?" or "You might be part of an amazing opportunity" is usually a scammer trying to get you to click on a link. It is prohibited by law to use a child's name or image in a message like this. Scammers often use our curiosity and our "need for speed" to trick us.

SALES, DEALS & DISCOUNTS

Scammers often offer us deals, offering a chance to buy something at a special discount or a "limited time offer". Each time we click on a link we are taken to a website that asks us to hurry as we don't want our share of the prize. Scammers often use our curiosity and our "need for speed" to trick us.

YOU'RE A WINNER!

This kind of scam involves fake giveaways, saying we've won a prize. It could be a chance to win a holiday, a car, or a cash prize. Scammers often use our curiosity and our "need for speed" to trick us.

FALSE FRIENDSHIPS

Scammers often pretend to be someone we know to get us to click on a link. They often use our curiosity and our "need for speed" to trick us.

PANIC MODE

Scammers often use our curiosity and our "need for speed" to trick us.

FAKE CELEBRITY ENDORSEMENTS

Scammers often use our curiosity and our "need for speed" to trick us.

Advice for Parents & Educators

STAY INFORMED

Stay up to date with the latest information and best practices.

TALK TOGETHER

Chat often and openly with young people about fake news, online scams and how to stay safe.

ENCOURAGE HEALTHY SCEPTICISM

Help young people to be critical of information they see online.

BE PROACTIVE

Use digital tools to help young people stay safe online.

Meet Our Expert

Dr. Helen French, Director of Online Media Law UK and a leading expert in digital safety, media law and young people. Her PhD investigated children's understanding of privacy and online safety. She is a frequent speaker at conferences and universities to provide award-winning education on the internet, legal and ethical considerations for the digital age. www.helenfrench.co.uk

Wake Up Wednesday

The National College

@wake_up_weds | www.thenationalcollege | @wake.up.wednesday | @wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 05.02.2025

Staying safe online

my 5 top tip's

- only chat to people that you know online.
- don't give out any personal information.
- always be kind to others.
- follow the rules on the Game.
- If you need help tell a trusted adult.

A hand-drawn sketch of a person's head and shoulders. To the right, there is a rectangular box with an orange border containing the word "Roblox" written upside down. Below this box are several lines of handwritten text:

- Like Roblox
- Like playing Roblox
- Like making Roblox
- Like sharing Roblox
- Like making Roblox
- Like playing Roblox

To the left of the person's head, there are more handwritten notes:

- Tell a friend
- Like making Roblox
- Like playing Roblox

At the bottom left, the words "Be Smart" are written.

A hand-drawn diagram consisting of a grid of 24 small, dark rectangular icons arranged in 3 rows and 8 columns. Below the grid is a large rectangular box with a purple border containing a list of safety rules:

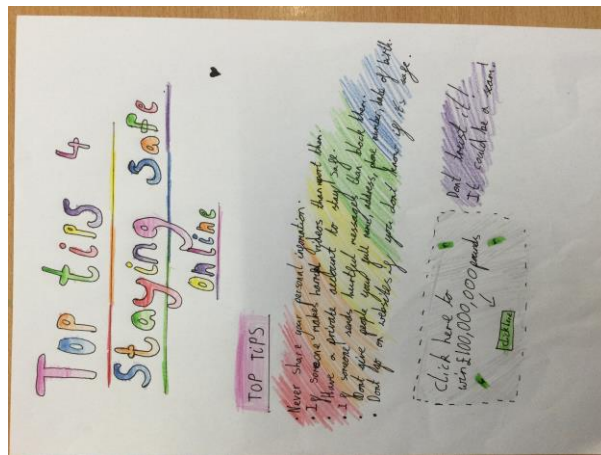
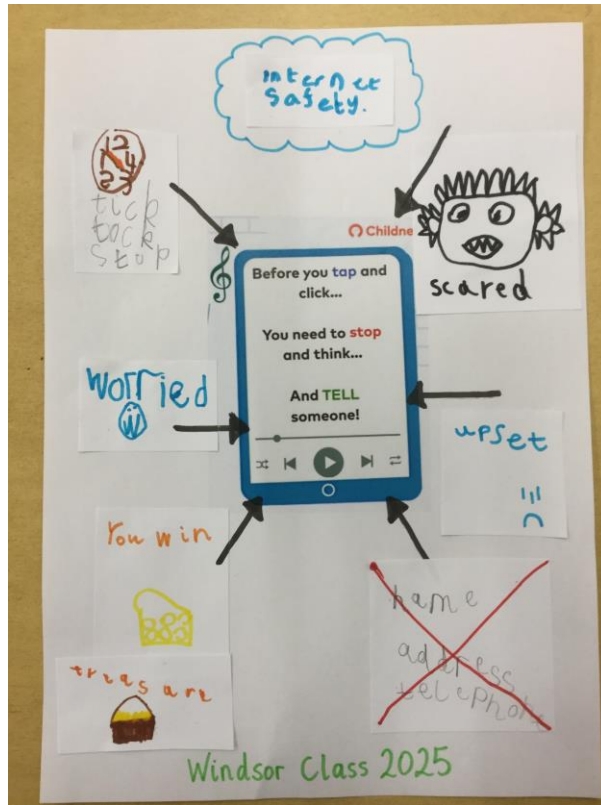
- Be safe
- Tell
- Don't click on emails
- Not sharing personal info
- Not all information is true

At the bottom of the page, the words "Stay Smart" are written.

A hand-drawn diagram showing two hands, one on the left and one on the right, with fingers pointing towards each other. Above the hands is a keyboard layout with letters A-Z and numbers 1-0. Below the hands, there are handwritten instructions:

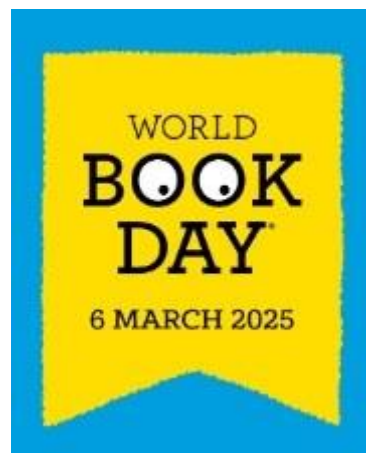
- Don't touch anything
- Don't touch anything
- Don't touch anything
- Don't touch anything
- Don't touch anything

At the bottom left, there is a small box containing the text: "No touching anything".





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. If your child would prefer not to dress up, they are welcome to come in school uniform but make a wooden spoon book character to bring in for the day. If your child would like to dress up and make a wooden spoon character that would also be fantastic. 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.

During this week we will also be inviting children to take part in a sponsored read event in collaboration with our local Usborne rep, Books by Becky. It will be a fun challenge for the children to take part in, with prizes for children who read the most minutes across the week. The funds raised from this will further enhance our banded reading books across the school. More information will follow so please look out for this just after the half term break.

Historical Heroes House Competition

Following from the success of last term's Art Competition, our Historical Heroes Competition will promote our History Curriculum and celebrate significant people and historical heroes, across the world or in our local community.

Every child will be sent home with a blank post card. On the 'stamp side' of the postcard, a photo or drawing of the chosen significant person can be placed along with a quick snapshot under the stamp mark of why they are important in History. On the reverse, more detail or images can be added to further explain that person's achievements, challenges or strengths they used to achieve their success.

A significant person can be anyone who our children see as important or someone who has achieved success by overcoming challenges. They may be a role model in the child's life or someone they aspire to be like. This person doesn't have to be a famous significant person, it may be someone the children know well in their local community, a family member, or a family friend.

The deadline for our Historical Heroes Competition is **Friday 14th March**. Children can bring their names postcards into school and give them to their class teachers. After this date, the postcards will be on display in school for classes to enjoy during school hours and will be available to look at during parents evening too.

Below you can see the PowerPoint we showed to the children in assembly and some examples of similar work by other children. Please use these as a guide but also use the opportunity to make your postcard fit with the significant person it is about.

History Heroes - House Competition



A significant person:

- Important
- Influential – had the power to make change.
- Their achievements in life have been important or recognised. • They are a good role model
- People aspire to be like them.
- They have shown determination or bravery, even when things are tough.

Emmeline Pankhurst

Barack Obama
44th U.S. President

Amelia Earhart
Born: 24 July 1897, Atchiso...

Isaac Newton

Neil Armstrong
American astronaut and aeronautical engineer

William I the Conqueror
Former King of England

Your Historical Hero might be someone famous, or it might be someone you know.

- Parents
- Grandparents
- Neighbours

Part of learning about the past is asking questions.

Historical enquiry

Ask your Historical hero questions about their lives.

Conduct research to find out when and why they achieved what they did.

How did your Historical Hero overcome challenges?


	<table border="1"><tr><td><input type="checkbox"/></td></tr><tr><td>My Historical Hero is <u>Emmeline Pankhurst</u> because she was brave to fight for what she believed in. _____</td></tr></table>	<input type="checkbox"/>	My Historical Hero is <u>Emmeline Pankhurst</u> because she was brave to fight for what she believed in. _____
<input type="checkbox"/>			
My Historical Hero is <u>Emmeline Pankhurst</u> because she was brave to fight for what she believed in. _____			

PHOTO	<table border="1"><tr><td><input type="checkbox"/></td></tr><tr><td>This is my great-grandad _____ He is my Historical Hero because he fought in World War 2 as a fighter pilot. _____</td></tr></table>	<input type="checkbox"/>	This is my great-grandad _____ He is my Historical Hero because he fought in World War 2 as a fighter pilot. _____
<input type="checkbox"/>			
This is my great-grandad _____ He is my Historical Hero because he fought in World War 2 as a fighter pilot. _____			

Why are they significant to you?	<table border="1"><tr><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>
<input type="checkbox"/>		
What did they achieve?	_____	
How did they do it?	_____ _____ _____ _____	



• 3 house points per entry

• There will be a winning house.

Friday 14th March 2025

Reception

In PE this half term we have been working on our ball skills. We have developed accuracy when throwing and catching and also worked on dribbling and receiving a ball with our feet. We found dribbling to be a particularly tricky skill to master, however the children showed great perseverance in the face of challenge. Well done!







Junk Modelling workshop

Thank you to those who were able to attend our junk modelling workshop on Thursday. The children had a fantastic time working alongside you and we have been wowed by their creations. It was a lovely atmosphere and we appreciate the time you took out of your day.

Have a lovely half term!











Year 1

Computing

The children have loved our programming unit and have learnt how to program a bee-bot.

The key areas of learning have included learning all about what the buttons do, moving them forwards and backwards, different routes and how to get to a chosen place.

We all found this a lot of fun!

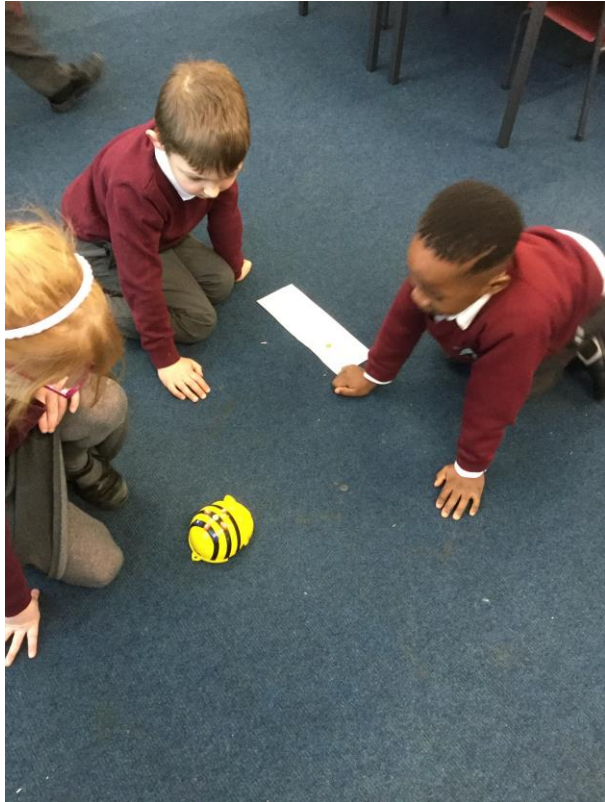
Reading and Numbots

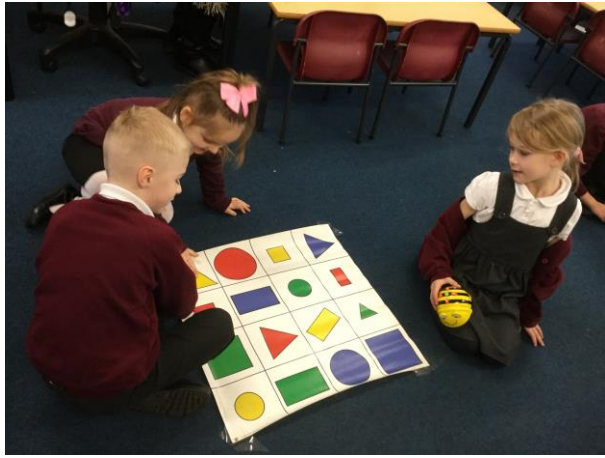
Well done to all of the children that have had a go on their Numbots this week. Keep it up!
Please keep reading as often as possible at home and writing in your child's diary when you do so.

Thank you.

Happy half term!















Year 2

We had a great time at Go Green at the University- the children really engaged with the activities. They enjoyed learning about being a Vegan and where their food comes from- they had great knowledge about the different fruit and vegetables, they recognised all of them (they didn't say they ate them all!!). We had a go at recycling and the children knew which bins to put all the different rubbish in. They engaged with the therapy dogs, lots of cuddles and stokes. The children really enjoyed helping the beaver habitat board. They had to take all the negative points away and add positive things such as reducing plastics or stopping deforestation.

A kind



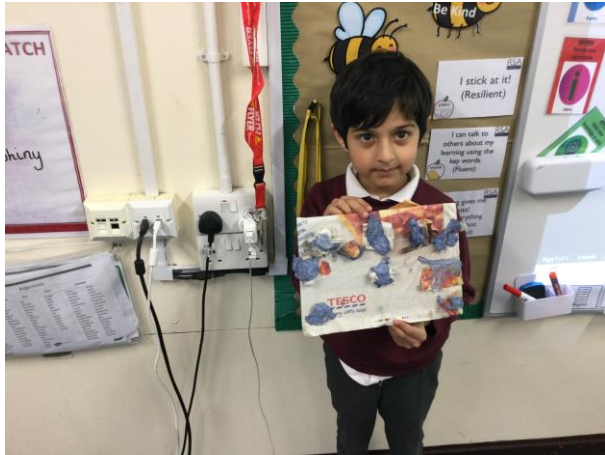




















Year 3

Please note change of PE day after half term: PE will now take place on Wednesday. Forest School will continue on Monday.

Well it has been a busy week to end another busy half term! In English, we have started a new sequence of learning based around creating a plot in narrative writing. Our key book this half term has been *The Wild Robot* and the children have been tasked to write a new chapter for the book detailing the adventures of Roz and Brightbill. To begin with the children used prompt cards to create and tell different stories to their partner, before deciding what their new chapter would be about. The children have looked at the structure of stories and have used a story mountain format to plan their chapter. We have then worked on expanding our ideas so that we add in detail to our stories, including using dialogue. By the end of this week, the children will have completed a first draft, before returning after half term to learn ways in which this could be improved.

On Wednesday, the children were lucky to be invited to the university for Go Green Week. This is an event organised by students and outside groups around the theme of the environment and sustainable living. Whilst at the event, the children were able to take part in different activities - from quizzes to colouring, exploring vegetables to creating a windmill. It was a lovely afternoon and the children came back with pockets (and arms) full of goodies!

Once again, thank you for all your support with home learning, every little really does help. We hope you all have an enjoyable and restful half term!

Wednesday 11th February
 We are learning to expand ideas

Roz and Brightbill were making a game the new game Brightbill could get a win Roz said as because she had a bad feeling about the water machine there was a dangerous look of the water while Roz went out to have a shower look at the machine water side and Brightbill turned around to see what it was because they had just got out then turned around and saw the game had been put in a water machine. On the water machine was some ancient language.

Roz and Brightbill wanted to see the game. They suddenly a mysterious, mythical, hissing creature took the old wooden box. What happened?
 ?!

There was a problem...

Wednesday 12th February
 we are learning to expand ideas

In the middle of the dark scary night Roz and Brightbill were at the middle of their eye of a dark forest but before they could say one they were crawling deeper into the forest. Roz said Brightbill "don't worry darling" replied Roz "oh" they slipped down a tunnel into a glowing cave. Roz said "open my eyes now" asked Brightbill "yes" replied Roz "wait" replied Roz "wait what!"

Wednesday 12th February
We are learning to expand ideas.

In the middle night Roz and Brightbill were working
near the night to find what things. Roz and Brightbill
went to the river Brightbill saw something and said "Ma
Ma Ma look" Roz looked at the water fall and some-
thing was glowing. Roz and Brightbill asked the water fall
if it was the water fall. Roz and Brightbill
saw a light and said "Brightbill said "Ma Ma Ma
Ma Ma Ma" Roz took the thicker stick and some-
thing shiny blood on Roz and Brightbill's eyes.?

Wednesday 20th February
We are learning to expand ideas.

As Roz and Brightbill approached the river edge. Roz
saw something going on. Roz said to Brightbill,
"Come here." Brightbill was scared and replied "Ma
Ma what's wrong." Roz said "I don't know."
After a knock went like knock, knock, knock,
knock. The knock, knock kept out Brightbill
saw out of him. He froze in one position.
Roz brain clicked everything backward he remembered
everything.

















Year 4

In Science, we have been learning about the digestive system; expanding on our learning of teeth and the part they play in digestion.

Our first lesson this week involved the children learning about each stage our food goes through after we have chewed and swallowed food. As our food travels down the oesophagus (which takes 7 seconds), the food reaches our stomach which cleans what we've eaten to get rid of any bad bacteria. After this, it travels into our small intestine so that nutrients can be absorbed into the bloodstream. When this has happened, the food travels into our large intestine where moisture is taken out, making our food into a solid again. When the food is stored in our rectum, it is then ready to be expelled by the body – this is the part the children found the funniest!

On Thursday, we completed an experiment to show this. Take a look at some photos below.

Key dates:

On the following Mondays, our PE lessons will take place at the university. Please ensure children have a drinks bottle and a coat.

- Monday 24th February
- Monday 10th March
- Monday 17th March
- Monday 24th March

TTRS

Thank you to those of you who attended the times table meeting earlier in the term. Times tables are incredibly important for the children to achieve other key maths objectives. With

half term approaching, we would be grateful if some time could be given to allow the children to practice. TTRS recommend 3 minutes a day.











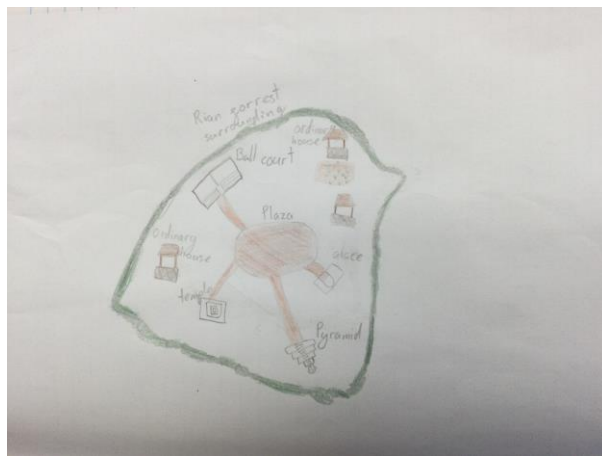


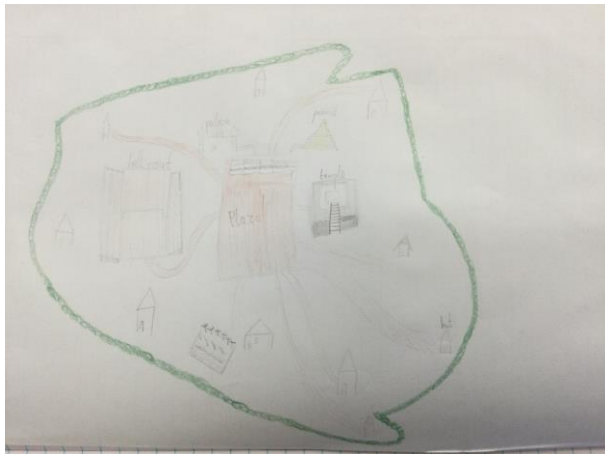
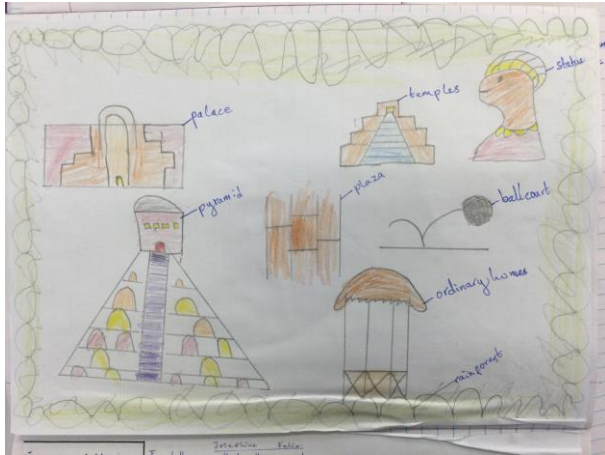
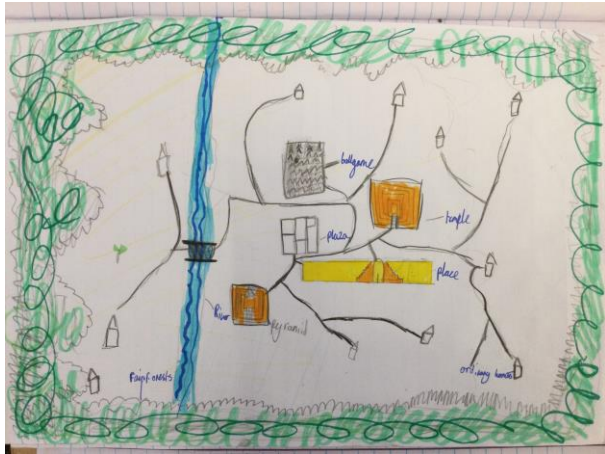




Year 5

This week, Year 5 have been continuing learning about the Mayans in History. We have looked at where in the world they lived, what their cities were like and how they lived their lives. The children have used images to infer information about the Mayan's culture and religion as well as looking at the things that they invented and how we still use some of them today in our everyday lives. They have also designed their own Mayan city, adding all of





Wednesday 11th February 2025
 What describe Mayan inventions and their impact

Handwriting
 invention invention invention invention invention
 calendar calendar calendar calendar calendar

number 13
 neck, shoulders, elbows, wrists, hips, knees & ankles

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

20 reversed (fingers and toes)

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

13 x 20 = 260
 (number of days to grow corn or a baby?)

This image shows us that the Mayans invented the number system using dots and lines to represent numbers. There is also a picture for each number which helps us with our number system today.

Calendar
 This image shows the folding books written on bark paper. It would tell them and pass on information about the Mayans. It is like a newspaper, graphic novel, comic book.

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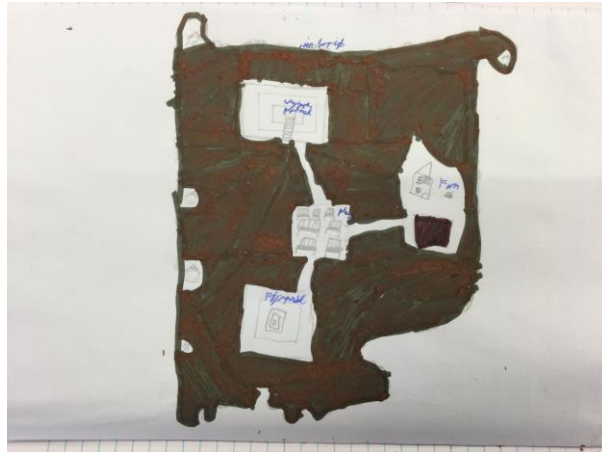
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13 x 20 = 260
 (number of days to grow corn or a baby?)

This image shows us that the Mayans invented the number system using dots, lines and a symbol. There is also a picture for each number and it looks like a god. This is significant because it helps us with our number system today.

Calendar
 This image shows the folding books written on bark paper. It would tell them and pass on information about the Mayans. It is like a newspaper, graphic novel, comic book.



Year 6

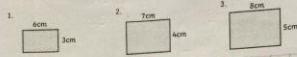
The children in year 6 have finished off the half-term brilliantly. Their efforts over the last six weeks has been noticed and has led to whole year group improvements across the curriculum. Within maths to end the half-term we have explored perimeter and area of polygons. They have been able to utilise their timetable knowledge to good effect and apply it to questions surrounding the topic.

This week we were lucky enough to have a visit from Spoz a performance poet, who has toured around the world. The children enjoyed a busy day where they had the opportunity to create and perform poetry to an audience. One of the teams has also been selected to perform their poem at the Palace Theatre in Redditch.

Once again we want to thank you for all your support at home and we are looking forward to a fantastic start to Spring 2 in weeks time.

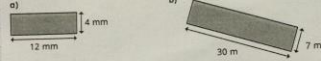


12.25
 Find the area of rectangles and parallelograms:

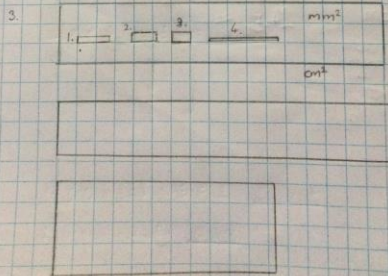


1) $6 \times 3 = 18 \text{ cm}^2$
 2) $7 \times 4 = 28 \text{ cm}^2$
 3) $8 \times 5 = 40 \text{ cm}^2$

Work out the areas of the rectangles.

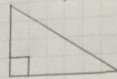


a) $12 \times 4 = 48 \text{ mm}^2$ 30
 b) $30 \times 7 = 210 \text{ m}^2$



12.26
 Find the area of a triangle

The area of the right-angled triangle is half the area of the rectangle.



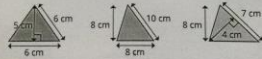
$H \times B = 24 \text{ cm}^2$
 $24 \text{ cm}^2 \div 2 = 12 \text{ cm}^2$



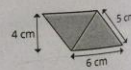
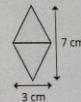
$2 \times 3 = 6 \text{ cm}^2$
 $6 \text{ cm}^2 \div 2 = 3 \text{ cm}^2$

Area of triangle = $\frac{1}{2} H \times B = 2 \text{ cm}^2$

Find the area of each triangle.



$5 \times 6 = 30 \text{ cm}^2$
 $8 \times 8 = 64 \text{ cm}^2$
 $4 \times 7 = 28 \text{ cm}^2$
 $30 \div 2 = 15 \text{ cm}^2$
 $64 \div 2 = 32 \text{ cm}^2$
 $28 \div 2 = 14 \text{ cm}^2$





$3 \times 7 = 21 \text{ cm}^2$ $21 \div 2 = 10.5 \text{ cm}^2$
 $4 \times 6 = 24 \text{ cm}^2$ $24 \div 2 = 12 \text{ cm}^2$


Handwritten calculations and diagrams for finding the area of rectangles:

- Diagram 1: A rectangle with length 12 cm and width 2 cm. Calculation: $12 \times 2 = 24$, 24 cm^2 .
- Diagram 2: A rectangle with length 24 cm and width 1 cm. Calculation: $24 \times 1 = 24$, 24 cm^2 .
- Diagram 3: A rectangle with length 8 cm and width 3 cm. Calculation: $8 \times 3 = 24$, 24 cm^2 .
- Diagram 4: A rectangle with length 4 cm and width 6 cm. Calculation: $4 \times 6 = 24$, 24 cm^2 .
- Diagram 5: A rectangle with length 12 cm and width 2 cm. Calculation: $12 \times 2 = 24$, 24 cm^2 .
- Diagram 6: A rectangle with length 9 cm and width 3 cm. Calculation: $9 \times 3 = 27$, 27 cm^2 .

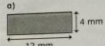
11.2.21
 Calculate the area of rectangles and parallelograms.


1.  $6 \times 3 = 18$, 18 cm^2

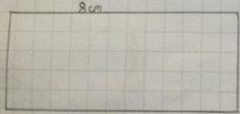
2.  $7 \times 4 = 28$, 28 cm^2

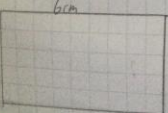
3.  $8 \times 5 = 40$, 40 cm^2

Work out the areas of the rectangles.

a)  $12 \times 4 = 48$, 48 mm^2

b)  $30 \times 7 = 210$, 210 m^2

 $8 \times 3 = 24$, 24 cm^2

 $6 \times 4 = 24$, 24 cm^2

Contact Us



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

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

Phase email addresses:

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

Children in Reception eyfsparents@oldburypark.worcs.sch.uk (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)