



Oldbury Observer Summer Term 2025 edition 6

Mr Irving's Comment

We have welcomed many visitors into our school this week and they have all taken the time to remark on the welcoming atmosphere at Oldbury Park and the caring attitude of our staff and children. Across the school our visitors saw that our children take a pride in their work and show enthusiasm in their learning. Of all our visitors, we were particularly glad to welcome back many former pupils (now in Year 7) who came to talk to our Year 6 pupils about life in high school.

Well done to our children who took part in their Phonics Screening Tests this week and our Year 4 pupils who sat their Multiplication Tables Checks. All pupils involved showed a great attitude not only in trying their hardest but also in allowing others to do their best by contributing to a calm and positive atmosphere in school. My thanks to every member of staff who supported the children's efforts in these statutory assessments.

If you have not already done so, please give yourself plenty of time to refer to the most recent version of School Uniform Policy schoolbus.co.uk/compliancemanager/public/school-uniform-policy/570eebc3-a135-42dd-8c5a-161df788344f/69831 so that you can ensure your child is ready to start the new year feeling and looking proud to belong to Oldbury Park Primary School.

Thinking ahead to 2025/26, we will be refocusing our attention on ensuring our pupils only eat healthy, nutritious mid-morning snacks in Key Stage 2. Before the year ends, we will be sending some guidelines to help you support us in this aim.

Next week looks set to be warm and sunny so please be sure to send your child into school with a named sunhat and a named water bottle, wearing high protection suncream. Thank you.

Have a lovely weekend.

Sports Day

Please note the approximate times for Sports Day in the section below. Children in Key stage 2 are invited to wear a shirt matching their house colour. Hawking- red, Dench - blue, Attenborough - green and Mandela - yellow.

Term Dates

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 16th June - Melrose walking trip to The Hive

Tuesday 17th June- Oldbury Park Science Fair!

Wednesday 18th June - Nelson walking trip to The Hive

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

Friday 20th June Sports Day - **9:15 - 10:15 - Reception, Year 1 and Year 2**

- 10:30 - 12:30 - Year 3 and Year 4

- 1:30 - 3:00 - Year 5 and Year 6

Tuesday 24th June - Year 6 Bellboating

Thursday 26th June - Y4 River Severn Walk

Monday 30th June & Tuesday 1st July - Year 6 Transition to CWLC

Thursday 3rd and Friday 4th July - Year 6 Bishop Perowne Transition

Thursday 3rd Jul- Science Fair winners to Nunnery Wood High School

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

Wednesday 9th July Y5-Science Ambassadors to Blessed Edward science collaboration.

Thursday 10th July - Year 6 Transition to Chantry

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

Tuesday 15th July - Oldbury Aspirations - 5pm

Thursday 17th July - Y6 Leavers' Trip to Ninja Warrior

Friday 18th July - Leavers' Assembly & Family Picnic

Weekly Internet Safety Update

Android Smartphone Guide

Due to the cost and variety of devices, Android smartphones can be incredibly popular with children and young people.

As with other devices there are a variety of parental controls, including controls that allow parents to set the maturity level of apps and games. Full information including detailed instructions can be found [HERE](#).

Readers of the Week!



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

Monarch: Rex for his continued effort and regular reading at home

Carriage: Oscar for his growing confidence in phonics.

Blenheim: Chloe for her super progress in phonics.

Windsor:

Emerald: Amelie Rowland for her excellent reading of large chapter books.

Sapphire: Sophia Massey for her excellent reading of longer words, and reading lots more at home.

Hampton: Darcy - for demonstrating excellent reading skills during recent assessments

Arrowsmith: Holly Macdonald- for brilliant comprehension skills in recent assessments.

Solitaire: Zoe - for her excellent written summary of our guided reading book.

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

Nelson: Mia - for always being a lover of books, especially Warrior

Melrose: Felix for excellent perseverance with his reading assessment.

Henwick:

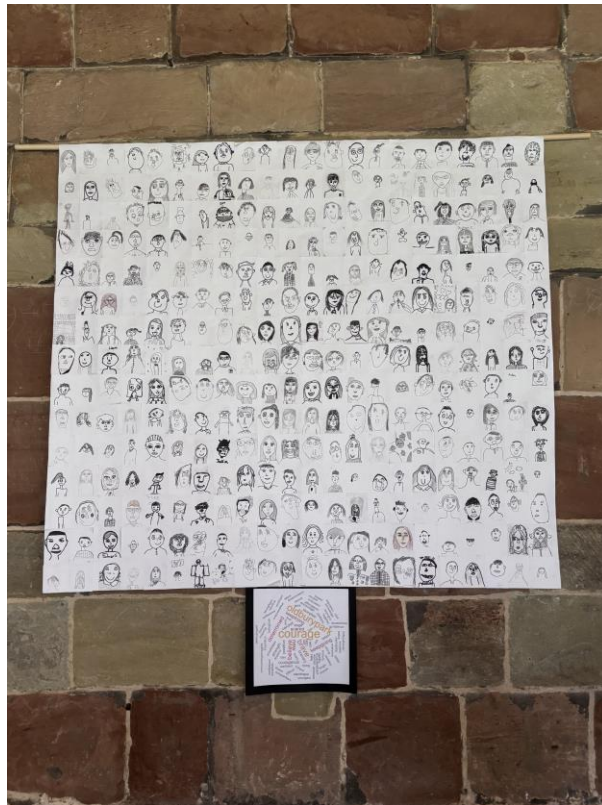
Woodstock: Millie M for great commitment to learning production lines.

Young Voices, New Visions Art Exhibition

Young Voices New Visions is an annual exhibition at Worcester Cathedral, showcasing visual artworks created by children and young people. The exhibition is open to all schools and community groups in Worcestershire. The theme for the 2025 exhibition is *Courage*.

Usually, we submit art from different year groups across the school. This year, we decided to create a whole school piece of art. Each class took part in a discussion about courage. They thought about what courage is, how different people show courage and how they themselves show courage. Our overall theme was about how each of us at Oldbury Park are courageous in our own way and so the children then drew a self-portrait. Mrs Cartwright used quotes from children across the school to capture the main thoughts about courage at Oldbury Park.

This collaborative piece can be seen in the Cathedral from now until Monday 30th June 2025.



Reception

This week, we have been innovating 'Jack and the Beanstalk'. The children thought about the changes they could make to the story and then had a go at re-telling their own version with drawings of the changes they had made.

"A pear tree grows" Alfie

"Changing Jack to Goldilocks" Axl

"Grows a conker tree" Benji

"A big gold egg" Elvis

"Climbed up a balloon tree" Lottie

"A duck that lays golden eggs" Ella

"My story has a fairy" Lyra

."A flower grows" Rebeca



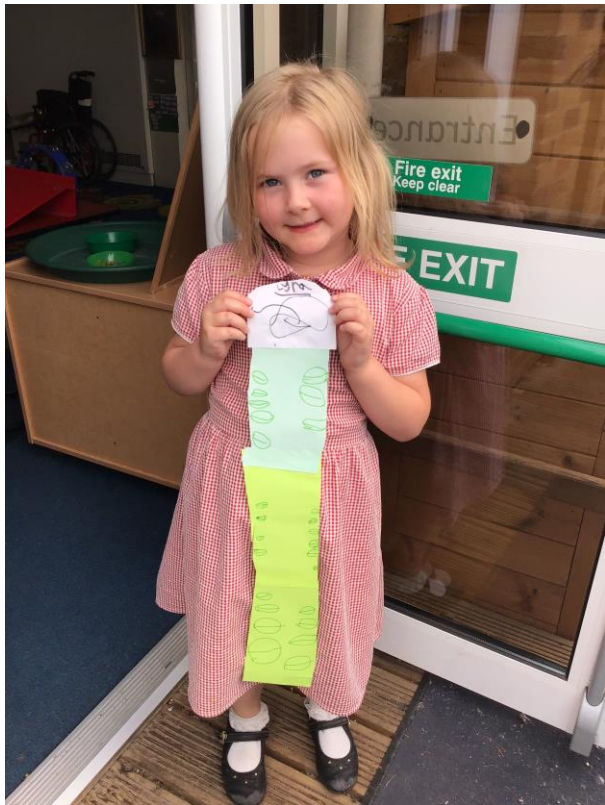




Some of Carriage class have enjoyed creating their own beanstalks.







Year 1

In Maths this week the Year 1 children have been learning all about time. The children started by making their own clocks, which they have brought home to use at home too.

In Year 1 we learn to tell the time to the hour and half past the hour.

Please can you have a go at home too? Thank you.

There is a clock on Top Marks that is useful too.

[Teaching Clock](#)

Well done for continuing to use Numbots at home too.





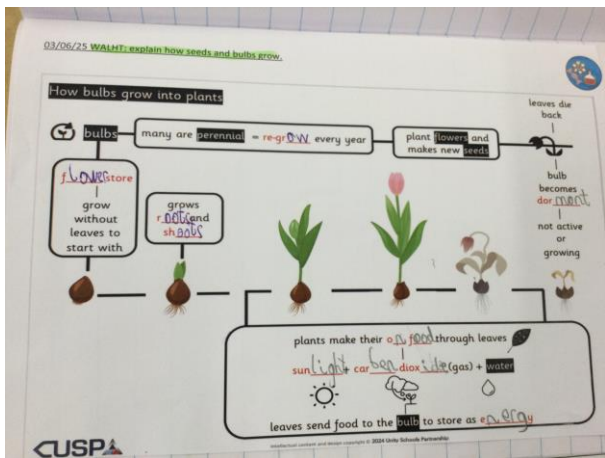
Year 2

In Science, the children have been revisiting their learning about Plants. We have reminded ourselves of the scientific vocabulary we need when talking about plants such as, shoots, roots, dormant, bulb, seed and germination. The children have ordered the growth cycle of a seed and a bulb and have discussed similarities and differences between them. We also had lots of fun growing our own cress heads, we hope you enjoyed eating it at home!

Year











Year 3

Hello everyone!

What a fantastic week we've had in Year 3 — full of learning, creativity and lots of smiles. Here's a little peek at what we've been up to:

Maths

We've been working hard in Maths, exploring Roman numerals up to 12, recognising how they are used on clocks and in different contexts. We then moved on to telling the time — starting with reading o'clock times, before progressing to telling the time to the nearest five minutes. The children have been practising using analogue clocks and are becoming much more confident in reading and understanding how we measure and show time.

English

Our work this week has again been inspired by the wonderful story *Varmints*. After watching a short video version, we gathered some fantastic vocabulary to describe movement and atmosphere. The children created sentences like: "*The varmint has long, pointy ears which blew gently in the warm, evening breeze.*" We also looked at subordinate

clauses and wrote some lovely descriptive sentences such as: “*As he wandered through the dark, grey city...*” The children then planned and wrote their own creative pieces — some even included speech! It’s been brilliant to see their imaginations at work.

Science

In Science, we’ve been learning all about the parts of a flowering plant. The children have been busy identifying and labelling roots, stems, leaves, petals, anther and learning what each part does to help the plant grow and survive. We’ve had some brilliant discussions and the children have been very curious about how plants work — real budding botanists in the making!

Computing

The children have also been busy creating some very special Father’s Day projects. They’ve been using desktop publishing skills to design their work, experimenting with different fonts, copying and pasting images, adding colourful borders and backgrounds, and making sure their designs are bright, eye-catching and personal. We can't wait for you to see their fantastic creations!

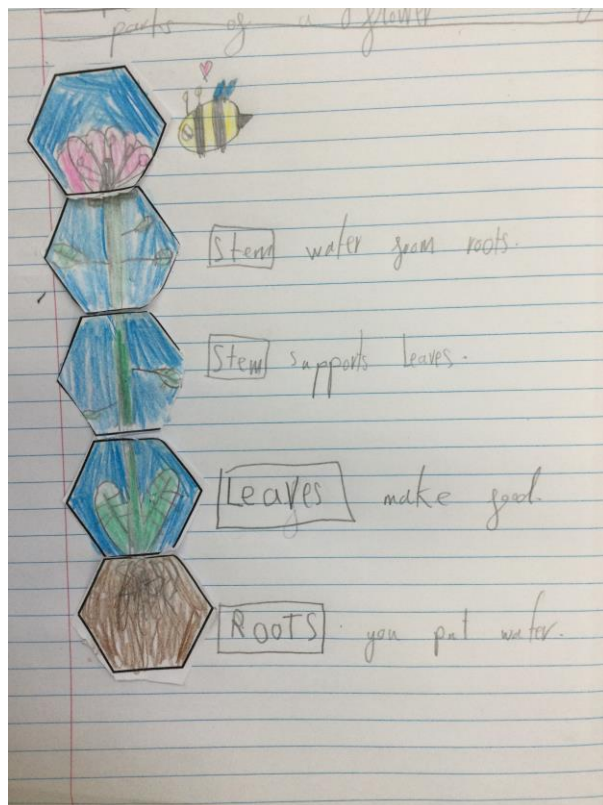
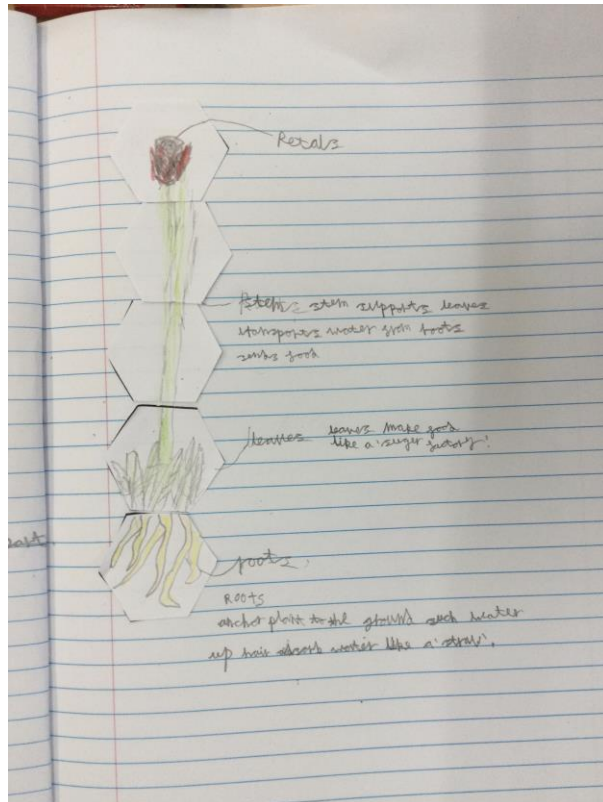
DT

In DT, we’ve been exploring different types of energy and how they can be used in systems. The children have learned about gravitational potential energy, chemical energy, sound energy and motion energy. After investigating how each type works, they had some great discussions about the pros and cons of different energy sources — thinking carefully about things like safety, efficiency and how useful they are for different tasks. Lots of brilliant ideas and thoughtful conversation.

Thank you for your ongoing support at home — it really does make a big difference!

Have a lovely weekend!

The Year 3 Team





Petal, flower, attract, pollinates, makes seeds

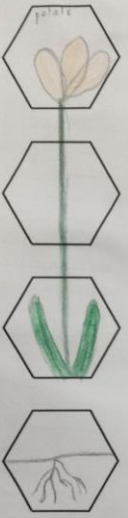
makes food, like a sugar factory

Stem, support leaves, transport water from roots and take down and water

anchors plant to the ground, such water's basis about water like a flower

Justifying

Which part of a flowering plant, if damaged, would have the most serious consequences for the health of a plant? Ask pupils to discuss this in small groups and justify their reasoning using key facts and terminology from the Knowledge Note.



Attracts bugs, petals.

Supports leaves.

Stem

Sugar factory it feeds the plant, leaves.

gives water to the stem roots

Thursday 12th June

We were learning how to identify the parts of a flower



petals;
• attract insects
• make pollen
• make seeds



stem;
• supports leaves
• transports water from roots
• sends food down to the roots



leaves;
• make food
• like a sugar factory factory



roots;
• like potatoes
• Anchor the plant to the ground
• suck water up

Thursday 12th June

Hot Write

Write the middle part of the Varmint story, starting from the Varmint entering the strange city. Describe the characters.

- Use expanded noun phrases
- Include subordinate clauses
- Punctuate accurately (inverted commas for speech, commas after fronted adverbials)

One sunny day a Varmint was walking in the city making his own business. He had a large brown nose and white and brown fur. The Varmint had short dark legs.

The Varmint went up a docket with his hands near the net. He pulled up the window. He saw the dog. It was dark. He saw all of the lights of the building getting ready to go and was not coming from the forest.

The next morning it was such a rainy day and a heavy rain. When the rain looked out his window he was shocked to see how dark it is in the city. The Varmint had a sad face for looking out the window.

Thursday 12th June

Hot Write

Write the middle part of the Varmint story, starting from the Varmint entering the strange city. Describe the characters.

- Use expanded noun phrases
- Include subordinate clauses
- Punctuate accurately (inverted commas for speech, commas after fronted adverbials)

Once there was a varmint who found a city. When he went into the city there was big big varmint's they didn't even walk they made massive stomps and they had long tails. The varmint had long thin slushy ears. His eyes were chocolate brown eyes. The varmint had a very moisty circular black nose in the middle of his face.

In the city there was a big house because he was the smallest. When he tried to talk to them they laughed him. As the varmint surveyed his surroundings then he found a plant he kept it then he found a hotel to sleep in. He would take plants every night. UNTIL jelly fish and the varmint's were inside the jelly fish.

Thursday 12th June

Hot Write

Write the middle part of the Varmint story, starting from the Varmint entering the strange city. Describe the characters.

- Use expanded noun phrases
- Include subordinate clauses
- Punctuate accurately (inverted commas for speech, commas after fronted adverbials)

As the frightened varmint surveyed his surroundings he saw towering skyscrapers that he crawled among the windows were birds and people. Then a crowd of others came with the relentless noise of stamping feet. Nervously the varmint followed the crowd until they came to a nearby apartment where it was the varmint's only place to live.

While our varmint was busy with his plant he thought about what he could do. While his hands played through the air.

It was TIME! the varmint strolled & down the path to a & unknown place that he never seen and left ALL that was important to him in that cold lonely place.

Wednesday 14 June 2014 **Wolff plan**

The group with me...
 the bottle, making space
 through the window...
 the lamp, probably
 are stuck up the
 velocity, all up tower.

• creature gets velocity of
 the ground, head...
 as the other...
 the...
 gathered in the cold
 Autumn breeze.

• was at the...
 . this...
 . this...
 . this...










see hear smell think say










Energy Source

Energy Source	Advantage	Disadvantage
Sun/Solar	Free, abundant, clean	Intermittent, requires storage
Battery	Portable, reliable	Expensive, limited capacity
Fossil Fuels	High energy density	Non-renewable, polluting

Tuesday 10th June 2025
What are the different ways to write down types of energy?
Use each picture

A=1
 B=2
 C=3
 D=4
 E=121
 F=6
 G=117
 H=8
 I=4

1  chemical energy	2  stored mechanical energy	3  gravitational potential energy
4  nuclear energy	5  electrical energy	6  radiant (solar) energy
7  thermal (heat) energy	8  motion energy	9  sound energy

Monday 10th June 2025
What are the different ways to write down types of energy?
Use each picture

CHALLENGE:


- Which Roman numeral is halfway between I and X? Explain your thinking.
- What mistake has been made? 'lill = 4'. Explain why this is wrong and write the correct numeral.
- Write a number sentence using Roman numerals (e.g., VI + III = IX). Make your own!


2. because lines are only 3 lines.
 3. $X + VI = XVI$ ✓


Complete the number track.


I	II	III	IV	V	VI	VII	VIII	IX	X
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Write the times shown on the clocks.

a)  2 o'clock

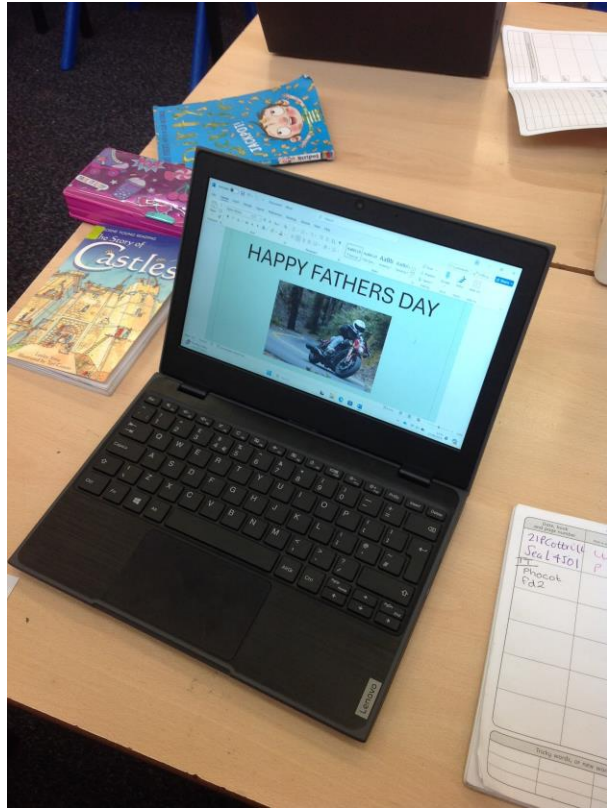
b)  10 o'clock

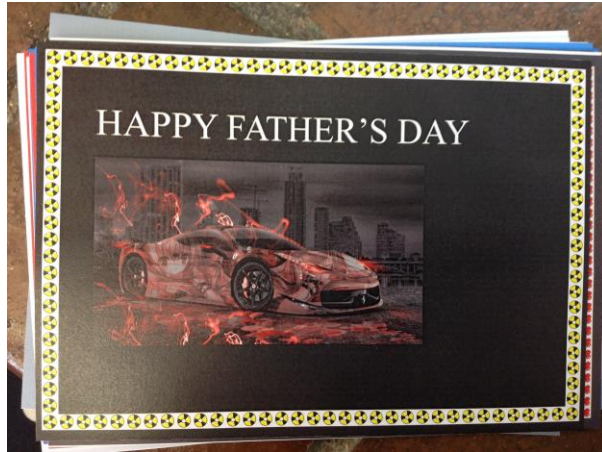
c)  6 o'clock

d)  12 o'clock

Match the numbers to the Roman numerals.

1	II
5	V
10	X



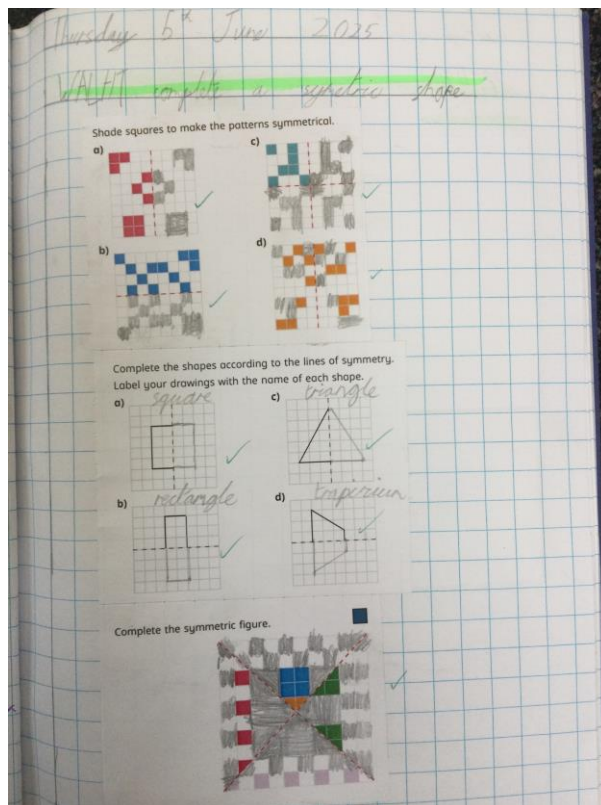
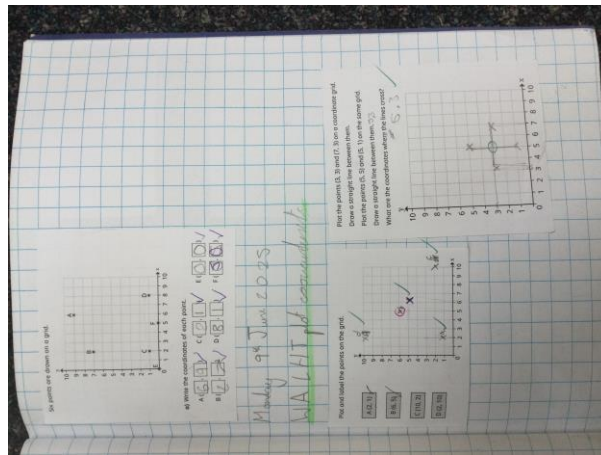




Year 4

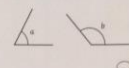
This week in Year 4 the children have continued their learning of Shape and Position and Direction. Below you can see the children's work of describing shapes using information such as number of right angles, parallel lines and types of angles. We used 2D shapes to then identify lines of symmetry in both regular and irregular polygons.

Moving on from this, we started to learn about coordinates, plotting them on a grid and later in the week we are going to learn how to translate shapes on a grid.



Monday 11th May 2025
WALT: compare and order angles

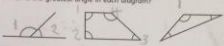
1. Here are two angles.
 a) Which angle is obtuse?
 b) Which angle is acute?
 c) Which angle is greater?
 How do you know?
2. Here are two angles.
 a) What type of angle is angle x?
 b) What type of angle is angle y?
 c) Which angle is smaller?
 How do you know?
3. Which is the greatest angle in each diagram?



a) b is obtuse.
 b) a is acute.
 c) b is greater.



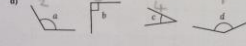
because it is obtuse.



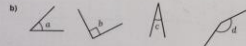
a, 1st b, 4th c, 3rd

a) x is an obtuse angle.
 b) y is an obtuse angle.
 c) y is smaller because it's less wide.

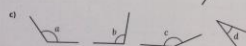
Order the angles from greatest to smallest.



a) d a b c



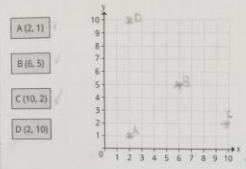
b) d b a c



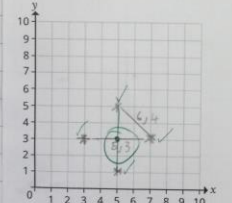
c) c a b d

Monday 11th June 2025
WALT: Plot coordinates

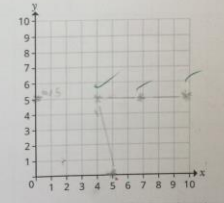
Plot and label the points on the grid.



Plot the points (3, 3) and (7, 3) on a coordinate grid. Draw a straight line between them.
 Plot the points (5, 5) and (5, 1) on the same grid. Draw a straight line between them.
 What are the coordinates where the lines cross?



Plot the points on a coordinate grid.
 (0, 5) (4, 5) (7, 5) (10, 5)
 Join up the points. What do you notice?
 Could you have known this before plotting the points on the grid?



Tiny is plotting the point (4, 3).

 a) What mistake has Tiny made?
 b) Plot the correct position of (4, 3).

They did it the wrong way round

I noticed there are no numbers in each point so you can't measure the point where the lines cross.
 No I could not.

Thursday 10th June 2025

W.A.L.H.T. complete a symmetric shape

Shade squares to make the patterns symmetrical.

a)

b)

c)

d)

Sam completes the shape according to the line of symmetry.

Is Sam correct?
Explain your answer.

Complete the symmetric figures.

a)

b)

c)

d)

No because it's supposed to be a bit like this:

Two shapes are drawn on a grid.

a) Write the coordinates of the vertices of the triangle.

b) Write the coordinates of two points inside the rectangle.

Compare answers with a partner.

c) Draw another shape on the grid.
 Write the coordinates of your shape.

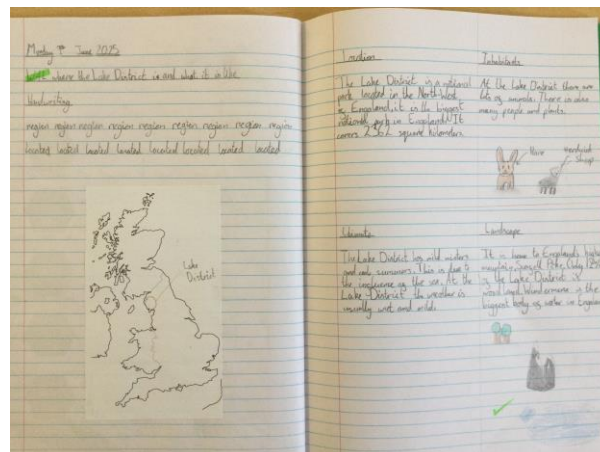
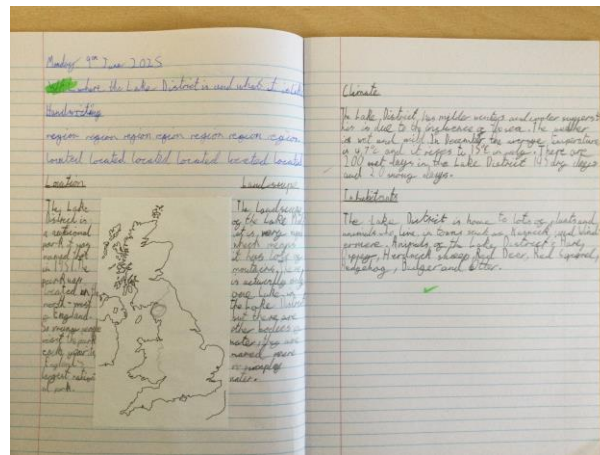
Monday 9th June 2025

W.A.L.H.T plot coordinates

Plot and label the points on the grid.

Year 5

This week, Year 5 have started a new Geography unit of learning where we are comparing a place in England (The Lake District), North America (The Caribbean), and Europe (The Tatra Mountains). As part of this learning, the children will study the human and physical features of each region with a focus on wildlife, climate, and where in the world they are located. This week, the children learnt about The Lake District and produced an information sheet about what can be found there.



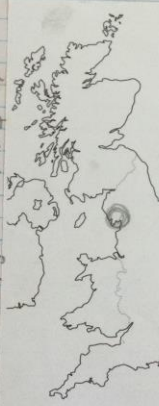
Monday 9th June
 What is where the Lake District is and what is it like

Handwriting

Region region region region region
 located located located located

Location
 The Lake District is a national park located in the north-west of England.

Landscape
 The Lake District has English high mountains, there is only one long lake in the Lake District.



Climate
 The Lake District has milder winters and cooler summers than expected. In December the average temperature is 4°C and in July it's 15°C.

Inhabitants
 The Lake District is home to lots of plants and animals. Here are some of them: hares, ospreys, herons, sheep, deer, reindeer, squirrels, hedgehogs, badgers and otters.

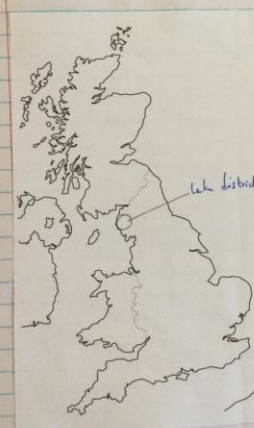
✓

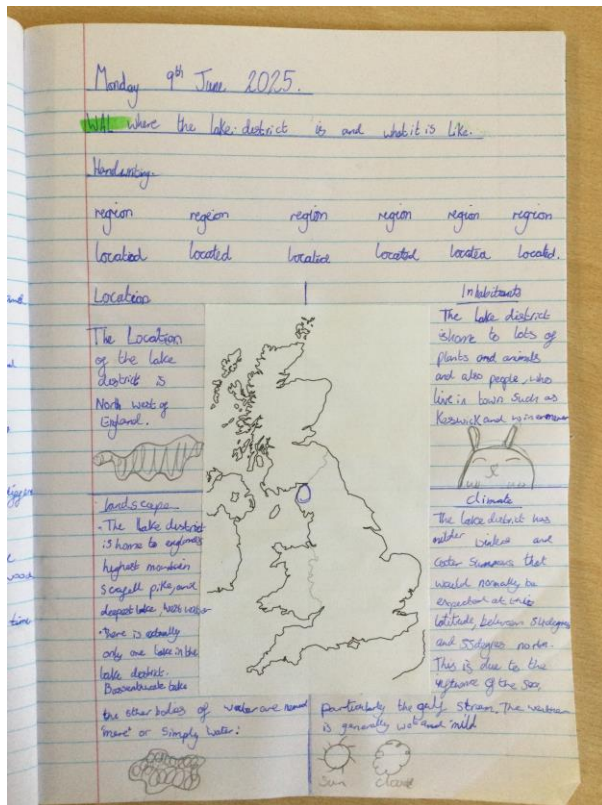
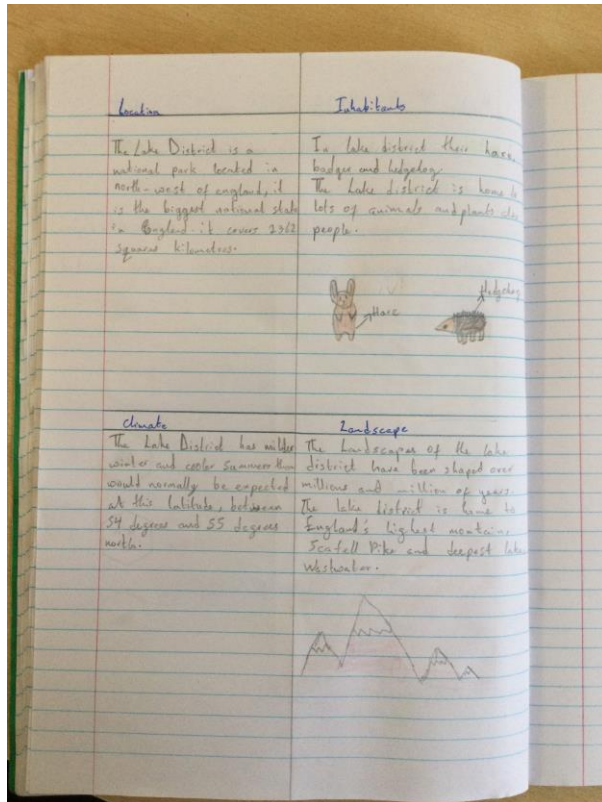
Monday 9th June 2025

What is where the Lake District is and what is it like

Handwriting

region region region region region region
 located located located located located located





Year 6

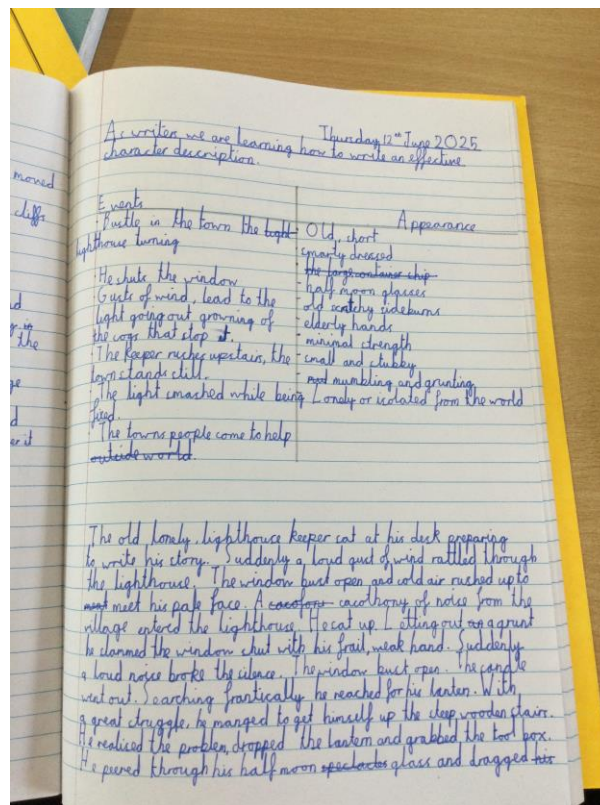
This week the children have been focusing upon their writing skills creating a setting and character description from the film novel 'The lighthouse'. After watching a short video version, we gathered some fantastic vocabulary to describe movement and atmosphere. It has been great to see the children using available to skills to produce quality pieces of writing.

The children have also been introduced to their summer project this week, where their task is to research any city and create a stand for our 'Oldbury Travel Convention'. They have the ability to complete some of this at home and has been good to see their interest and effort towards this. During the convention our year 5 children will award tokens to their favourite holiday destination with points leading to prizes!

Thank you for your ongoing support at home — it really does make a big difference!

Have a lovely weekend!

The Year 6 Team



Thursday 12th June 2025
 As written, VALHTT wrote an effective character description

Events	Appearance
Bustle in the town as the lighthouse turns	clothes black clothes
Shuts the window	painful nose bushy eyebrows dull eyes
gusts of wind, leads to the light going out	pale skin long sideburns deep voice
The keeper rushes upstairs, town stands still	no circular glasses old brown boots
The light is smashed whilst being fixed	small and stubby isolated from the outside world
The towns people come to help	rustle and grunts fragile body

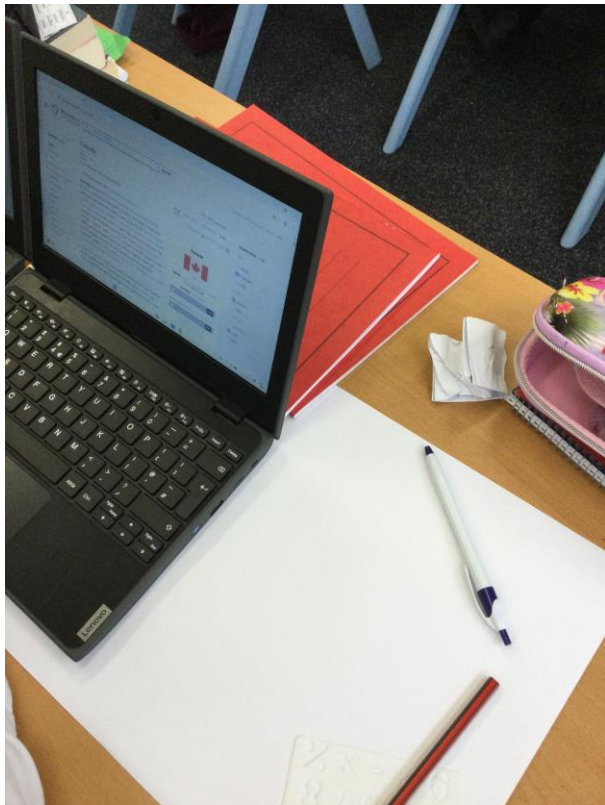
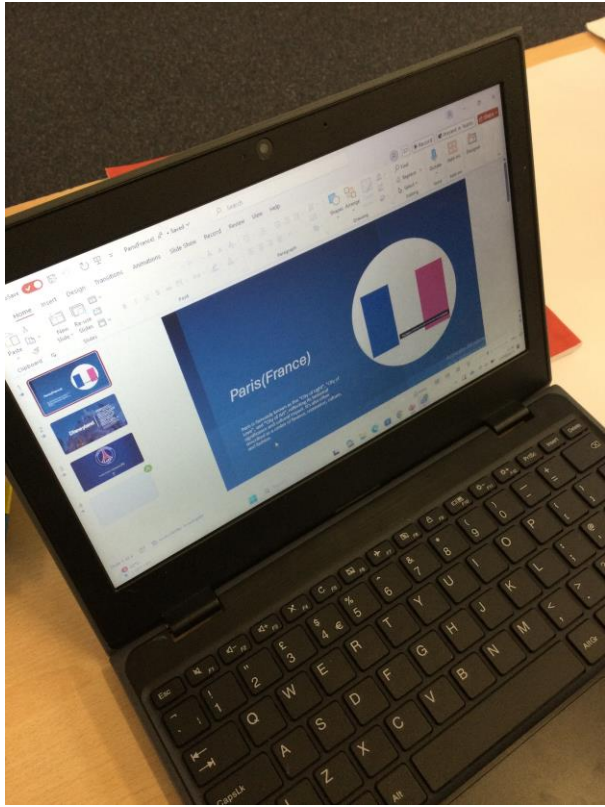
Grating, he stomped the window shut and carried on with his work. Every few seconds he pushed his half moon glasses back onto the bridge of his nose. His hands shook as he dipped his pen and wrote. All of a sudden there was a crash up above. The faint cheering and clapping stopped, the sudden strong gust of wind opened the window again as well as blowing the candle out. He steadily rose and stumbled as he went up the stairs to observe the situation.

Thursday 12th June 2025
 As written, VALHTT wrote an effective character description

Events	Appearance
1. Bustle in town	Old
2. Shuts the window	Clothes that you would wear in a general
3. Gusts of wind, light goes out	Round glasses
4. He goes upstairs the candle goes	High collar
5. The light smashes	Long hair on the side
6. The towns people come to help	Big brown boots
	Bushy eyebrows
	Dull eyes
	Course voice
	Large nose
	Small
	Little strength

It was a cold dark night in the town of Briar Rock, where its residents were pumping all but one. In the murky lightness, atop a cliff, the old lighthouse keeper looked down for a long night with a shiver. As he dipped his quill into his ink, the sound of the villagers' voices made him reach out his shaky, heavy hand to close the window. He is long, grey hair peeps from the stage of wind from the window. He put his quill to the page and crossed the pen of ink, wearing his black clothes even darker. Suddenly a large roaring sound echoed in his ears as the window blew open, extinguishing his candle. He looked outside only to find that the beam of light had vanished. All was

All was silent as he scrambled up the many steps to the top of the lighthouse, his black waistcoat billowing behind him. He got to the top and let out a small groan as he fell in a wretched, inaudible. He lifted the bulb as his sleeves slowly slid down his skin, pale nose. Then he stumbled, knowing of his half-moon glasses shattering down



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.crst.org.uk (Miss Molloy)

Children in Years 1 & 2 KS1parents@oldburypark.crst.org.uk (Mrs Marks)

Children in Years 3 & 4 LKS2parents@oldburypark.crst.org.uk (Mrs Davies)

Children in Years 5 & 6 UKS2parents@oldburypark.crst.org.uk (Mr Williams)

SENDco Enquiries SENDCO@oldburypark.crst.org.uk (Miss Miller)