



Oldbury Observer Autumn Term 2025 edition 4

Mr Irving's Comment

Since the start of the year, through assemblies and in class, we have been emphasising the importance and power of asking for (and accepting) help. We have been promoting the use of the word help in a wide range of situations - help with understanding a learning task, help with picking a home reading book, help with lunch, help with friendships or help taking responsibility when things might go wrong. We see asking for help as a strength - please help to reinforce this message at home. Equally important is being ready to accept help.

I ask for your help in ensuring all school uniform (including PE kit, hats, scarves etc) are clearly labelled/named - lost property is full of unnamed jumpers and cardigans. Thank you.

Have a lovely weekend.

The Week Ahead

Monday 29th September - Year 4 swimming

2nd October - Redhill away match for Year 5/6 football team - letters have been sent out already

6th October - Year 4 swimming

8th October - Year 3 trip to Lower Smite Farm

Term Dates

Academic Year 2025 to 2026

| Term dates Academic Year 2025 to 2026 | | |
|---------------------------------------|-------------------------|-------------------------|
| Holiday | School closes on | School re-opens on |
| Autumn Term | Not Applicable | Monday 1 September 2025 |
| Autumn mid-term | Friday 24 October 2025 | Monday 3 November 2025 |
| Christmas | Friday 19 December 2025 | Monday 5 January 2026 |
| Spring mid-term | Friday 13 February 2026 | Monday 23 February 2026 |
| Easter | Friday 27 March 2026 | Monday 13 April 2026 |
| Summer mid-term | Friday 22 May 2026 | Monday 1 June 2026 |
| End of summer term | Monday 20 July 2026 | Not Applicable |

Academic Year 2026 to 2027

Term Dates for Community and Voluntary Controlled Schools for the academic year 2026 to 2027.

| Holiday | School closes on | School re-opens on |
|--------------------|-------------------------|--------------------------|
| Autumn Term | Not applicable | Tuesday 1 September 2026 |
| Autumn mid-term | Friday 23 October 2026 | Monday 2 November 2026 |
| Christmas | Friday 18 December 2026 | Monday 4 January 2027 |
| Spring mid-term | Friday 12 February 2027 | Monday 22 February 2027 |
| Easter | Thursday 25 March 2027 | Monday 12 April 2027 |
| Summer mid-term | Friday 28 May 2027 | Monday 7 June 2027 |
| End of summer term | Wednesday 21 July 2027 | Not applicable |

School Dates

Wednesday 8th October - Year 3 to Lower Smite Farm

Tuesday 14th October - Year 2 to Dudley Zoo

13th October until the 17th October - Food Bank Collection week

Friday 24th October - HALF TERM STARTS

Week commencing 3rd November - Parent consultation meetings

Tuesday 11th November - Redditch Gotta Dance for Year 6 dancers

Monday 17th - Wednesday 19th November - Year 6 Residential Trip

Friday 28th November - School Closed to pupils - Teacher Training day

Attendance Update - **IMPORTANT for ALL FAMILIES**

This week, attendance has improved as the week as gone on. There are still sickness bugs and flu like symptoms about and the children are showing great determination to be in school, even when they are not feeling completely well.

As we move into Autumn and colder weather, these types of symptoms become even more prevalent in our community. The NHS have produced a guide to common health concerns with advice as to whether children should attend school or not. This can be found by clicking this link.... [Is my child too ill for school? - NHS](#)

Please always be assured that your child will be well cared for in school if they are feeling a little unwell and very often being around their friends actually helps.

Whole school attendance this year - 96.36%

Art Studio - Clay Club



1 - We offer a wide variety of clubs at Oldbury Park. Here are Clay Club enjoying the use of our newly refurbished Art Studio.

Worcester Food Bank Collection



Harvest shopping list

| | |
|-------------------------|--------------|
| Long-life fruit juice | |
| Long-life milk | Soup |
| Tinned sponge pudding | Jam |
| Tinned tomatoes | Cereal |
| Tinned vegetables | Rice/pasta |
| Tinned rice pudding | Pasta sauces |
| Tinned fruit | Instant mash |
| Tinned meat/fish | |
| Tea bags/instant coffee | |
| Biscuits/snack bars | |



We will be collecting non-perishable food goods for Worcester Food Bank this Autumn. From the 13th October until the 17th October we will put out collection boxes for you to donate an item of non-perishable food. We are looking for canned goods, pasta, cereal etc.



Harvest shopping list

| | |
|-------------------------|--------------|
| Long-life fruit juice | |
| Long-life milk | Soup |
| Tinned sponge pudding | Jam |
| Tinned tomatoes | Cereal |
| Tinned vegetables | Rice/pasta |
| Tinned rice pudding | Pasta sauces |
| Tinned fruit | Instant mash |
| Tinned meat/fish | |
| Tea bags/instant coffee | |
| Biscuits/snack bars | |

Reception

This half term in Reception, we are not only learning about ourselves but the people in our community. We will be looking at different people who help us throughout the term, starting with Lollipop people. We were very lucky that Mr Davies came to visit to tell us all about his job and how he keeps us safe.

We got to try out his uniform and even practiced being Lollipop people ourselves.

Handwashing

With a few runny noses around, we have also learnt about how to wash our hands properly this week, using this catchy tune to help <https://www.youtube.com/watch?v=S9VjeIWLnEg>. We have had discussions surrounding why it is important to wash our hands and learnt about when it is a good idea, such as after going to the toilet, before eating and after playing outside.











Year 1

In maths so far we have been practising counting carefully with 1:1 correspondence, recognising and writing numerals to at least 20 and counting forwards and backwards. We have now started counting numbers using tens and ones. The children have loved playing a basketball game to practise this skill. Here is the link for those who would like to try at home too.

[Place Value Basketball - Dienes Game for 5 to 8 Year Olds](#)

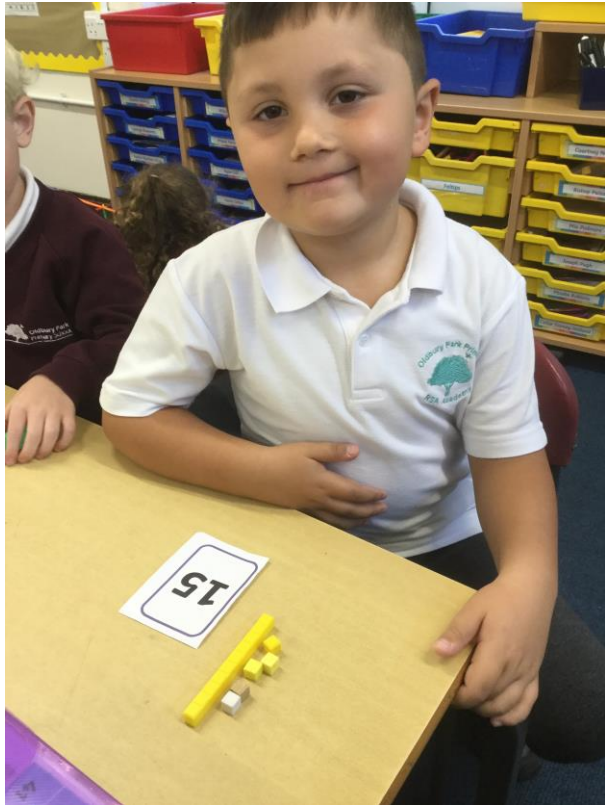
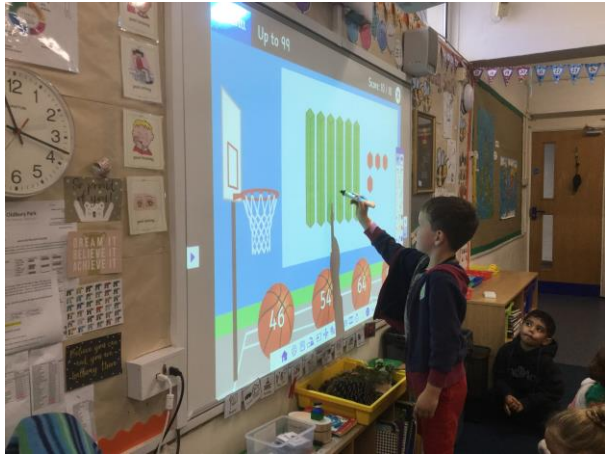
We really value your support at home with your child's learning. Here are the things that really help. Remember regular short sessions are the best way.

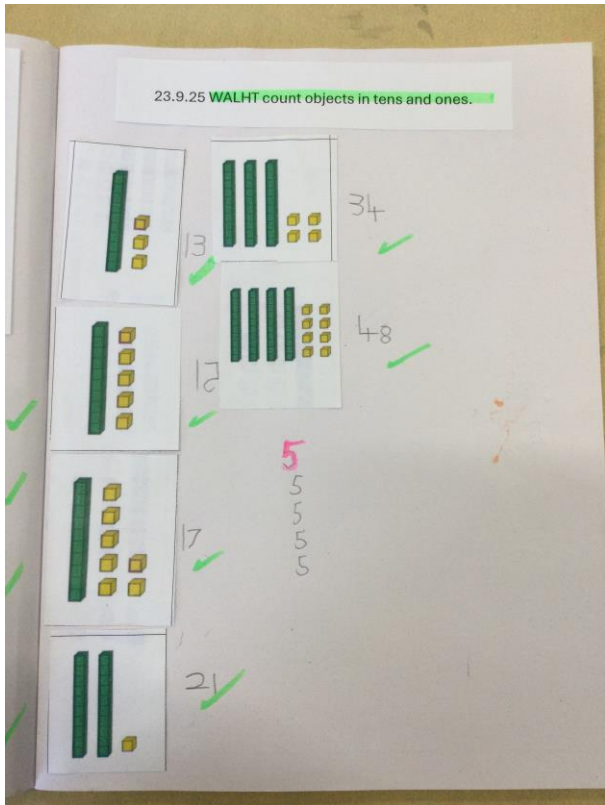
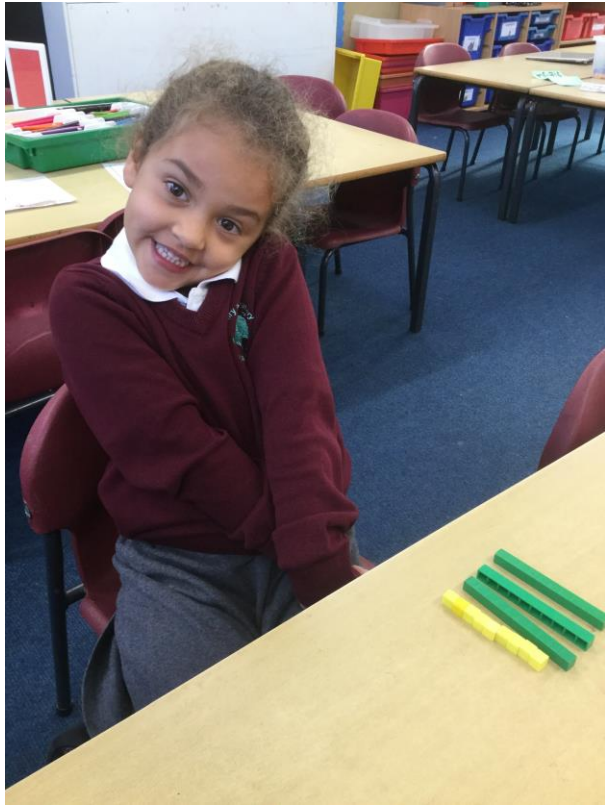
Reading - daily reading if possible with your child and practising any special friends or speedy green words that have been sent home. A few parents have said how tricky reading practice can be at home. A helpful way forward is to take turns and read every other page.

Maths - playing Numbots regularly, your log in details are in your reading diary. We will also send home any other useful links as we use them in school.

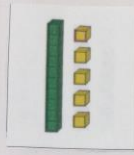
Spellings - this has started this week. We practise our spellings daily at school and your child will bring them home on a Friday with a chance to then have a go at home too.

As always, thank you for your support. Your children have settled quickly into Year 1 and are a credit to you.





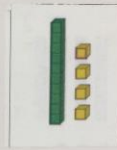
23.9.25 WALHT count objects in tens and ones.



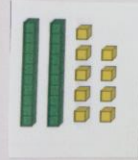
15 ✓



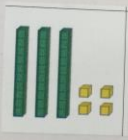
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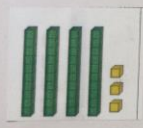
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29 ✓



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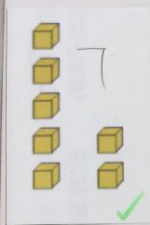


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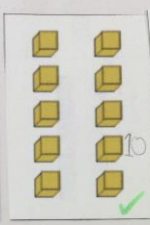


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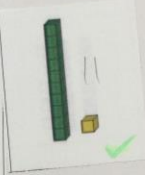
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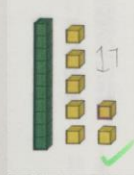
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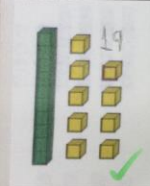
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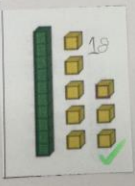
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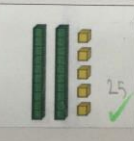
17 ✓



19 ✓



18 ✓



25 ✓

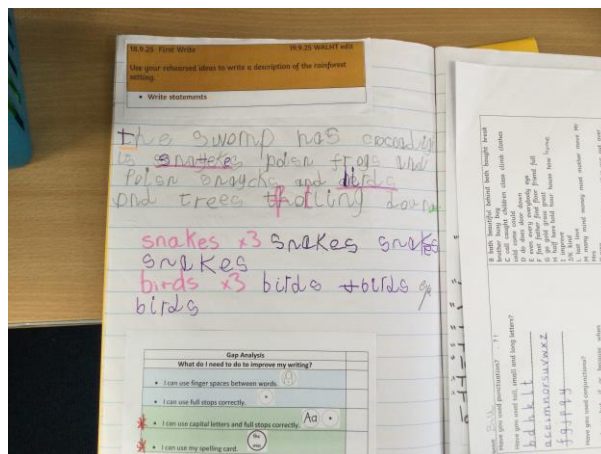




Year 2

Year 2 this week we have been busy with our writing, we have been reading *The Kapok Tree* and marvelling in all the wonderful animals that use the rainforest as their habitat. We are building up a very substantial word bank to be used when we plan our own activities to be carried out in our rainforest. We will be investigating this topic through our geography.

In Art we are introducing different drawing techniques. The children have had the opportunity to use specific vocabulary, including: stipple, dash, dot, smudge, crosshatch, swirl and wave. The children really enjoyed learning them and had fun being creative exploring the different marks to create their own picture.



18.9.25 First Write 19.9.25 WALHT edit

Use your rehearsed ideas to write a description of the rainforest setting.

- Write statements



The ^{swamp} ~~slump~~ is sticky and greeny.
 The ^{calm} ~~calm~~ and ~~fasting~~ a level.
 The ~~fall~~ ^{fall} ~~can~~ ^{river} is ~~gor~~ ^{gor} ~~tern~~ ^{tern} ~~ey~~.
 The ^{waterfall} ~~waterfall~~ is really high the ~~wor~~ ^{wor} ~~ter~~ ^{ter} ~~ful~~.
 The rainforest is a warm wet place full
 of life. pink dolphins ~~del~~ ^{del} ~~del~~ ^{del} ~~ley~~.
 The snake is ~~can~~ ^{can}.

| Gap Analysis | |
|---|------------|
| What do I need to do to improve my writing? | |
| I can use finger spaces between words. | ⓐ |
| I can use full stops correctly. | • |
| I can use capital letters and full stops correctly. | Aa • |
| I can use my spelling card. | the was |

Swamp Gap

waterfall water

22.09.25 and 23.09.25 WALHT: Use capital letters and full stops.

In the warm ~~can~~ ^{canopy} there is a ~~u~~ ^u
 wooden beautiful
~~hot~~ ^{hot} ~~hot~~ ^{hot} ~~ub~~ ^{ub}.

tall

bbb

18.9.25 First Write 19.9.25 WALHT edit

Use your rehearsed ideas to write a description of the rainforest setting.

- Write statements

The wild bank is calm and ~~has~~ it has short trees. The water is dropping from a mountain. The swamp is green and stincey. The river is deep and it is a blue river. The frog is green and it lives in the swamp. The snake lives by the trees and climbs by the trees. The monkey is climbing and swinging tree to tree having a sun time. A toad has an orange back and it sits on a tree.

The sloth is slow and they are grey and brown.

calm x3 calm calm calm

swamp x3 Swamp Swamp Swamp

snake x3 snake snake

eps. Snake

they x3 they they they

| Gap Analysis | |
|---|---------|
| What do I need to do to improve my writing? | |
| • I can use finger spaces between words. | Ⓜ |
| • I can use full stops correctly. | • |
| • I can use capital letters and full stops correctly. | Aa • |
| • I can use my spelling card. | the sea |

18.9.25 First Write 19.9.25 WALHT edit

Use your rehearsed ideas to write a description of the rainforest setting.

- Write statements

The gigantic mega slide is really ^{fantastic}

The slime stream of hard Swamp
 falling chreachunk into the
 gorky swamps The Swamp and
 so awful and beautful.

really x3 really really really *gpa*

tree x3 tree tree tree

trunk x3 trunk trunk trunk

18.9.25 First Write 19.9.25 WALHT edit

Use your rehearsed ideas to write a description of the rainforest setting.

- Write statements

The ^{Waters all} rushing Waterfall has some ^{blis} blis sliding spit
 it is slapping here and some are made in holes or hugs
transmit also into the Water fall Water What is there
 was a list there might be some butterfly or give ants
 In the Swamp there might be some grass or stick or spide
 or some leaf or some long spide here might be some little spide
 big hugs or angus hugs then low some are made in holes
 some water is there. The rainforest has its own water is there
 it is slapping slang ppp ppp

waterfall x3 water all water all water all

right x3 might might might *gpa*

18.9.25 First Write 19.9.25 WALHT edit

Use your rehearsed ideas to write a description of the rainforest setting.

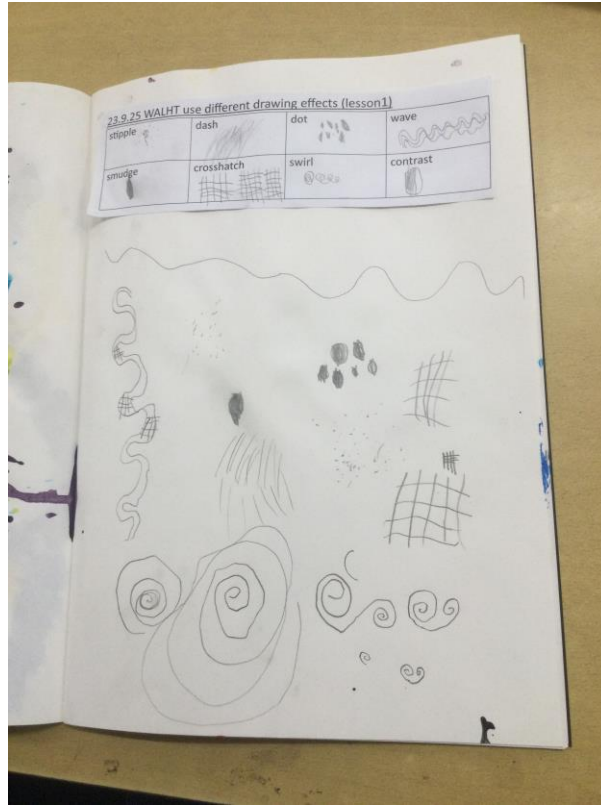
• Write statements

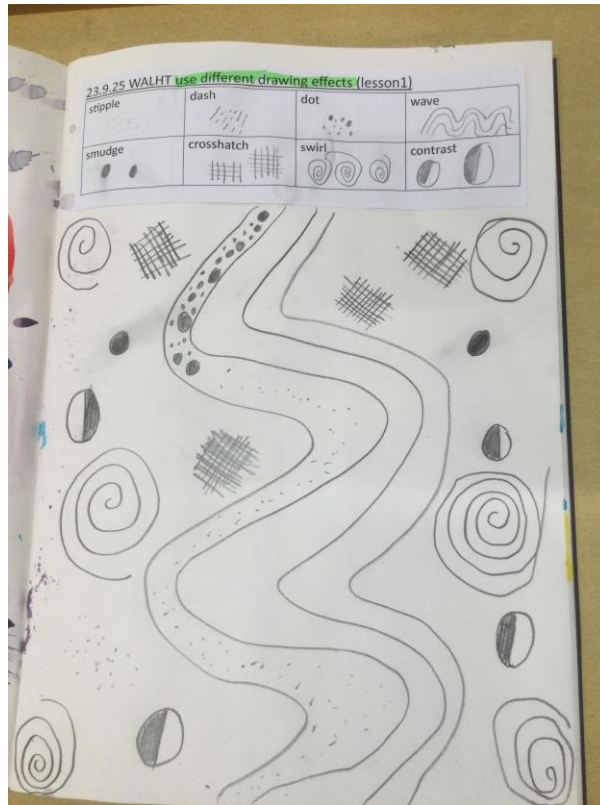
The swamp is dirty and dirty
 stinky and it has dirty
 water. The splashing water
 is going down the
hill. The flowing water
 is passing careful
 the rain trees flowing in
 the dark forest. The flowing
amazon river is going past all
 the trees and the river
 is going up and down.

Swamp x3 Swamp Swamp Swamp
 dirty x3 dirty dirty dirty
 hill x3 hill hill hill
 river x3 river river river

23.9.25 WALHT use different drawing effects (lesson 1)

| | | | |
|---------|------------|-------|----------|
| stipple | dash | dot | wave |
| smudge | crosshatch | swirl | contrast |





Year 3

This week has been full of exciting learning across the curriculum! In **Maths**, children have been developing their place value knowledge by working with hundreds, tens and ones, and moving on to comparing and ordering numbers up to 1,000. They've also practised counting in 50s and worked hard on their arithmetic skills.

In **English**, we have continued with *The Stone Age Boy* as our class text. The children created collage maps and plans linked to the story, and worked on their descriptive writing. Using expanded noun phrases, fronted adverbials, and their senses, they imagined what the boy might see, hear, feel and smell inside a Stone Age cave. We used thesauruses to help us generate alternative words. Later in the week, they produced their "hot write," showing off all the writing techniques they've been practising.

In **History**, our Stone Age topic has really come alive! The children explored what life might have been like thousands of years ago, linking back to our class text and their cave descriptions. We have been thinking like archaeologists, learning how artefacts and fossils can help us piece together the past. The children enjoyed hypothesising about how objects could be discovered, even those found under the sea, such as in the lost land of *Doggerland* which once connected Britain to Europe.

We also discussed the many ways Stone Age people relied on animals — for food, clothing, shelter, tools, and even as part of their rituals. The children worked hard to interpret what

artefacts might have been used for, and to imagine how these early discoveries helped people survive. It has been wonderful to see them ask thoughtful questions, think critically, and make connections between what we know now and what archaeologists continue to uncover.

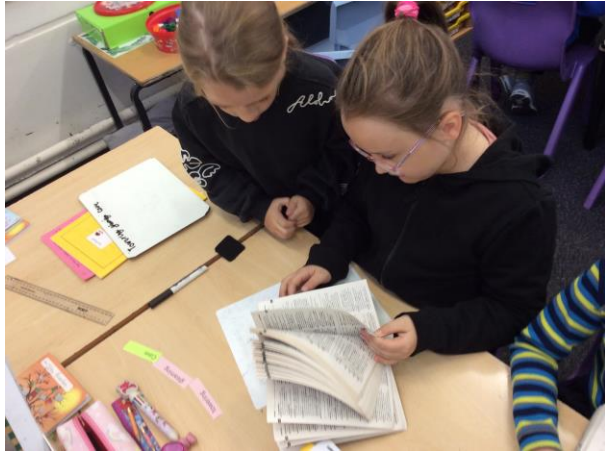
In **PE**, we had a special visitor: a national basketball coach! He spoke to the children about his role, sharing what it's like to train and inspire athletes. Afterwards, the children took part in fun, energetic drills led by the coach, learning new skills and enjoying the chance to train with an expert.

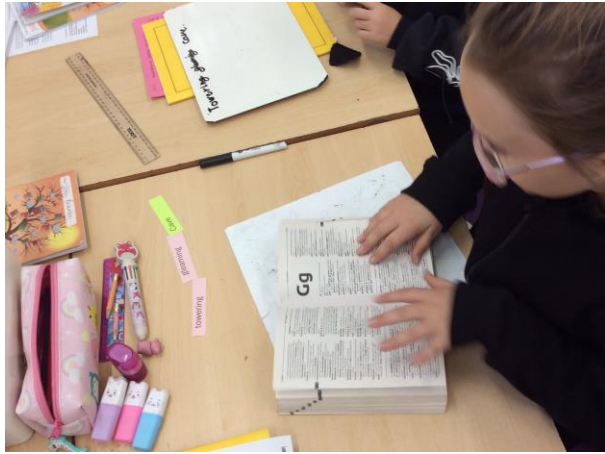
Thank you for your continued engagement with home learning.











































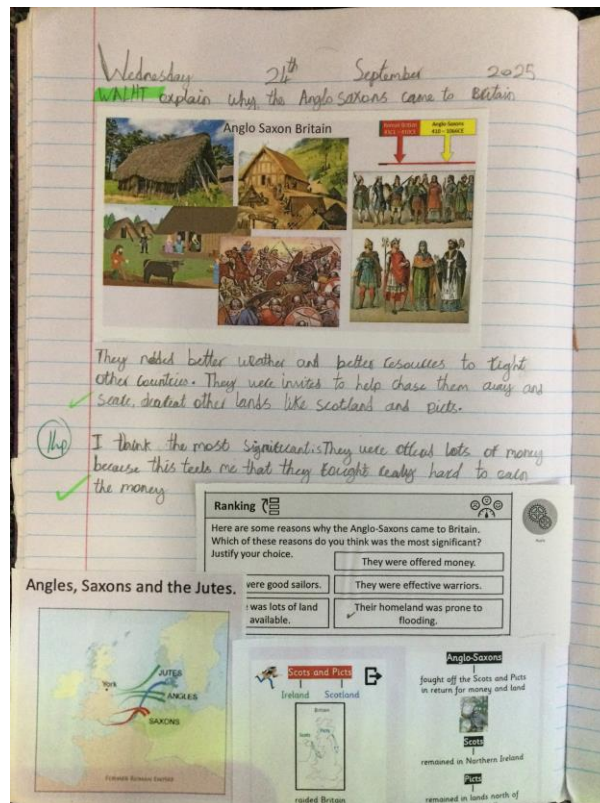
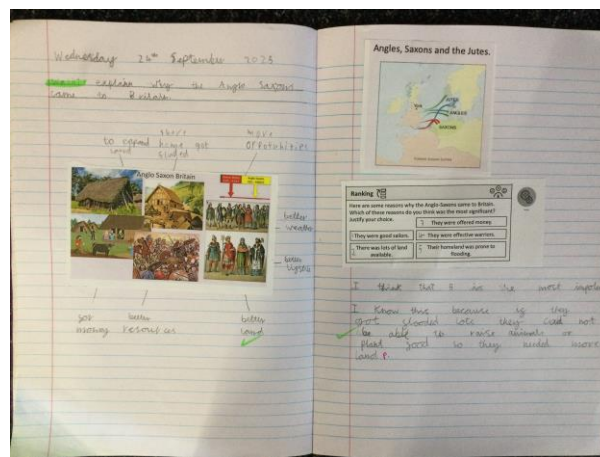




Year 4

In History we have begun our learning of the Anglo Saxons. We talked about where the Anglo Saxons fit in with other key periods around that time, using chronology to order them into a timeline. In our first lesson this week we were exploring why the Anglo Saxons came to Britain in the first place, thinking about what it was like in Britain after the Romans left and what it might have been like in other European countries for people to make the journey to Britain.

Below you can see some of our first pieces of work showing this. We hope to share lots more History with you over the next few weeks as our learning continues.



Ranking

Here are some reasons why the Anglo-Saxons came to Britain. Which of these reasons do you think was the most significant? Justify your choice.

| |
|---------------------------------------|
| They were offered money. |
| They were good sailors. |
| They were effective warriors. |
| There was lots of land available. |
| Their homeland was prone to flooding. |

I think the most significant reason they came to Britain was because they were offered money but I also think it was because they were offered land. I think the least significant reason is that they had good sailors because they probably were good sailors as well.

Scots and Picts

Ireland Scotland

Britons

raided Britain
Britons weren't trained to defend
became an easy target

Anglo-Saxons

fought off the Scots and Picts in return for money and land

Scots

remained in Northern Ireland

Picts

remained in lands north of Hadrian's wall

AD 450

Anglo-Saxons invaded Britain (began to settle)
Kingdoms formed with powerful chiefs and kings

wednesday 25th september 2025

Ranking reason why the Anglo-Saxons came to Britain

Anglo Saxon Britain

ROMAN BRITAIN → **ANGLO-SAXONS** (AD 450 - 1066)

The Anglo Saxons wanted to go to Britain because they might have a better life and they have other things that they need resources there so that's why they want to go to Britain

Angles, Saxons and the Jutes.

YORK

JUTES

ANGLES

SAXONS

FORMER ROMAN BRITAIN

Year 5

On Friday 19th September, the Year 5 children had the wonderful opportunity to visit the University of Worcester and take part in both DT and Art lessons that had been organised and delivered by students who are currently training to teach. The children were able to take part in a variety of activities that included making a couscous salad and using their skills with chopping and slicing to add vegetables to their dish.

The children also learnt about the eat well plate and were able to identify different food groups and talk about why it is important to eat a healthy and varied balanced diet. In Art, the children were experimenting with collage and designing colouring ways of creating names and images using cut up shapes.

All of the children had a brilliant day and thoroughly enjoyed the opportunity to use the varied facilities that the university has to offer.









Year 6

This week, Year 6 continued their artwork based on the work of Freida Kahlo who is known for her symbolic portrait paintings to demonstrate feelings and emotions. The children recreated their portraits and added a background to replicate the effect of their emotions using mixed media and different techniques: oil pastels and crayons. They produced some super results!

We have also continued writing our character descriptions of Jim Jarvis with the children producing their first piece of extended writing in year 6. This has shown off the children's brilliant use of effective adjectives to describe appearance.

Thank you again for your continued support - have a lovely weekend.

Tuesday 23rd September 2025

First Draft

Tuesday 23rd September

Write a character description of Jim Jarvis from Street Child.

- Select effective adjectives.
- Use subordinating conjunctions to link ideas (ISAWAWABUB)

Jim burst through the door of Mrs Hodder's shop. "I've come to buy a pair," said Jim, looking at the shoes. "Just he had the pair he walked down a dark, dark alleyway. He knew it through the back then, also he creased through the door of his small home."

Jim is a small boy, he is poor and lives in a small room, he lives in a house owned by a nasty man named Mr. Pinter. Jim is still happily living with his mother and two sisters (Emily, Lizzy and Paul) who are always doing well and never give up about all of the challenges he goes through out his life.

Jim always has his old hat that used to be his grandfather's, his thick red jacket keeps him warm even in the middle of the winter, he always wears his bright red neckerchiefs. His old dirty, brown shirt is worn and not well maintained. His battered green trousers go well with his light brown boots. His hair is messy and unbrushed.



Tuesday 23rd September

First Draft

Write a character description of Jim Jarvis from Street Child.

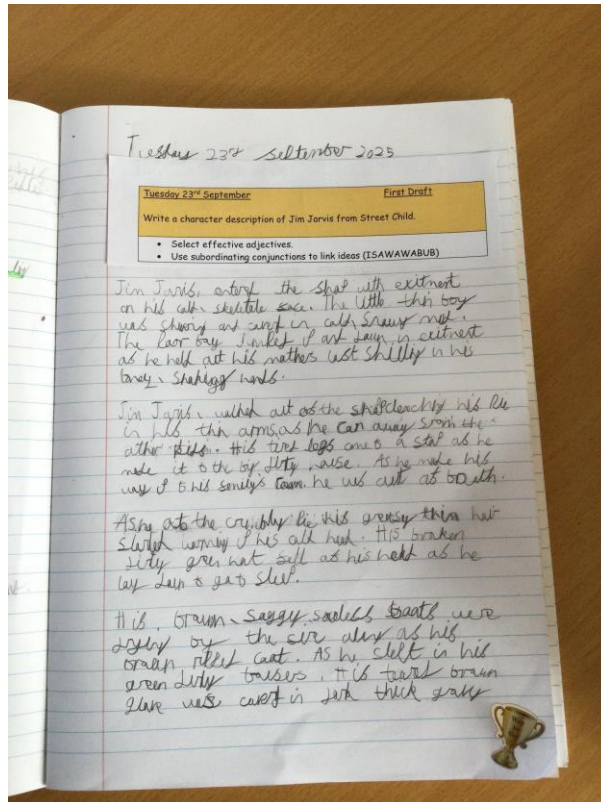
- Select effective adjectives.
- Use subordinating conjunctions to link ideas (ISAWAWABUB)

Jim Jarvis burst through the ornate doorway holding the parcel of the boots. "I've come to buy a pair," said Jim, looking at the shoes. "Just he had the pair he walked down a dark, dark alleyway. He knew it through the back then, also he creased through the door of his small home."

Jim was a small boy, he is poor and lives in a small room, he lives in a house owned by a nasty man named Mr. Pinter. Jim is still happily living with his mother and two sisters (Emily, Lizzy and Paul) who are always doing well and never give up about all of the challenges he goes through out his life.

Jim always has his old hat that used to be his grandfather's, his thick red jacket keeps him warm even in the middle of the winter, he always wears his bright red neckerchiefs. His old dirty, brown shirt is worn and not well maintained. His battered green trousers go well with his light brown boots. His hair is messy and unbrushed.





MAB

The children in the Base have enjoyed their first four weeks of Forest School. This week they worked together to create a witches' kitchen and set up a compost bin for their kitchen waste, as well as exploring bugs and having fun on the swing and slide.













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.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 (Miss Moule)

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

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