



Oldbury Observer Spring 2025 Edition

9

Mr Irving's Comment

Friday afternoon brought our week to a close with a group of children from Years 5 and 6 taking part in the Worcester Schools' Swimming Gala. We will celebrate their efforts in more detail next week but this afternoon's event is worthy of mention in this edition of the Observer as it illustrates so much of what we think is important about being part of the Oldbury Park community: individual effort, teamwork and the joint efforts of staff and parents. Our children approached the event with such positivity, balancing a desire to succeed with the joy and satisfaction of simply taking part. Throughout the afternoon the children showed determination as individuals, competing in their own events and applying themselves. All of the team also worked together supportively in many relay races, encouraging each other along the way. To take part in such an event takes a huge amount of courage and the children demonstrated such strength of character; there were many moments which were challenging but our team showed exactly what resilience looks like. In amongst the events, the children consistently showed an interest in their teammates races and cheered each other on with genuine care. Thank you Mr Dyer for organising the event, Mrs Ricketts for being our poolside team manager and a special mention and thanks to those parents who were able to join us and cheer us on.

Have a lovely weekend.

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

Week commencing 17th March - Science Week

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

Friday 21st March: Comic relief: wear red for a donation

17th - 21st March - Year 5 Bikeability Week 1 (Melrose)

24th - 28th March - Year 5 Bikeability Week 2 (Nelson)

Friday 28th - Year 2 Visit to The Commandery

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

7th April - Year 5 University Visit for Drama Workshop/Performance (more details to follow)

8th April - 2.45pm Easter Parade - Reception, Y1 and Y2 (a letter was sent home Friday 7th March)

11th April - Year 5 Bishops Wood Trip (please see the forms sent separately to confirm you have seen the change of date)

11th April - Year 6 Robotics Workshop Day, in school

Week commencing 12th May - Year 6 SATs Week

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

Attendance Update

This week I met with the Trust Lead for Attendance and we were able to discuss all of the strategies we have in place for supporting good attendance at Oldbury Park. He was impressed with what is done to support children and families and also noted that our attendance compares well to other schools in the Trust. When we analysed our data, we also noted that attendance at this time is higher than it was at the same time last year. This is all worthy of note and again reflects the excellent effort that the children and their families are making to be in school as often as possible.

Mr Williams

SPRING PARADE Reception, Year 1 and Year 2

Tuesday 8th April 2025

2.45-3.10pm

Children are invited to wear a "Spring Hat" to celebrate the arrival of spring!

Parents are invited to arrive on the KS1 playground at 2.40pm ready for a 2.45pm start. The children will sing you some songs and then parade around the playground. We hope you can join us.

For safety we will then take the children back inside before dismissing them out of their usual doors.



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Weekly Internet Safety Update

Roblox

Online multiplayer games like Roblox are enjoyed by millions across the world and can be a great way for friends to socialise; however, they can also expose young people to variety of potential harms. Roblox is a multi-platform game that enables people to play anonymously, which can often be something that attracts people to misuse the game and put younger players at risk of harm.

In addition to interacting with random strangers across the world, it's important to be aware of other risk factors, such as in-game purchases and potential scams that can put young people at risk financially. We've created this week's free guide – also available in podcast format – offering parents and educators expert advice about what can be done to ensure that young people have a safe and enjoyable experience with Roblox.



Wearable Tech

More and more children are being given technology that can be worn, e.g. smartwatches and whilst there can be benefits the risks aren't always apparent. This article from Internet Matters explores wearable technology for children and gives advice on:

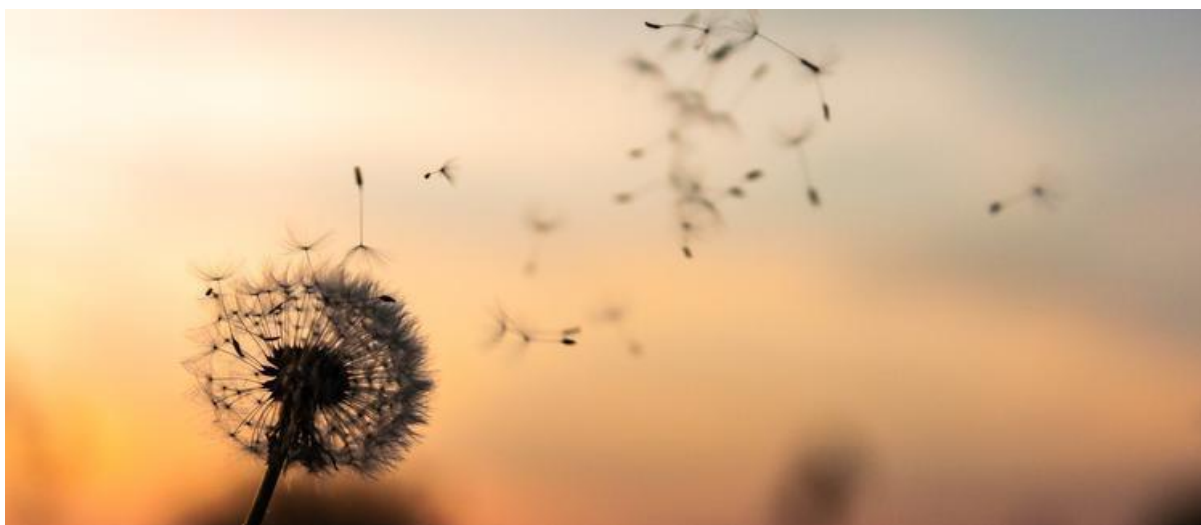
- The different types of wearable tech, e.g. smart watches, glasses, VR headsets and fitness trackers.
- Whether wearable technology is safe and what some of the concerns are, e.g. privacy and data collection, impact on body image.
- How wearable tech can support wellbeing.
- And more.

You can find the article [HERE](#).

Under 5's

As more and more younger children get access to their own or borrowed tablets it's important to make sure these devices are set up correctly and children are using age-appropriate apps/games. Internet Matters have a great set of resources for parents of these younger children which you can find [HERE](#).

Getting in touch with the Pastoral Team



Mrs Davies, Mr Williams, Mrs McFee, Miss Davis, Miss Matthews and Mrs Ricketts are all members of the pastoral team. Alongside your child's class teacher we support the wellbeing and mental health of our pupils.

If you wish to contact the pastoral team directly please use the email below. We will then read this and respond to you directly, or we may share your email with an adult in school who can help.

pastoral@oldburypark.worcs.sch.uk

Support for parents: Self harm

If you would like more information and guidance on how to recognise signs, and support your child if you suspect they may be self-harming, please click the link below which will take you to the Young Mind website.

[Self-Harm & Mental Health | Guide For Parents | YoungMinds](#)

Co-op Travel Worcester Fundraising!

Some of you may not know that this year we have partnered up with Co-op Travel Worcester Branch to help raise funds for our ever improving new school library! They have already run four events for us so far, raising nearly £600 for our school. Their most recent event happened last week where staff dressed up as book characters and sold cakes to celebrate World Book Day. The customers supported this really well and donated £93.50.

They have another fundraising event lined up... an Easter event happening on Friday 11th April in store. It would be amazing to see some of you there supporting our worthy cause.

If you would like to follow them on social media to see their events and support their fundraising, please follow the link below.

<https://www.facebook.com/share/1CC1SgEiGg/>

Here are some photos from the World Book Day event they held.





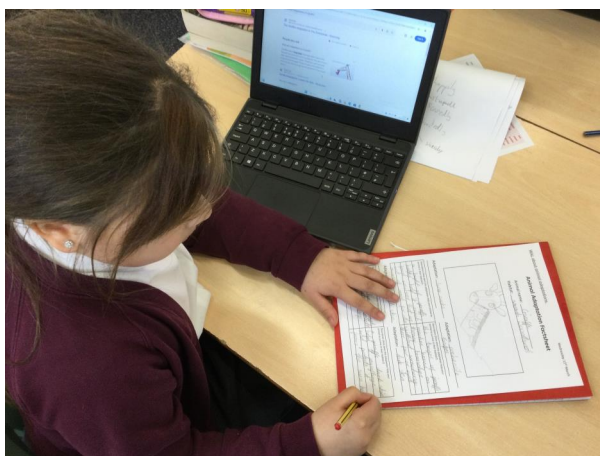
British Science Week



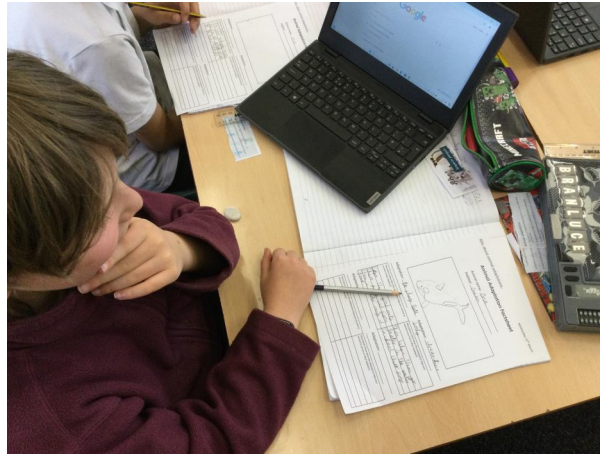
Another great week of activities taking place in Oldbury Park!! A Lots of STEM subjects fall under the umbrella of 'Change and adapt', allowing for a wide range of brilliant activities!

'Smashing Stereotypes' is aimed at challenging long-standing stereotypes, with the aim of encouraging more young people, from all backgrounds, to see themselves as scientists.

With profiles of chefs, product designers, and fitness professionals, 'Smashing Stereotypes' showcases how science is for everyone: whatever your interests, background, or career path. We have looked at different scientists this week, so ask the children who they have talked about and see below for their activities.



1 - Year 4 British Science Week - Amazing Animal Adaptations!



WAL about animal adaptations. Wednesday 12th March

Animal Adaptation Factsheet

Animal name: Arctic Fox
Habitat: The Arctic

White fur

Adaptation: White fur Adaptation: Claws

Description (How does this adaptation help your animal to survive in their habitat?) <u>The Arctic Fox white fur helps it change large in the white snow.</u>	Description (How does this adaptation help your animal to survive in their habitat?) <u>Arctic foxes need claws to dig and run through snow, ice and permafrost.</u>
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Adaptation: Nostril Adaptation: Eyes

Description (How does this adaptation help your animal to survive in their habitat?) <u>The nose of the Arctic Fox can detect a remote hotspot like marine currents.</u>	Description (How does this adaptation help your animal to survive in their habitat?) <u>Arctic foxes eyes have an almost prominent squint.</u>
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Reception

We have really enjoyed engaging in Science Week this week. We learnt how animals have adapted to their environment in order to survive.

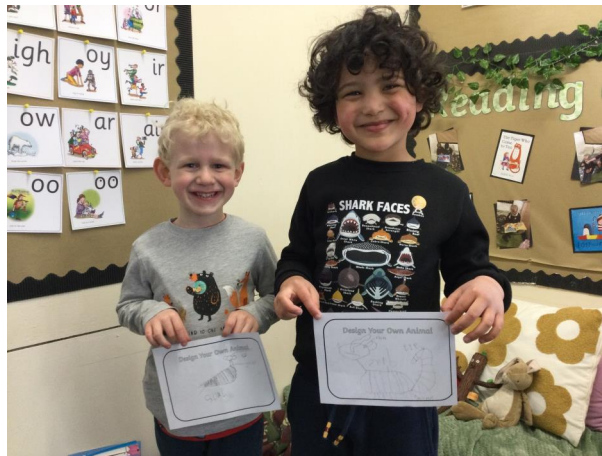
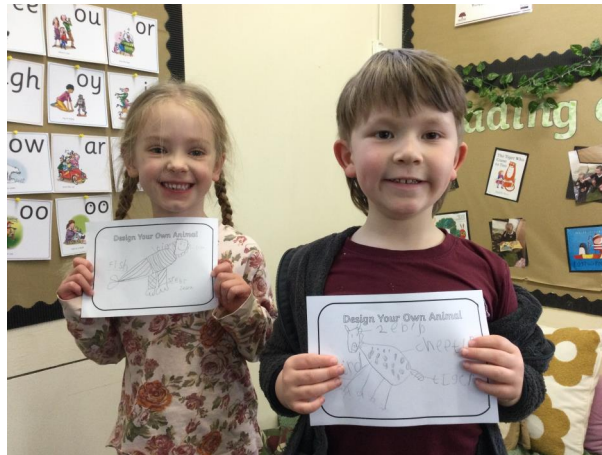
"Polar bears have fur on their paws so they don't slip on the ice." Orla

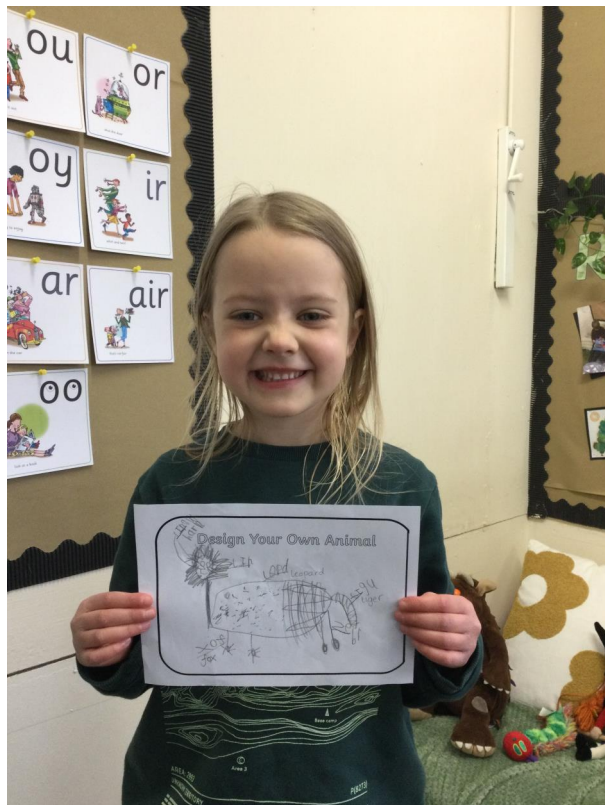
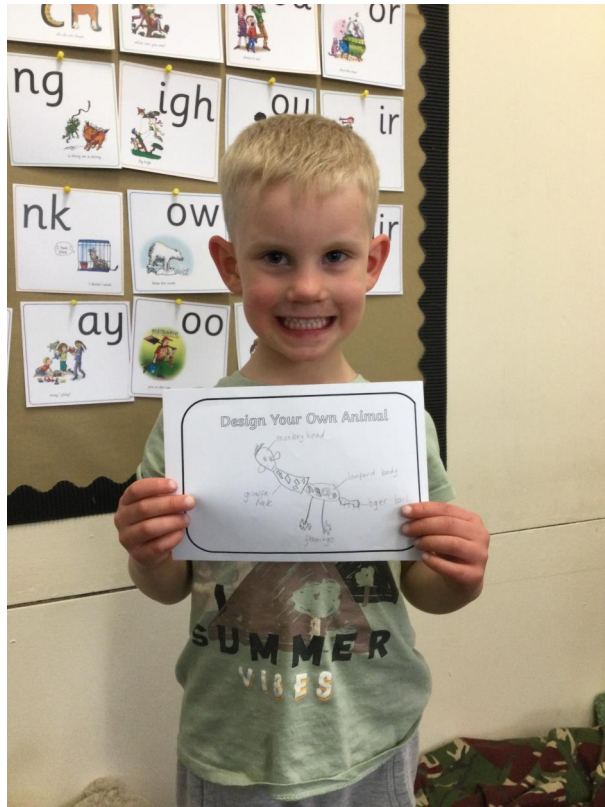
Sloth - "Their fur gets green (algae) to protect them when they're in the tree tops." Henry

Elephants - "big ears to keep them cool." Bishop

Walrus - they use their tusks to get out of the water." Rudy

We then designed our own animals thinking about the best qualities of each in order to make a super animal!







We have also engaged in a number of experiments this week in order to develop our scientific thinking, such as making predictions and observations.







Year 1





For science week, we have made a wormery. We learnt that worms are not insects and that they are made up of lots of small segments which are covered in tiny hairs. Their skin needs to be moist so that they can absorb oxygen through their skin. We found out that earth worms eat the soil and make the soil better. The tiny tunnels they make as they wiggle

through the dirt take water and air deep into the ground. This makes it easier for plants to grow! We had a lot of fun making our own wormery. We used layers of soil and sand and put a layer of dead leaves on top. We have left our worms to tunnel and will look at it again in two weeks time to see what they have done!











Year 2

For science week we have made a wormery, as the topic this year is adaptation we discussed the facts that a worm has no arms, eyes or legs. they are not needed as they use their muscles to move through the soil and as they are nearly always in the dark they have evolved without eyes. Did you know that in one acre of land, there can be more than a million earthworms!! Also, each worm can eat their own mass in food each day.

The Science Ambassadors from Y5 came and help us build our wormeries and Mrs Screen brought in her compost wormery for us to have a look at and we discussed how the worms move from layer to layer- it was interesting to see the difference between the peeling and the actual composting that the worms had done- very busy worms. It will be interesting to see how our worms get on over the next few weeks- home for half term!!

Later in the afternoon, we talked about scientists, Brianna Green. As a biogeochemist, she collects soil samples to see what kind of microbes are there. In a way, she is a kind of an interviewer for the microbes. She asks questions about what they like to eat, what they do, and how they are able to do this. We thought this was very appropriate with our soil and wormery afternoon.

If you do not want your child to bring home their wormery, please let us know and it will be returned to the compost heap at school.















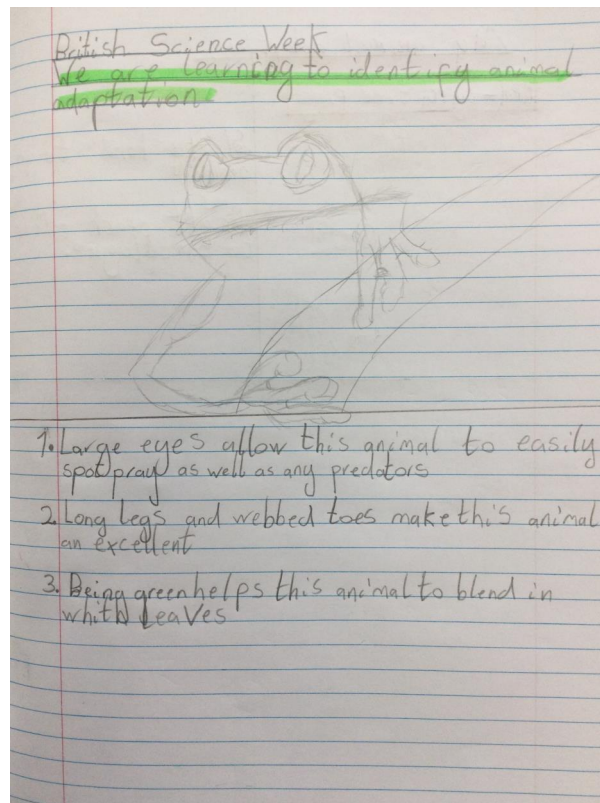


Year 3

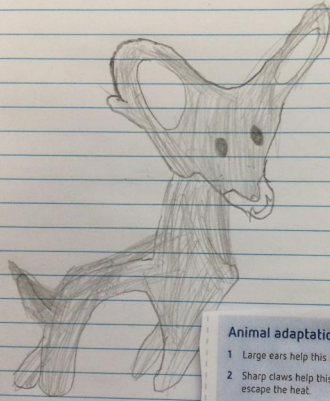
We kicked off this week with our British Science Week activity. This year, the theme is change and adaptation and the children explored ways in which animals have adapted to suit the different habitats that they live in. We looked at the differences between a grizzly bear, black bear and polar bear as an example of adaptation. The children then worked with a partner to match animals to their adaptive features. Finally, the children were tasked with taking an animal and thinking of how it would adapt should it choose to live somewhere really strange - such as a squirrel in the Arctic! We decided its fur would need to turn white, its feet would turn to flippers so it could swim and its long tail for climbing would change to

a shorter stump for ease of movement. The children then had a chance to illustrate their own adapted animal.

In DT the children have been learning about levers as part of a sequence on mechanisms. The children have identified 3 types of lever and last Friday had the opportunity to make a first class lever. A first class lever has a fulcrum in the middle and the effort and load at either end. An example of a first class lever is a sea-saw. The children first made a sea-saw out of cardboard, before exploring different classroom equipment to make different types of sea-saw. The question was then posed: How would moving the fulcrum affect the sea-saw? We found that if the fulcrum was nearer the load, then the load didn't tip down as it did when the fulcrum was in the middle. If the fulcrum was moved nearer the effort, then much more effort was needed to move the load. This week, the children will be making a catapult - an example of a third class lever!



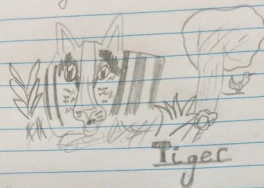
British science week
 we are learning to identify animals adaptation



Animal adaptations

- 1 Large ears help this animal to cool down.
- 2 Sharp claws help this animal to burrow underground to escape the heat.
- 3 This animal is nocturnal so it is awake at night-time when it is cooler.

British science week
 we are learning to identify animal adaptations



Tiger

1. Strong paws to creep around.
2. Stripes to help camouflage.
3. claws to help hunt.

My Animal Adaptation



Cat. desert.

1. Strong teeth to break through cactus to get water.
2. Sandy color fur to camouflage.
3. Fast paws to quickly get away from predators.

British Science Week

We are learning to identify animal adaptations



Fennec fox

1. Large ears help this animal cool down.
2. Sharp claws help this animal to burrow underground to escape the heat.
3. This animal is nocturnal so it is awake at night and asleep in day.

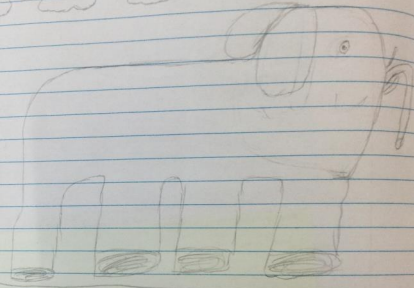
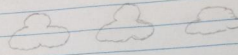
my animal adaptation

★ sloth → Arctic

1. Needs white fur to blend in.
2. big ears to listen out for prey and predators.
3. huge padded paws for walking on thick snow.
4. long tongue to drink water.



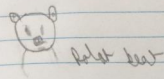
British Science Week
We are learning to identify animal adaptation



Animal Adaptation

1. Flapping its big ears like a fan cools this animal down.
2. Wrinkly skin help to trap moisture and keep this animal cool in hot climates.
3. This animal has a long trunk which it can use to pull leaves off trees and bushes.

British Science Week
We are learning to identify animal adaptations



polar bear

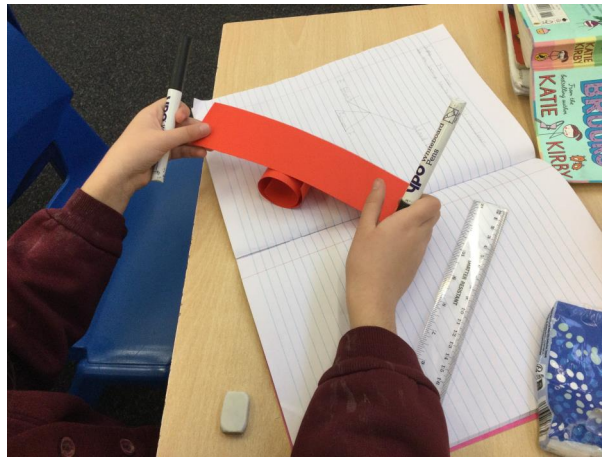
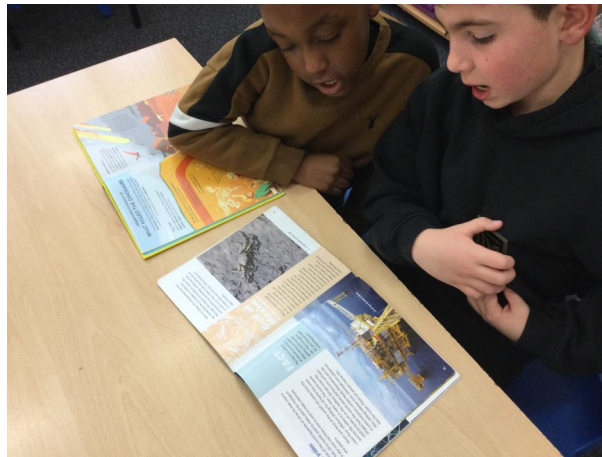
- 1 Thick fur keeps this animal warm.
- 2 Large paws help this animal walk on icy surfaces.
- 3 sharp teeth and claws allow this animal to catch its favourite food - seals!

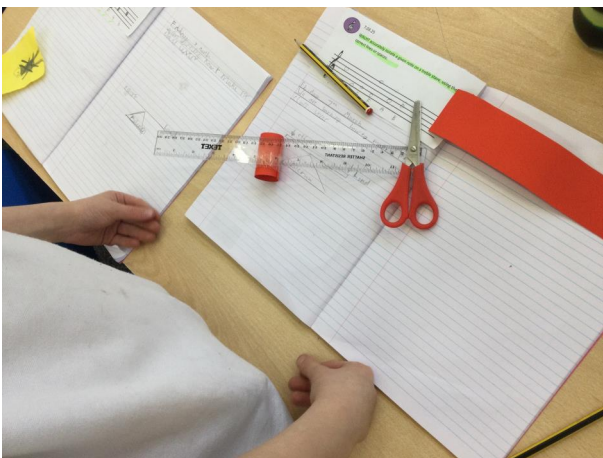
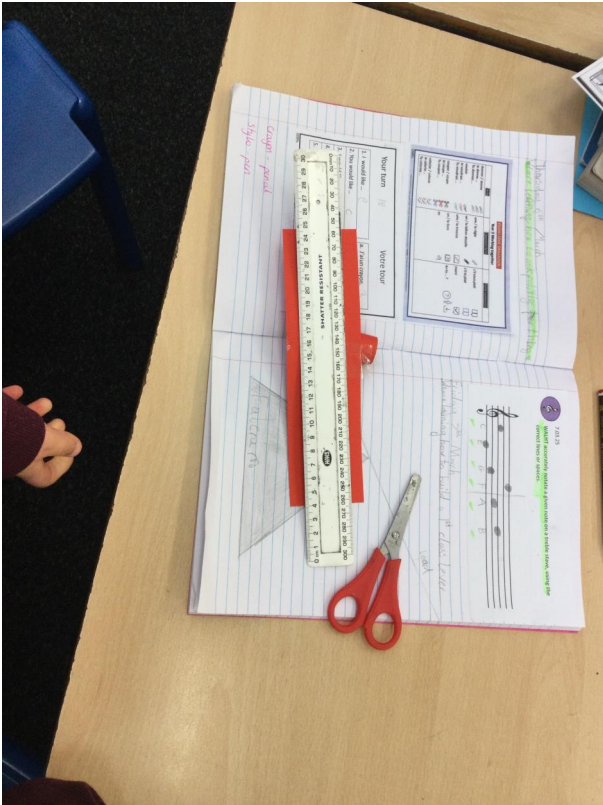
My animal adaptation



human

- 1 Webbed feet.
- 2 Webbed hands.
- 3 Big mouth to breathe underwater.











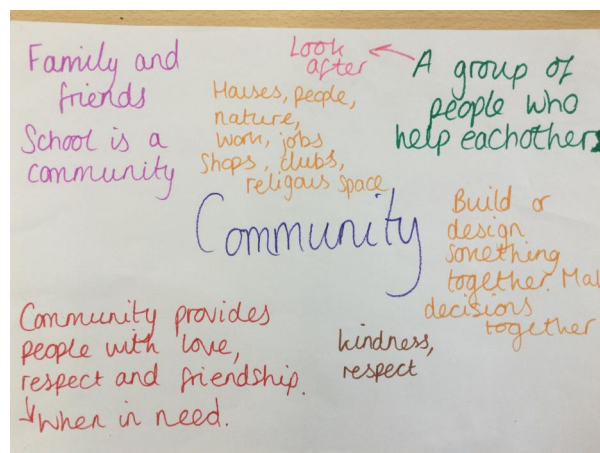


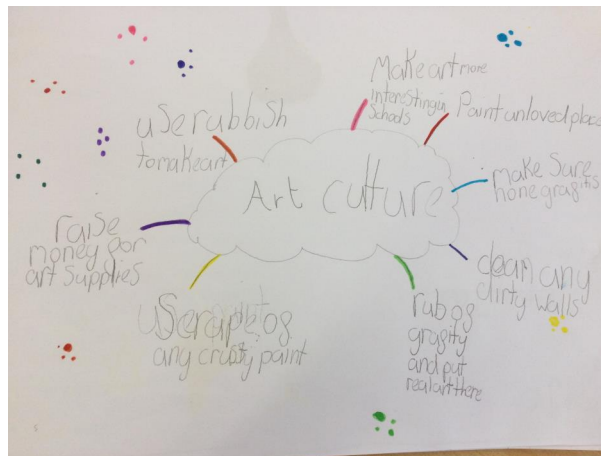
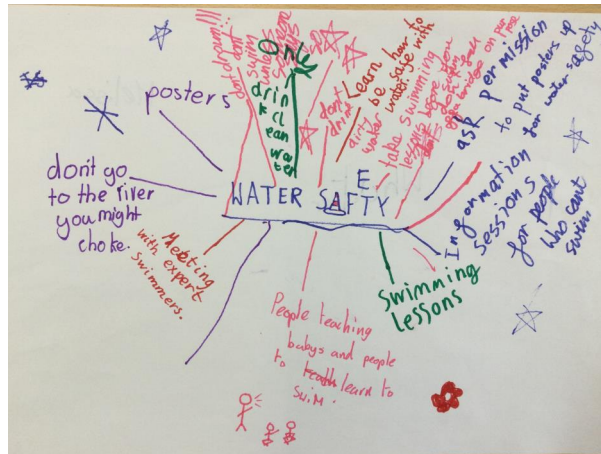


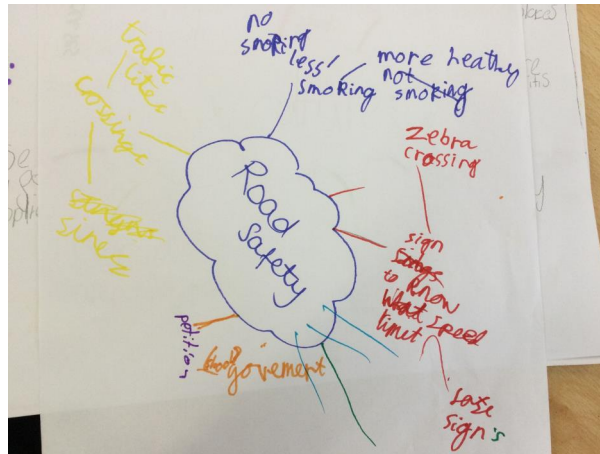


Year 4

Over the last couple of weeks, Year 4 have begun working on our social action project, RSA4. This is an extremely exciting project that the children lead and work on together to make an aspect of our community better, or improve it in some way. This is exclusively a project for Year 4 children across the Trust, which makes it even more special to take part in.



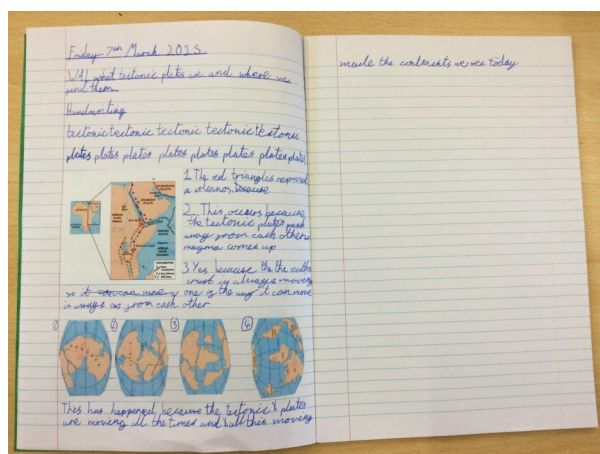




Year 5

In Year 5 we have recently started our new Geography topic - Earthquakes, Mountains, and Volcanoes. The children are very excited by this topic and already have lots of knowledge that they have enjoyed sharing with their peers. We started our learning by thinking about how mountains and volcanoes are formed, as well as why earthquakes happen and the destructive impact they can have. The children learnt about the tectonic plates within the Earth's crust that move in different ways. We looked at the placement of these plates on the globe and how they can shape the landscape of certain countries. This led our learning on to how the constant movement of the Earth's crust has caused the world's continents to form across millions of years. The children were particularly interested to hear about the East African ridge which is moving around 2.5 cm each year.

As part of Science Week, the Year 5 children also took part in a live Science quiz which was ran across many of the Trust schools. The children all performed very well and wowed us with their Science knowledge, with some children scoring 35/36 questions!

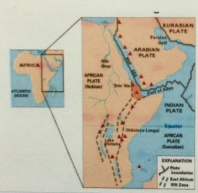


Friday 7th March 2025

WAL what tectonic plates are and where we find them.

Handwriting

tectonic tectonic tectonic tectonic
plates plates plates plates plates



1. The red triangles are volcanoes.
2. The plates are ~~are~~ moving away from each other.
3. yes because there ~~are~~ are other tectonic plates the north and other volcanoes in different corners.



Over thousand years the tectonic plates have moved and it has formed in to 7 continents.



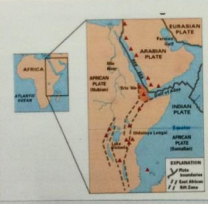
Friday 7th March 2025

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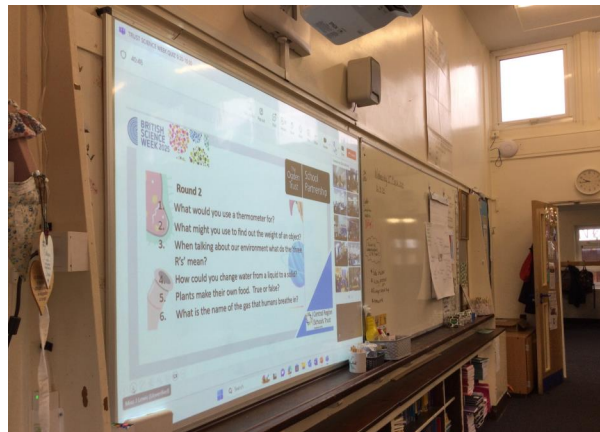
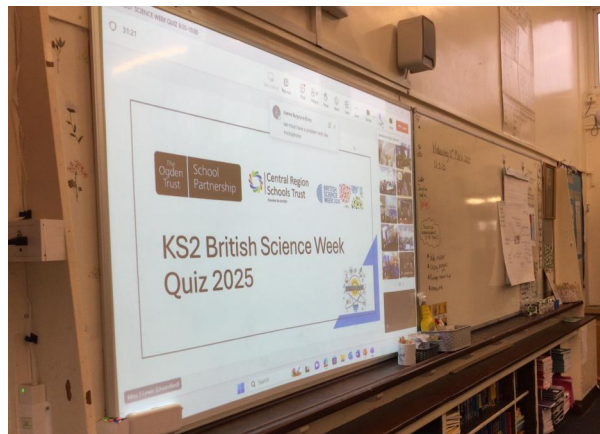
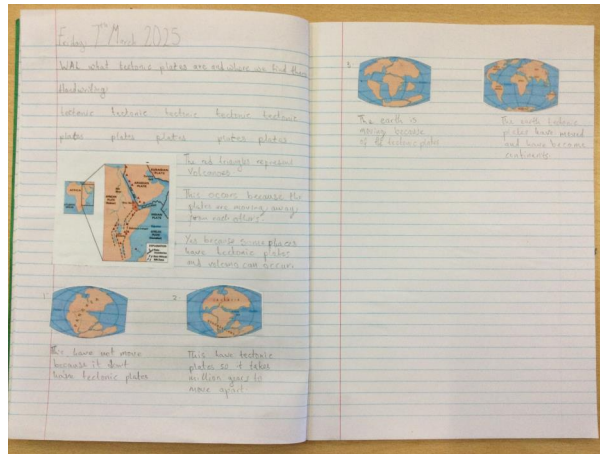
Handwriting

plates plates plates plates

tectonic tectonic tectonic



1. The red triangles represent volcanoes.
2. This occurs because tectonic plates move apart.
3. Yes because the tectonic plates can move apart in other countries.



Year 6

It has been another busy week in year 6. The children have been doing a lot of work around the Amazon Rainforest, in English we have written a setting description from the book Journey to the River Sea. It has been fantastic to see the children using a mixture of writing skills alongside their senses to create a strong picture for the reader.

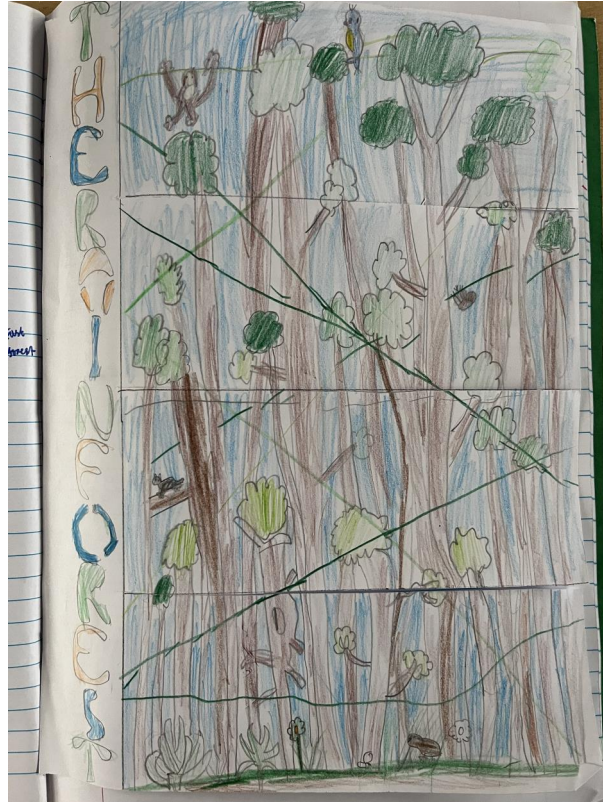
In Geography the children have been identifying and exploring the different layers of the rainforest. As you can see below plenty of time and effort has gone into each of these pieces of work. As part of Science Week, the Year 6 children have been exploring the different types

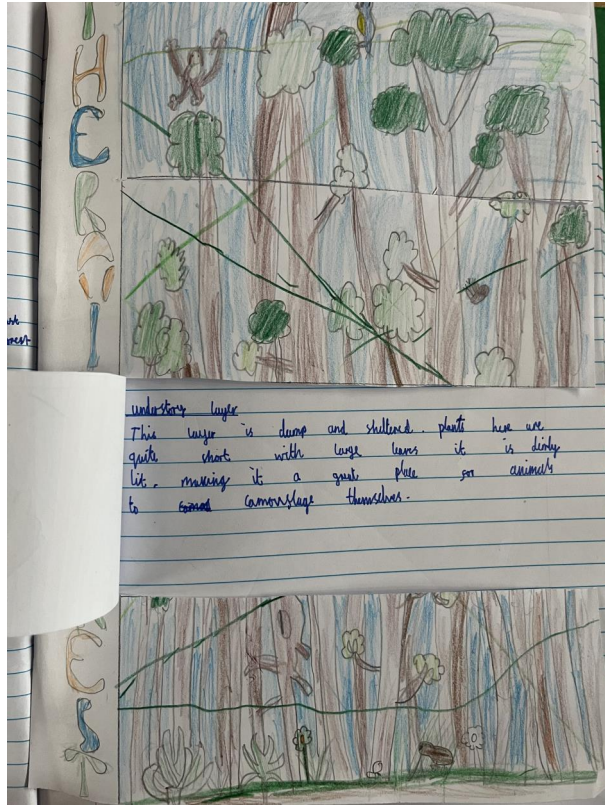
of fossils. The children saw examples of each and were able to describe the key differences of each and where you might find them around the world, or even in the UK.

This week our maths focus has been upon angles within shapes, revisiting how to measure, calculate and reason with some questions really challenging and pushing our ability.

However, with each lesson the perseverance and resilience shown has been great to see.

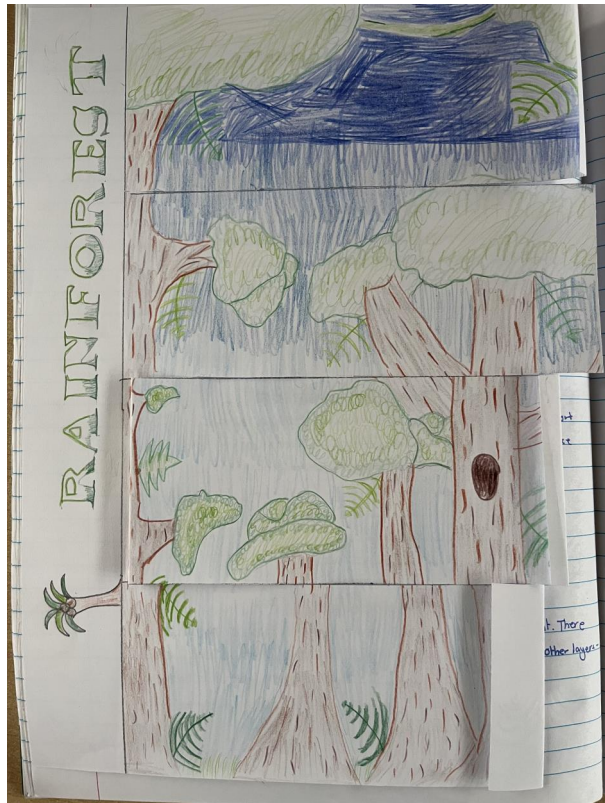
Our eyes now set towards next week and an introduction of algebra.





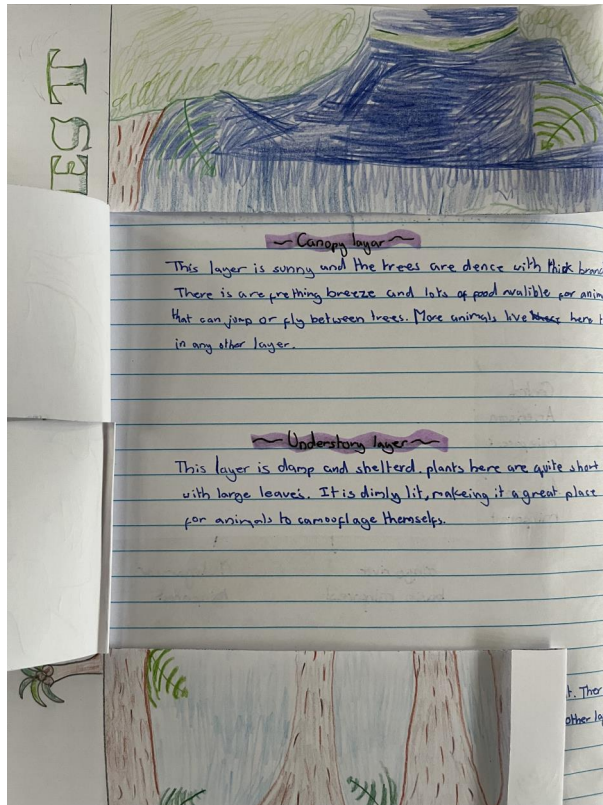
understory layer

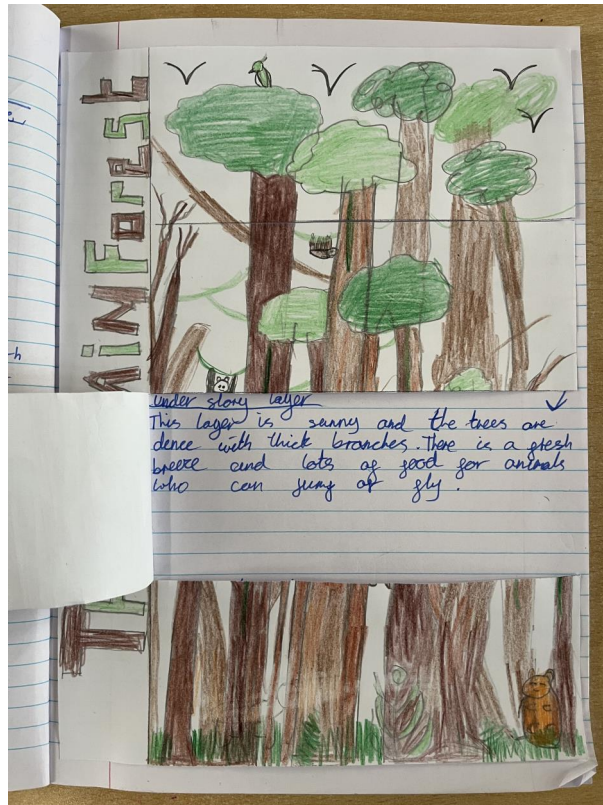
This layer is dense and shrouded. plants here are quite short with large leaves. it is dimly lit, making it a great place for animals to ~~hide~~ camouflage themselves.



RAINFOREST

There are other layers...

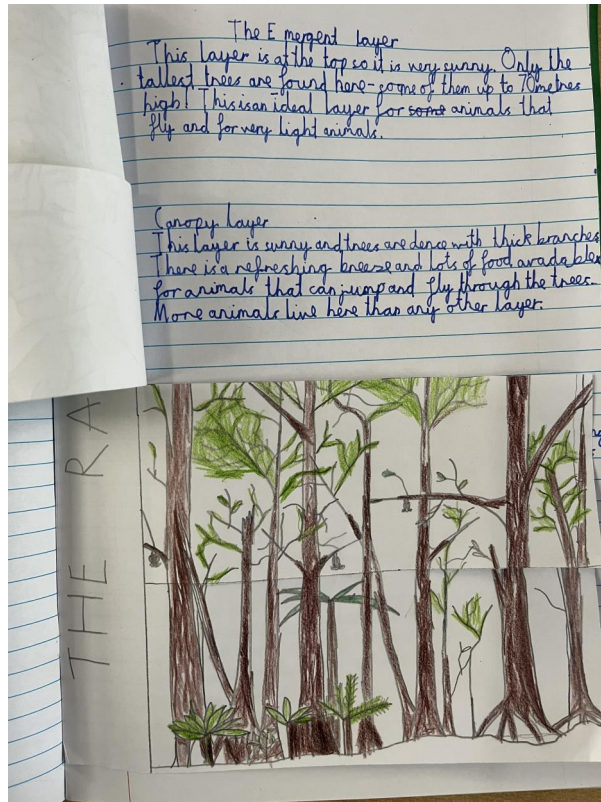




Emergent layer
This is the layer at the top so it is very sunny. Only the tallest trees are found here - some of them up to 70m high! This is an ideal layer for animals that fly and for very light animals.

Understory layer
This layer is damp and sheltered. Plants here are quite short with large leaves. It is dimly lit, making it a great place for animals to camouflage themselves.





Contact Us



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

Oldbury Park Primary School

Oldbury Road Worcester WR2 6AA

01905 424878

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

Phase email addresses:

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

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