



Oldbury Observer Summer Term 2025 edition 4

Mr Irving's Comment

This week we welcomed members of our governing body to come and see teaching and learning in action. Our governors came to see a demonstration of our approaches to formative assessment and to further their insight into how our school ethos translates into our classrooms. My thanks to Miss Hill and Melrose class for hosting such a positive and informative session and to our governors for their continued commitment to the school.

Well done to all of the children who represented Oldbury Park in sporting events this week. A number of children from Year 3 and 4 took place in a Kwik Cricket tournament on Tuesday and won 2 of their 4 matches despite the fact that some of them had never played a match before. A team of players from Years 5 and 6 won all of their matches in their Kwik Cricket tournament on Wednesday. On Thursday afternoon our Year 5 and 6 netballers took on Claines Primary School - although they were unable to win, they competed well and showed a great team spirit. Thanks to Mr Dyer, Mrs Borg and Mr Williams for making these events possible.

A reminder to families with children in Year 4 that the Multiplication Tables Check (a statutory national assessment) will be taking place shortly after half term. Taking any opportunity to rehearse the fluent recall of multiplication facts over half term would help to give our pupils increased confidence when taking these assessments. Little and often would be a sensible way to approach any revision.

A review of our current Uniform Policy (and conversations with parents/carers) highlighted some unhelpful ambiguities in what is expected from our families and pupils with regard to uniform. It is important to us that our policy is clear and supportive of our families so that you can ensure your children are well presented every day and take a pride in belonging to our school. In this edition of the Observer we are sharing the revised policy to ensure that

you are well informed ahead of September 2025 - there are no radical changes to the policy but there are a number of areas that have been made clearer. Please take the time to familiarise yourself with our policy. Thank you.

I hope you have a happy half term break.

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

Thursday 19th June - Reception trip to Bennett's Farm

Friday 20th June Sports Day

Friday 4th July Y1 Traditional Tale Trip to Bishops Wood (letter to follow)

Friday 11th July - Year 4 Bourton on the Water/Birdland trip

Updated Uniform Policy

The annual review of our uniform policy has taken place. This is now available on the school website: [Oldbury Park Primary - Uniform](#)

There are a number of areas within the policy made yet more clear to support everyone in making Oldbury Park Primary uniform something to be worn with pride.

Weekly Internet Safety Update

3 Things Parents Wish They Had Considered Before Giving Their Teen a Smartphone - please click on the link below to read through an insightful article.



[3 Things Parents Wish They Had Considered Before Giving Their Teen a Smartphone - Wayne Denner](#)

Readers of the Week!



Well done to the following children who have particularly stood out this week for an aspect of their Reading.

Monarch: Phoebe for wowing me in her Phonics assessment.

Carriage: Benji for his confident, fluent reading.

Blenheim: Gillian for her confidence with learning new sounds.

Windsor: Josie Rixon for developing her fluency.

Emerald: Holly Jones for challenging herself with chapter books.

Sapphire:

Arrowsmith:

Solitaire: Shekinah - for her engagement in guided reading lessons.

Newbury: Gracie-Mae - for sticking with 'chunky' books

Nelson: Sayon - for always reading independently and using these skills in all he does.

Melrose: Liam for reading aloud in class

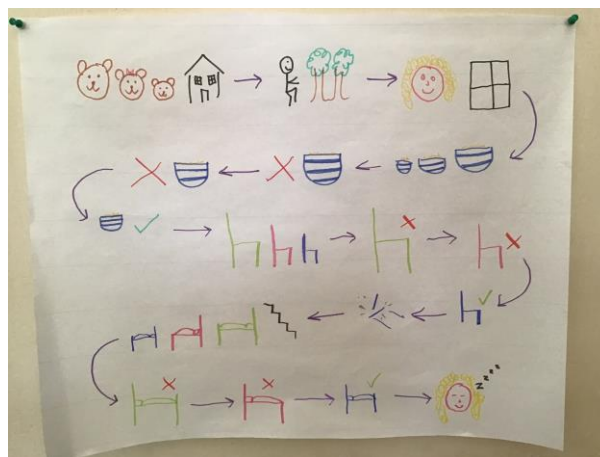
Reception

This half term we have been working on our storytelling skills. We have created story maps of two familiar traditional tales. We wonder if you can work out which ones?

We then practised orally retelling the story, using actions alongside. After becoming familiar with retelling the story, we then innovated them by changing parts of the setting or characters. In Monarch, The Three Billy Goats Gruff became The Three Hairy Spiders! In Carriage, Goldilocks went to a desert island instead of the woods!

The photos below show some of the storytelling actions we have learnt.

We will continue our topic of Traditional Tales over the next half term, including learning about plants and their growth. Have a restful half term and see you soon for the final term of Reception!









Year 1

This week in Year 1 we have enjoyed being artists and chefs!

In art we have "splatted" paint and printed using a balloon to make the background of a space picture.

In DT we have designed and made pitta pockets - most of us thought they were delicious.

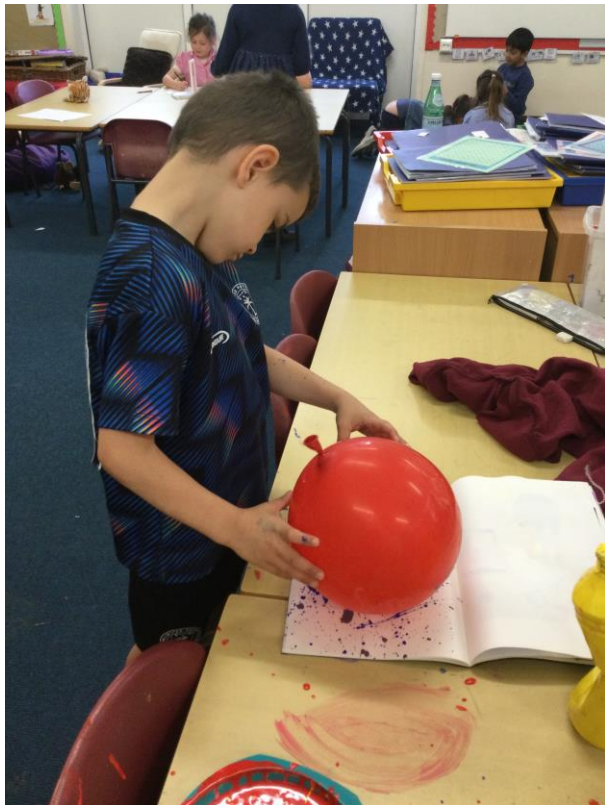
We hope you have a lovely half term but please remember to practise your set 2 and 3 sounds ready for the phonic screening.



































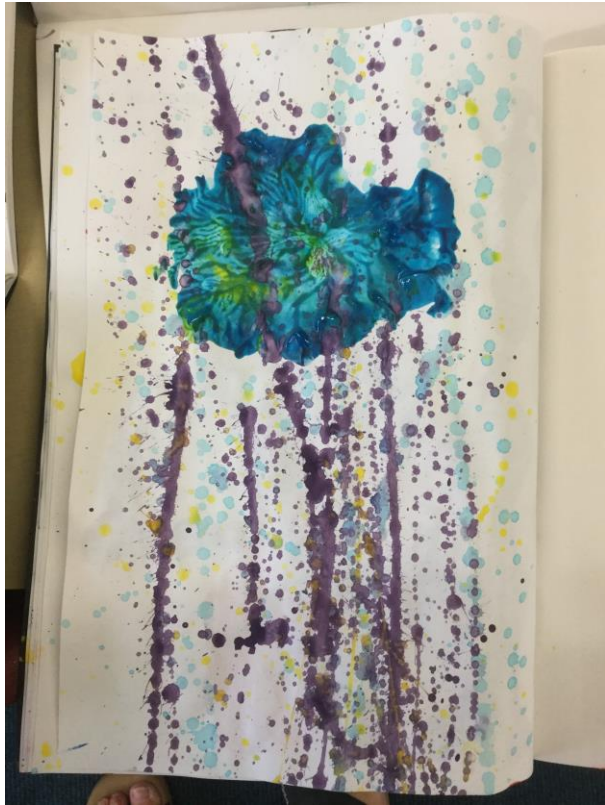


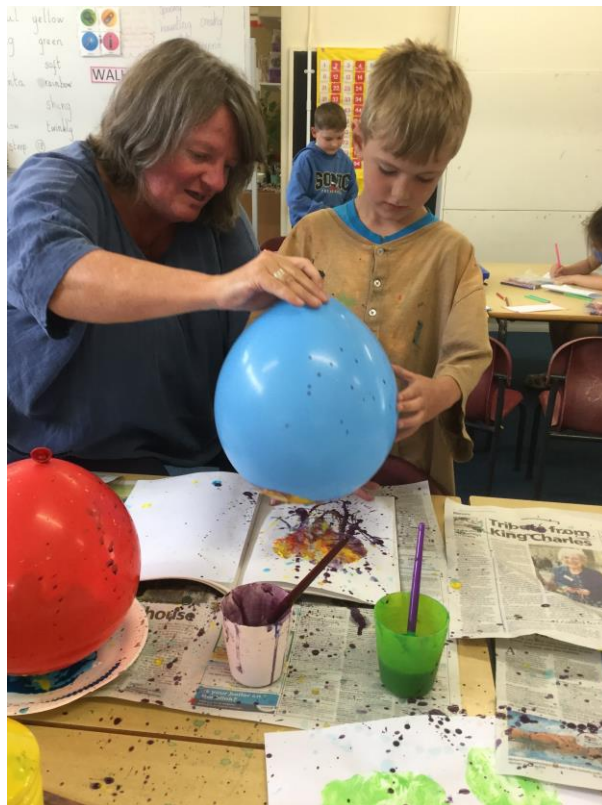


















Year 2

Yet again Year 2 have been busy with our writing sequence. We began with a 'dear diary,' which was to use language to sequence questions in the role, that was very interesting. We did question- Why did we want to find the last Wolf? We then wrote out a brilliant story mountain describing how the characters feelings change through the story, we came up with some great adjectives. Next, we had to describe our feelings and how we felt as Red. This culminated in a hot write, as you can see below, to write a diary of our journey through the forest as little red we had to use affective adjectives and conjunctions and also analysis. Good job.

We hope you all have a fantastic half term.

On Monday 2nd June, Sapphire class will be at Forest School.

Use your plan to write a diary of your journey through the forest as Little Red.

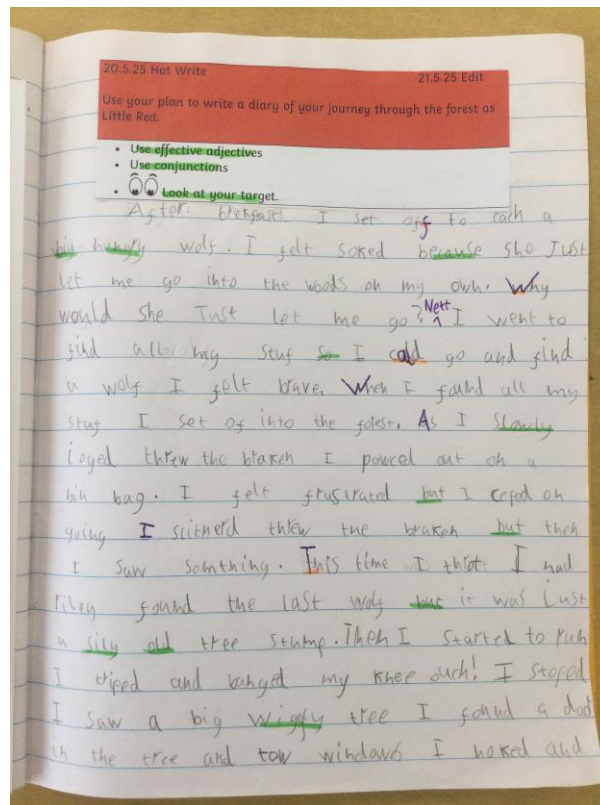
- Use effective adjectives
- Use conjunctions
- Look at your target.

One morning I wanted to find a wolf
 first had to eat my sweet honey
 cereal. When I tried to pour my milk it
 spilled all on my t-shirt! As soon as
 I had eaten my breakfast I set off
 to find a wolf. I quickly slung my large
 bag and set off bye mum. Before long
 got to a bunch of bracken arch one pointed
 me. How am I going to get
 through all of this bracken? After I got
 through the long, spiky bracken. I thought
 I saw a wolf but it was an old
 black bin bag. In that moment
 felt very angry because I wanted to
 find a wolf!

Use your plan to write a diary of your journey through the forest as Little Red.

- Use effective adjectives
- Use conjunctions
- Look at your target.

That thing in the clearing I had my stomach & properly
 uncomfortable. When I was eating my breakfast I felt
 like I had a need. Why is the floor so slippery?
 I felt uneasy. After breakfast I was picking my apples
 to find a wolf but I realised I would need my pop gun
 you need your pop gun and slung it on my back. When I
 slung my pop gun it hit my head! I felt weird. When I
 was running through the forest I thought I saw a wolf
 but I missed it but it was a bin bag.
 Why is there a bin bag here?
 I felt weird because I jumped on a bin bag.
 Later that day I started to see things that were
 a little tree stump but then I saw a small round
 mysterious tree house which is a deer.



Year 3

This week has been full of exciting learning across the curriculum!

In Maths, we've been exploring capacity and volume, focusing on litres and millilitres. The children enjoyed comparing volumes of liquid using practical activities, and they've shown great progress in understanding the relationships between different units of measurement. In English, we've been developing our use of more sophisticated vocabulary and sentence structure. The children carefully planned and wrote their Hot Writes—a balanced discussion on the Roman invasion of Britain. It was fantastic to see them use persuasive language and well-structured arguments in their writing. Swimming has been a definite highlight! The children worked incredibly hard while having lots of fun in the water. Their confidence and skills are growing with every session. In History, we wrapped up our topic on the Romans with a final summary piece. The children reflected on all they've learned, especially about what the Romans brought to Britain—from roads and towns to language and inventions. Their work showed a deep understanding and real enthusiasm for the topic. Well done to all the children for a brilliant week of learning and we hope you have a lovely half term!

Thursday 15th May

First Draft

Discuss whether or not the Romans should have invaded Britain. Give reasons for and against.

- Use a range of conjunctions
- Organise ideas into paragraphs

Should the Romans invade Britain?

The Romans invaded Britain 43 AD. Recently ^{we} have been discussing whether or not the Romans should have invaded Britain.

It could be argued that Romans built better houses. When Romans invaded Britain, they built some houses which were super strong.

In addition, Romans built new towns where people lived. Furthermore, the Romans taught the Celts to read and write on the alphabet.

On the other hand, when the Romans invaded, they destroyed the traditional Celtic way of life and forced Celts to obey their laws. If Celts didn't bring their will be killed.

After considering both sides of the discussion, I believe Romans should not have invaded Britain because they destroyed Celts' homes.

Thursday 15th May

First Draft

Discuss whether or not the Romans should have invaded Britain. Give reasons for and against.

- Use a range of conjunctions
- Organise ideas into paragraphs

Should the Romans have invaded Britain?

The Romans invaded Britain in 43 CE, but with they talk to discuss things. Recently, historians have been discussing whether or not the Romans should have invaded Britain.

It could be argued that Romans made a lot of technology which made life easier for the Celts. Before the Romans invaded, the Celts did not have washing facilities or a way in which to take dirty water away from their work.

On the other hand, the Romans destroyed the traditional Celtic way of life and forced Celts to obey their laws.

After considering both sides of the discussion, I believe that modern life today is based on the greatly on the Roman invasion.

Thursday 15th May First Draft

Discuss whether or not the Romans should have invaded Britain. Give reasons for and against.

- Use a range of conjunctions
- Organise ideas into paragraphs

Should the Romans have invaded Britain?
 The Romans invaded Britain in 43 AD, about two thousand years ago. Recently historians have been discussing whether or not they should have invaded Britain or not.

It could be argued that the Romans brought different materials Britain didn't have. Because of this, they could make new things such as stone houses and metal coins. In addition, Romans built massive villages and towns and cities with markets and temples. Furthermore, the Romans taught the Celts to read and write when Celts are already strong letters.

On the other hand, the Romans killed lots of Celts. The Celts were forced to leave their hill forts to Roman houses because they were hard. If they were destroyed they would be really expensive money.

After considering both sides of the discussion I believe that modern life today has benefited greatly from the Roman invasion.

Thursday 15th May First Draft

Discuss whether or not the Romans should have invaded Britain. Give reasons for and against.

- Use a range of conjunctions
- Organise ideas into paragraphs

The Romans conquered Britain in 43 AD. What did it do to the Celts?
 Recently, historians have been discussing whether or not the Romans were mean to people in Britain.

It could be argued that the Roman warriors brought much new technology and information that improved the way the Celts lived. In addition, the Romans built impressive structures such as pipe work. This is helpful because they didn't have to keep the dirty water in their houses. Furthermore, the Romans had a lot of protection.

On the other hand, they took away how the Celtic people lived instead of killing them and forcing them to do their way. Additionally, with the Romans they didn't care about their tribes they just wanted money. Moreover, the Romans were strict and did not allow people to go on with their own lives.

If the Romans didn't invade the Celts would have been ill more often. Although the Romans killed a lot of Celts they were good for them in a way of helping people to survive.

Thursday 20th May

How did the Romans spread their religion in the British Isles?

The Romans spread their religion in the British Isles. They brought a lot of temples for the Celtic people.

The Romans had a really powerful army with lots of soldiers.

The Romans also invented wheels, water, and both houses and sewers. They carry in their water away from settlements.

Romeans built a grand stone house but when they broke they were very expensive to fix.

classroom The Romans had a great way of spreading their religion. They also built places for entertainment and fun.

temples The Romans also built a lot of temples, including the great ones in Britain. They had statues and paintings.

clothes The Romans wore other clothes, like wool and hats.

Roman roads The Romans also included roads, which were built with shields.

Italy

Thursday 20th May

How did the Romans spread their religion in the British Isles?

The Roman army was a big army. This brought a lot of people with them. But what is good about it is that they brought power and strong weapons. A trust also one of the things called water. The power is still greater than ever used.

did you know?
The Romans made a lot of places like a classroom and healthy places.

classroom The Romans made places like for example shops. Entertainment places like the classroom. The top row of the classroom is where women sit because they don't respect women. Second top row is where slaves sit. Third top row is men and bottom is elite.

did you know?
People were slaves better than women.

Friday 21st May

How did the Romans spread their religion in the British Isles?

The Roman army was a big army. This brought a lot of people with them. But what is good about it is that they brought power and strong weapons. A trust also one of the things called water. The power is still greater than ever used.

coins The Romans had a lot of coins. They used them to buy things. They also used them to pay for things.

Walls The Romans had a lot of walls. They used them to protect their cities. They also used them to separate different parts of their cities.

Roads The Romans had a lot of roads. They used them to travel. They also used them to transport goods.

Latin The Romans spoke Latin. They used it to write. They also used it to talk. They also used it to teach.

Roman army The Roman army was a big army. They had a lot of soldiers. They also had a lot of weapons. They also had a lot of armor.

Walls The Romans had a lot of walls. They used them to protect their cities. They also used them to separate different parts of their cities.

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Tuesday 20th May
 We are learning how to summarise the Roman
 invasion of Britain

The Romans pushed Boudicca to the
 in 55 BC and next 43 AD CE.



These are buildings that might be in Rome:

1. Villus
2. A marketplace
3. Government buildings
4. A forum
5. A temple
6. A museum
7. A theatre



Roman soldiers wore lots of armour and
 had lots of weapons and they were
 help them fight a battle.

Food: Romans usually had this
 in their diet, fish, bread, and
 lots of vegetables.

Latin: The Romans taught us our
 language.

Farming: Romans taught us how
 to farm here successfully.

Tuesday 20th May
 We are learning how to summarise the Roman invasion of Britain



The Romans speak
 a different language
 called Latin. Britain
 was called *Britannia* and
 London was *Londinium* VIS u in
 100.



Coins were made in copper,
 silver and gold. They were
 used to buy things and
 you could use them to
 buy things to get better things.

Romans used *colosseums* and
 bathhouses for entertainment.
 In the *colosseum* you can watch
 fights, races and in the bathhouse
 you can bath, get a drink and play
 games with friends.




Romans used roads to get place
 to place and built them to
 help to go.




The Romans

In 43 AD the Romans invaded Britain because of the high demand with the Roman world to supply their own people through it was difficult for the Britons to supply the Roman legions to build and change the roads, way of the Britons, system of houses to build.



The Roman army was 100,000 men.
The Roman's built roads.
The Roman's built aqueducts.



The Romans

The bath houses were used for people who did not have water to drink clean.






The roads were used to travel easier around.








The Romans

The Romans brought:
 Roads
 baths
 water
 villas
 education
 agriculture
 letters
 cities

The Romans had well equipped army which was discipline well trained.

The Romans built Hadrian's wall because Scottish barbarians were too powerful for the empire.

In 57 BC Julius Caesar attacked and took in 54 BC Julius Caesar's plan and took the Emperor Caligula's orders and conquered Britain.







THE ROMAN'S

I have a lot of things to write about Roman Britain. I have a lot of things to write about Roman Britain. I have a lot of things to write about Roman Britain.

gosh that's
 you that's! roman's
 thought to write in words.

did you
 know?
 did you know you
 can write in words
 you want to write
 the words?





I like to know more about it. I like to know more about it. I like to know more about it. I like to know more about it. I like to know more about it.

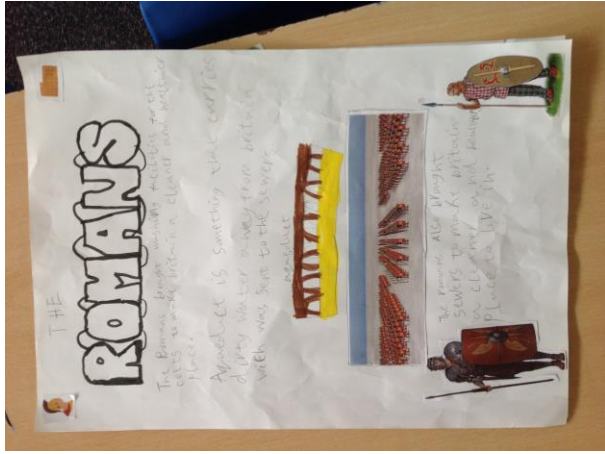
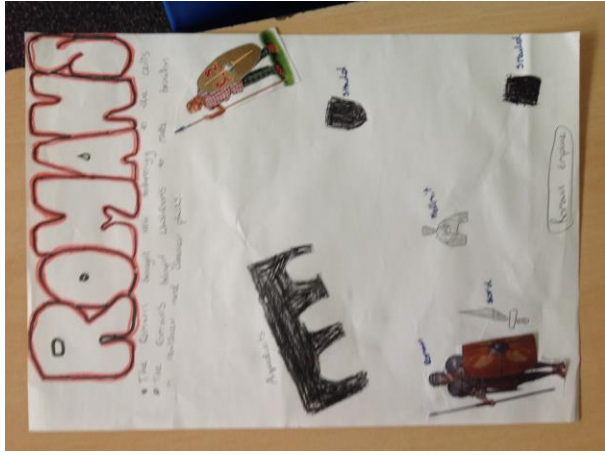
WATE WARD YOU WER TO A FIEES

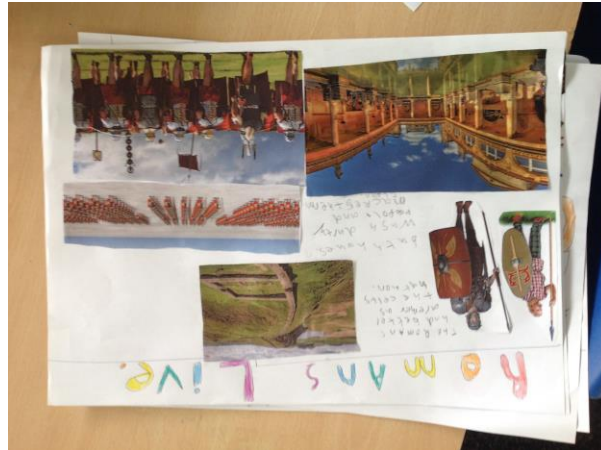
I want to know more about it. I want to know more about it. I want to know more about it. I want to know more about it. I want to know more about it.

Roman's like girls
 beautiful. A nice girl
 but not so nice cut the
 hair. I like to know
 more about it.

The girls were much
 more to some not
 gullible but I like to
 know more about it.





Year 4

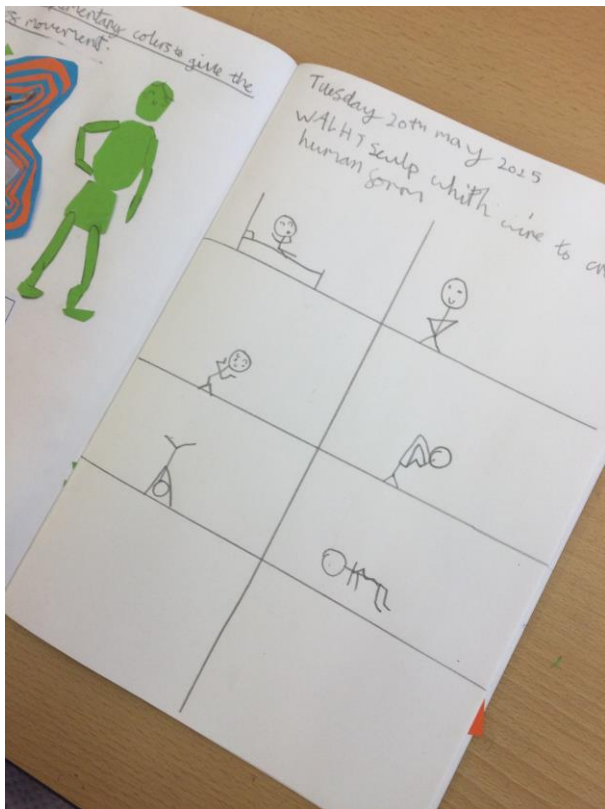
Year 4 have been busy artists this week! We began our learning about 3D shapes and sculptures and have used movement as our inspiration. To begin, we used complementary colours (opposite colours on the colour wheel) to layer an image on to, to create the illusion of movement. The complementary colours cause a jarring effect which makes it stand out.

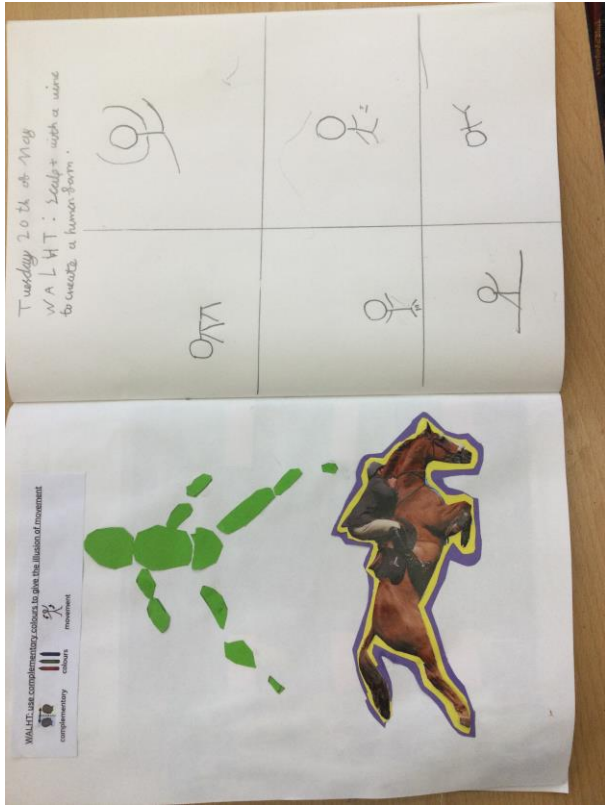
To help us think about a human form in movement, we used small figures to help us recreate a human form in proportion and then recreated this on our page, again, to show the character moving in some way.

After this, we used Alberto Giacometti's sculpture pieces as inspiration to create human forms in motion. Our wire structures show how features can be added to make it look like the human is moving. We then covered these in foil and painted black, adding some metallic paint to highlight specific parts.













Year 5

This week Year 5 enjoyed an Art and DT day. In Art, the children took inspiration from Barbara Hepworth's sculptures and created three pots, each made around an armature (frame) and using different techniques and medium. The first was made with paper mache where a mixture of flour and warm water was used as the adhesive. The children when moved onto creating a second pot using tissue paper and PVA glue, carefully choosing neighbouring colours on a colour wheel. The third and final pot was made using clay and the children enjoyed decorating their pots with spirals and swirls.

In DT, the children learnt a variety of stitches including the running stitch, back stitch, and blanket stitch. They then chose different fabrics, made templates and sewed them together to create what will eventually be a bag.

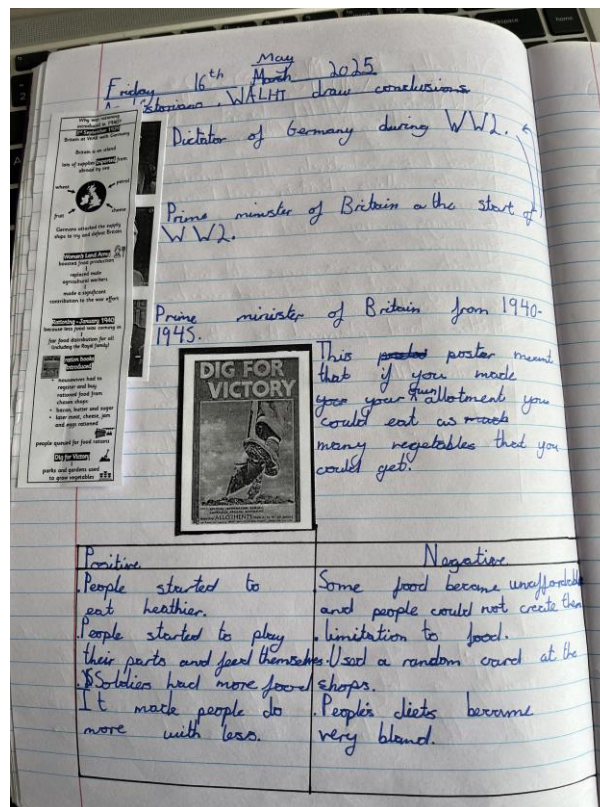
You can see the children's wonderful creations in the images below.



Year 6

Year 6 have been busy this week with eyes towards our end of year production the X Factory. On Tuesday we had a fantastic day of auditions where the children did some acting and singing to play a part. All the teachers were really impressed firstly with the amount of children wanting to be involved but also the time spent on practising and the performances of the children themselves. They all have now been given their role within the play and have also been supplied with a script so they are able to begin practising their lines in readiness for after half term.

Within the classroom Y6 have been producing a non chronological report around an animal of their choice. Conducting the research and then presenting this through an information format, again some of these looked fantastic! In history we have been exploring the causes of WW2 further with some really insightful ideas and comments occurring with the lessons demonstrated a vast array of knowledge. Well done to all the children for a brilliant week and we hope you have a lovely half term!



Wednesday 21st May 2025
As historians we are learning how to investigate the causes of WW2:

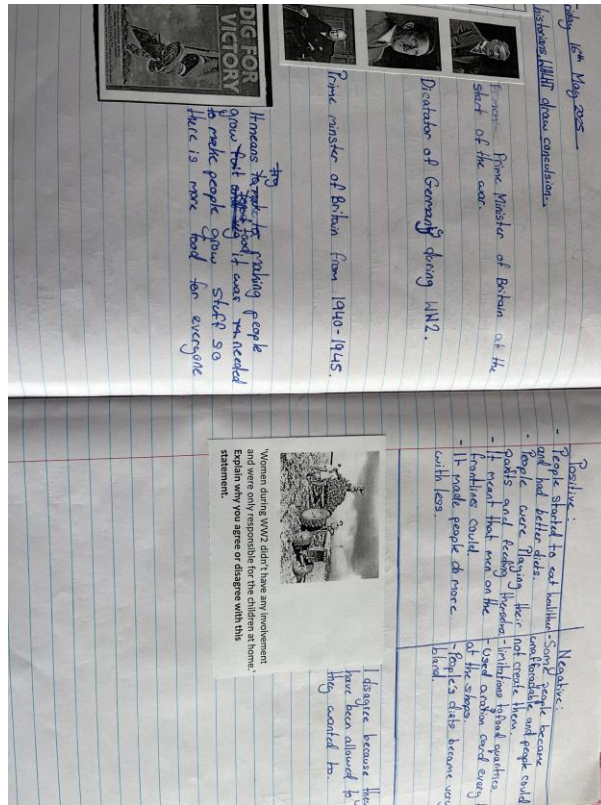
Causes of World War 2

- Germany sat at the centre of Europe.
- Germans were angry due to WW1 payments.
- 1933 Hitler became chancellor of Germany
- In 1938 he invaded Austria and Czechoslovakia.
- 1939, he sent troops to invade Poland.
- Britain and France declare war on Germany in late 1939
- War around the world was declared.

Wednesday 20th May 2025

As historians, we investigate the cause of WW2.
Cause of WW2

- Germany sat at the centre of Europe
- Germans were angry due to WW1 payments
- 1933 Hitler became chancellor of Germany
- In 1938 he invaded Austria and Czechoslovakia
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Contact Us



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

Oldbury Park Primary School

Oldbury Road Worcester WR2 6AA

01905 424878

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

Phase email addresses:

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

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