



# Oldbury Observer Autumn Term 2025 edition 6

## Mr Irving's Comment

Having listened to the wide variety of praise children received in our Believe in Best Assemblies today, having read the year group sections of this Observer and having been in and out of classrooms through the week, I am proud of the breadth of experience that our children are afforded week in week out - my thanks to the staff for their creativity in planning and delivering so many enriching opportunities.

The value of a breadth of experiences is clear to see, as is the value essential aspects that underpin our work at school. One of these is helping our children to secure key reading skills and to find and maintain a love of reading. When reviewing our children's progress and attitudes to reading, it is (unsurprisingly) evident that there is a direct correlation between a positive home reading routine and children's success. For those of you who are not confident with supporting home reading, who would like support or book recommendations then please reach out to your child's teacher. Home reading will be a feature of our Parents Evening meetings that will take place after half term.

Thank you to those who were able to support their children (and the school) in submitting a House Art Competition entry. We have received over 100 expressive and creative self portraits - they are wonderful! Next Wednesday we welcome the Central Region Schools Trust Director of Art and Design and a member of the Worcester University Art Department to judge the entries. The portraits will be on display for you to enjoy when you attend Parents Evening.

Tomorrow our school is holding our annual Open Event between 10am and 12pm for families with children starting school in September 2025.

Have a lovely weekend.



## The Week Ahead

Tuesday 14th October - Year 2 to Dudley Zoo

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

13th - 17th October - National Hate Crime Awareness Week

## 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

## Attendance Update - **IMPORTANT for ALL FAMILIES**

Each week, senior leaders at Trust level scrutinise the attendance data of all of the schools in our Trust. This week, we have received positive feedback and our attendance compares favourably to other Trust schools. We were also commended for our robust systems and the level of communication with families. Our systems rely heavily on you supporting the school and reacting to guidance in response to the ever changing national policy demands. Thank you for your continued support in this area.

We are maintaining strong attendance this year despite the prevalence of various bugs and colds.

Current whole school attendance = 96.37%

Current persistent absence = 10.96% (nearly 14% at this stage last year)

Mr Williams

## Harvest 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	



Worcester  
**foodbank**

We will be collecting non-perishable items for the Worcester Foodbank all next week on the playground, both at the start and end of the day. Please support this worthy cause as part of Harvest. A representative from the Food Bank will be coming to school on the 20th October to collect the items in assembly. Thank you for your support.



### Harvest shopping list

Long-life fruit juice	
Long-life milk	Soup
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Tea bags/instant coffee	
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Worcester  
**foodbank**

## Severn Arts

**BRIDGES  
OF LIGHT.**

Presented by Severn Arts  
Part of the Local Voices Creative Choices programme

**Worcester City Centre**  
Free to Attend

**29 and 30  
October  
6pm-9pm**

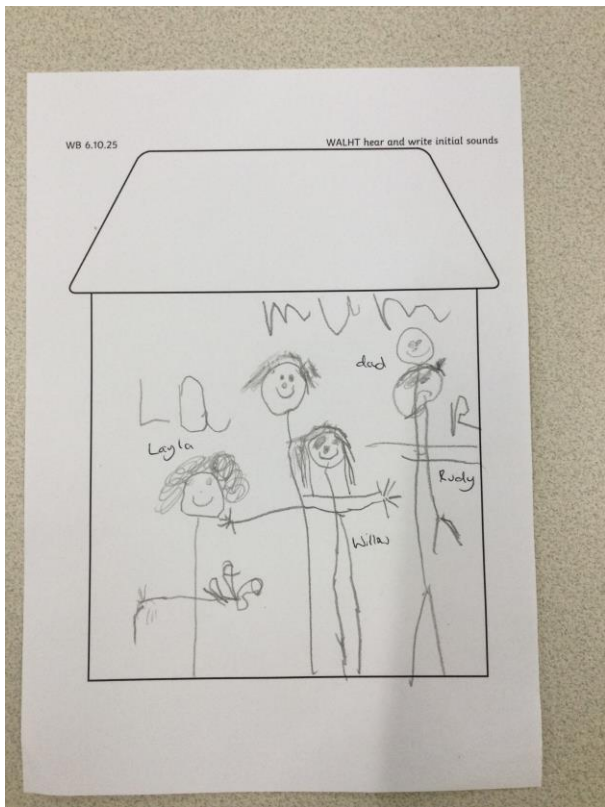
Bridges of Light is a new, two-day light festival, with a focus on communities, creativity and collaboration.

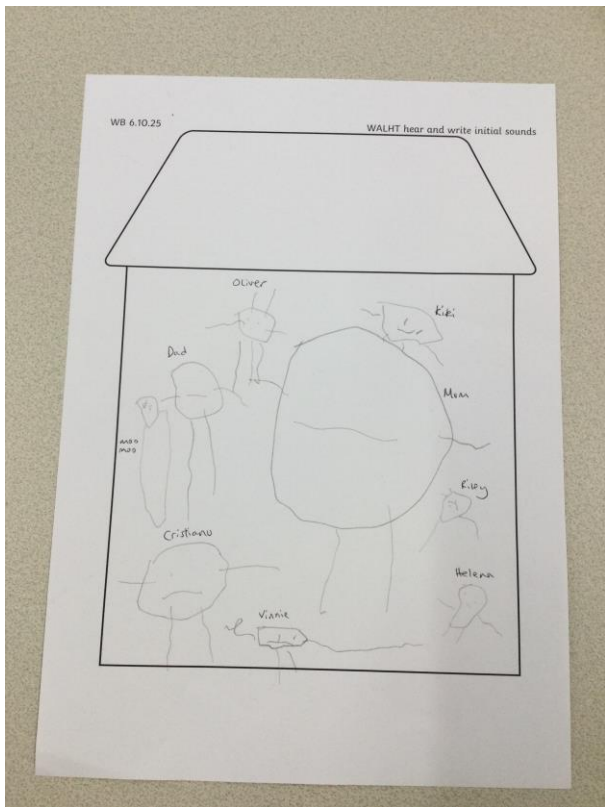
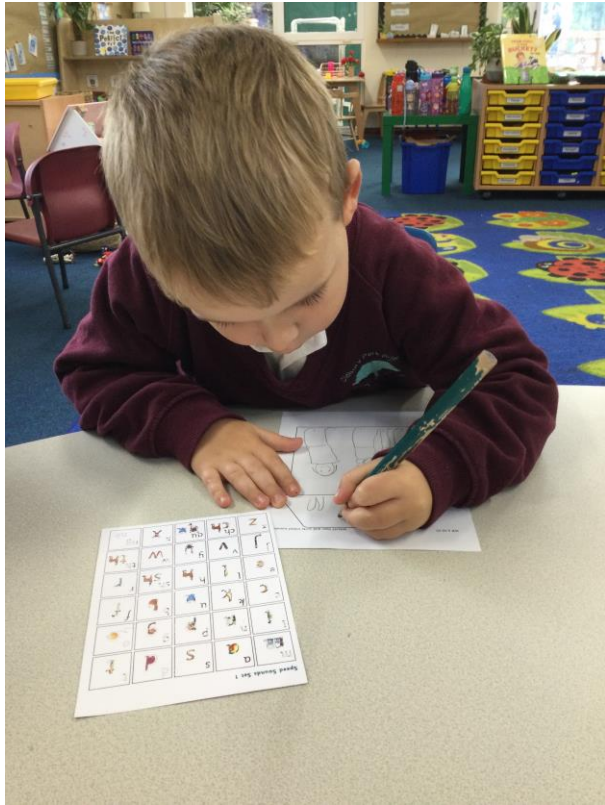
Severn  
ARTS

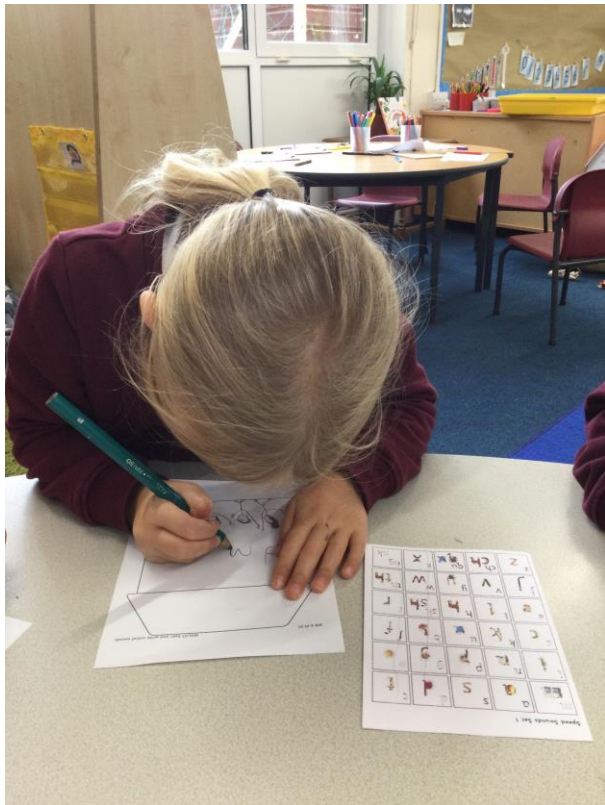
## Reception

This week in Reception, we have had such a lovely time talking about our families! Thank you so much for sending in your family photos – they really supported our learning. The children were so excited to show the photos to each other and were able to speak confidently about the people who are special to them.

We have drawn pictures of our families and have used our developing phonics skills to label them with initial sounds. Some children also made some families using loose parts!











## Year 1

Year 1 have been chopping their way to culinary creativity in DT this week! Our young chefs have been busy learning essential kitchen skills, slicing and dicing a vibrant array of vegetables. With an emphasis on safety and exploration, the children delighted in sampling their freshly prepared ingredients, discovering new flavours and textures along the way. This hands-on experience not only strengthens their fine motor skills but also encourages a love for healthy eating. Bravo to our budding food explorers! 🍎🥗

Thank you to everyone for sending in the food contributions so that we could enjoy this practical learning.































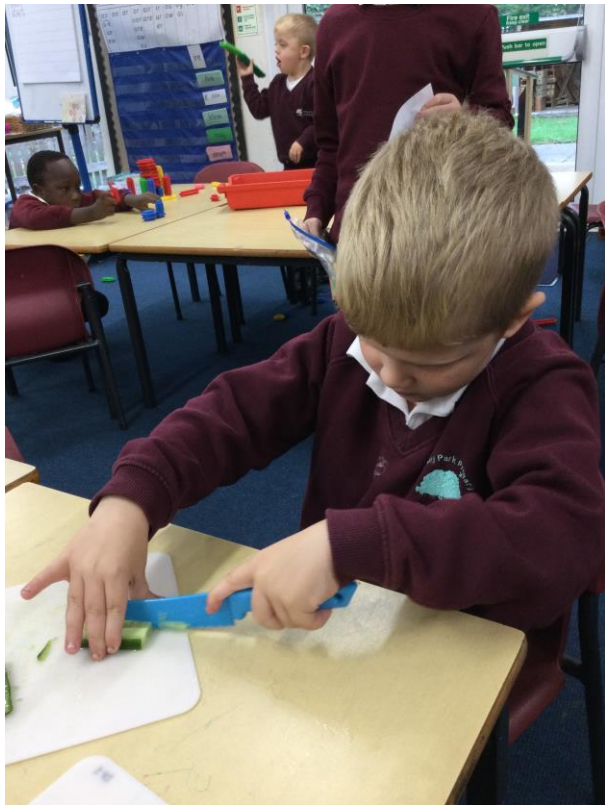




















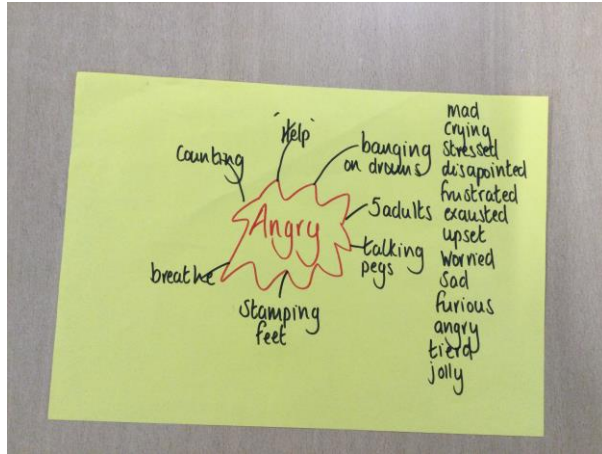


## Year 2

This term in Year 2, we've been exploring ways to manage our feelings – especially when we feel angry or upset. Through engaging activities and thoughtful discussions, our children are learning brilliant strategies to help them recognise and handle these emotions positively. It's marvellous to see them building skills that will support their emotional wellbeing and interpersonal relationships both inside and outside the classroom.

Also, our intrepid Year 2 adventurers have been immersing themselves in the fascinating world of minibeasts during their Forest School sessions. Linking our exploration to their study of habitats, the children have been excitedly discovering the incredible diversity of life right under our noses. From wriggling worms to bustling beetles, each discovery provides an opportunity to learn about how minibeasts adapt to survive in their own unique habitats. It's been delightful to see curiosity and teamwork in action as they observe, question, and celebrate the wonders of our natural world.



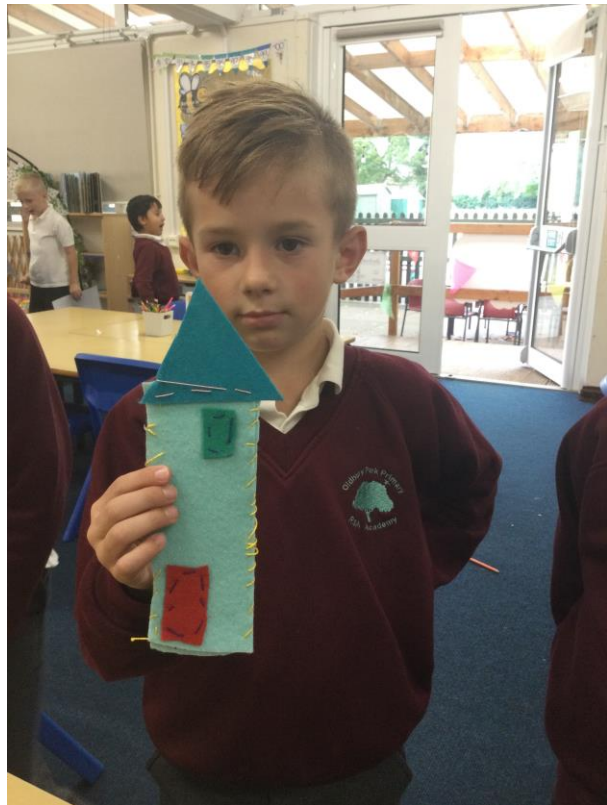


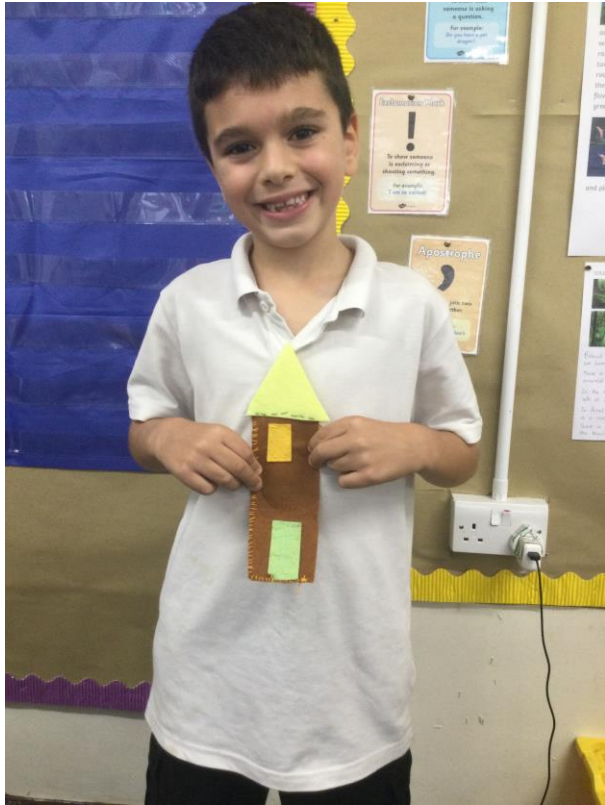












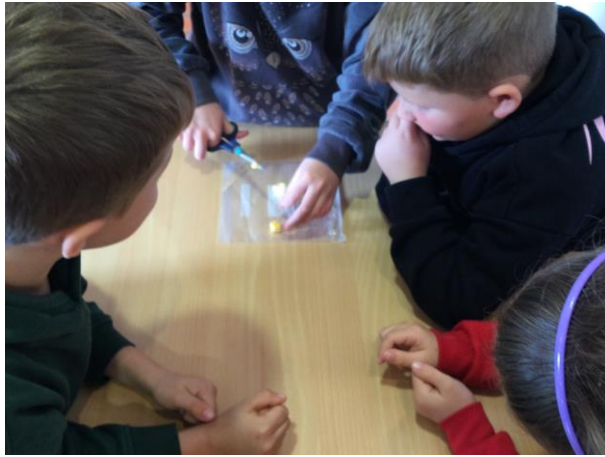


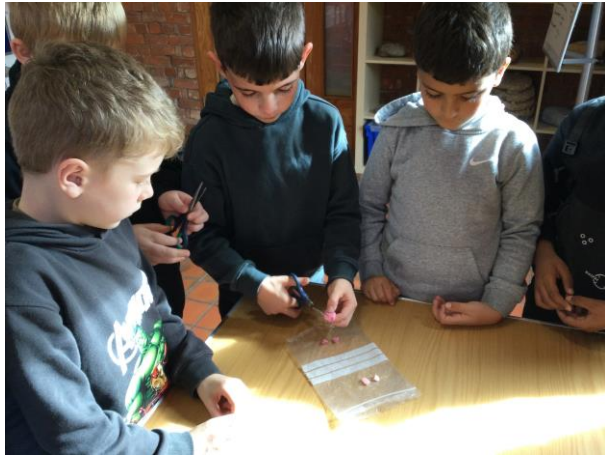
## Year 3

In our latest geological adventure, the children delved deep into the world of rocks and soil during our trip to Lower Smite Farm. This hands-on learning experience allowed them to apply their classroom knowledge about the formation of three types of rocks: igneous, sedimentary, and metamorphic. With great enthusiasm, they tested various rocks using lemon juice and water, searched for hidden treasures around the farm, and expertly classified their findings. They got up close with different soil layers, discovering the intricate make-up of the earth beneath their feet. Throughout the trip, the children demonstrated exemplary behaviour and curiosity, making it a truly successful and enriching day!





























































## Year 4

Building on the learning in Year 3 about MRS GREN (which the children were able to recall really well), our Science this half term has focussed on Living Things and their Habitats.

The children have learned how plants and animals are classified based on their similar characteristics and used this knowledge to identify vertebrate and invertebrates. They enjoyed the photo quiz on working out whether an animal was a mammal, fish, bird, reptile or amphibian (turtle is a tricky one!) and Newbury class went out in the rain to dig for worms!

The children have produced some super pieces of work, demonstrating their understanding of the topic.

Tuesday 16 September

The characteristics of living things.

Characteristic	Definition (meaning)
Movement	The process by which living things get rid of waste products.
Respiration	The process of producing offspring to continue a species.
Sensitivity	The process of obtaining food to provide living things with energy and to stay healthy.
Growth	The way living things react to their environment (e.g. roots grow towards water/light/nutrients etc.).
Reproduction	The process of producing offspring to continue a species.
Excretion	Getting from place to place or moving (not growing) towards the light or water. (In plants)
Nutrition	The process of using gas from the air. (Oxygen or Carbon Dioxide) to help turn food into energy.

Does it have an tail? No Yes.  
 Does it have webbed feet? No Yes.  
 Does it have four legs? No Yes.  
 Does it have two legs? No Yes.  
 Can it swim? Yes Yes.  
 Does it eat fish? Yes

VERTEBRATE CLASSIFICATION TABLE

GROUP	MAMMAL	REPTILE	AMPHIBIAN	BIRD	FISH
PICTURE					
DESCRIPTION	All animals in this group have hair or fur. They give birth to live young and feed them on milk.	All animals in this group have dry, tough, scaly skin. They breathe with lungs and lay eggs with tough shells.	All animals in this group have four limbs and moist, scaly skin. Their young hatch from eggs laid in the water.	All animals in this group have feathers and wings. Most of them can fly and they lay eggs with hard shells.	All animals in this group spend all of their life in water. They have scaly skin, breathe using gills and swim using fins.
ANY OTHER INFORMATION (Warm or Cold blooded? How do they breathe?)	They are warm blooded.	They are cold blooded.	They live in water and land.	all birds have feathers. Most can fly. Flamingos.	The fish breathe in the water through gills. They have scaly skin, breathe using gills and swim using fins.
EXAMPLES OF OTHER ANIMALS IN THE GROUP	Me...	Snake	chameleon	flamingos	great white shark

Tuesday 30th September

Classify organisms and compare vertebrates

4. Tick the main groups of animals with vertebrates (include 3)

5. Tick the animals in the picture and write down their vertebrates.

Statement	Always True	Sometimes True	Never True	Evidence
Insects can fly.		✓		because they have wings and can fly.
Arachnids have eight legs.	✓			because spiders have 8 legs and all arachnids have 8 legs.
Molluscs crawl across the ground.		✓		because the slug can move across the ground.
Amphibians are less than 1cm long.			✓	because some frogs are 20cm long.

Tuesday 30th September





1. Select ALL the characteristics living things have in common. CHECK ONE. (10 MARKS)

- Eat
- Move
- Reproduce
- Grow
- Breathe
- Respond
- Reproduce
- What is left?
- A living thing
- A characteristic

Explaining  
Is everything that lives in the sea a fish?  
Explain your answer using full sentences.

Yes because all living things in the sea are animals and they all have the same characteristics as fish.

**VEGETABLE CLASSIFICATION TABLE**

GROUP	EXAMPLE	DESCRIPTION
MAMMALS		They breathe air through lungs. They have a backbone. They have hair on their skin.
BIRDS		All animals in this group have two legs. They have feathers. They have a beak. They have wings. They have a backbone.
INSECTS		All animals in this group have six legs. They have a backbone. They have a hard outer shell. They have antennae.
FISH		All animals in this group have gills. They have a backbone. They live in water. They have scales.

Tuesday 30th September

4. Tick the main groups of animals with an example. (10 MARKS)

- Fish
- Invertebrates
- Mammals
- Birds
- Reptiles
- Amphibians

5. The animals in the picture are all... (10 MARKS)

- Invertebrates
- Mammals
- Birds
- Reptiles
- Amphibians

Statement	Always True	Sometimes True	Never True	Evidence
Insects can fly.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Not all insects can fly. Some are too small or have lost their wings.
Arachnids have eight legs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arachnids have eight legs.
Molluscs crawl across the ground.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some molluscs crawl across the ground. Some live in water.
Amphibians are less than 10cm long.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some amphibians are less than 10cm long. Some are larger.

Tuesday 30th September

4. Tick the main groups of animals with an example. (10 MARKS)

- Fish
- Invertebrates
- Mammals
- Birds
- Reptiles
- Amphibians

5. The animals in the picture are all... (10 MARKS)

- Invertebrates
- Mammals
- Birds
- Reptiles
- Amphibians

Statement	Always True	Sometimes True	Never True	Evidence
Insects can fly.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Not all insects can fly. Some are too small or have lost their wings.
Arachnids have eight legs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arachnids have eight legs.
Molluscs crawl across the ground.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some molluscs crawl across the ground. Some live in water.
Amphibians are less than 10cm long.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some amphibians are less than 10cm long. Some are larger.

**Classifying plants**

	Reproduces with seeds	Reproduces with spores
flowering	raspberry chilly	peat moss
non-flowering	pine tree juniper	woodfern

**Meaning**  
 The word *flowering* means that the plant has flowers. The word *non-flowering* means that the plant does not have flowers. The word *seed* means that the plant has seeds. The word *spore* means that the plant has spores. The word *pollen* means that the plant has pollen. The word *pollen* is a small particle that is made of pollen grains. The word *pollen* is a small particle that is made of pollen grains. The word *pollen* is a small particle that is made of pollen grains.

On the edge of the tree because it's in the leaves the pollen would be the female one but if they were on the pollen easily and then spread the seeds.

**Friday 20th September**  
Will categorize and compare arachnids

4. Tick the main groups of animals with vertebrates.  
 (a) amphibians ✓  
 (b) non-fishlike vertebrates ✓  
 (c) invertebrates ✓  
 (d) insects ✓  
 (e) molluscs ✓  
 (f) birds ✓  
 (g) reptiles ✓  
 (h) crustaceans ✓

5. The animals in the picture are arachnids.  
 (a) non-fishlike vertebrates ✓  
 (b) invertebrates ✓

Statement	Always True	Sometimes True	Never True	Evidence
Insects can fly.		✓		Not all insects can fly. Some insects like bees and butterflies can fly. Some insects like ants and termites cannot fly.
Arachnids have eight legs.	✓			Spiders, scorpions and ticks all have eight legs.
Molluscs crawl across the ground.		✓		Octopus, snails, mussels and slugs are molluscs. They can move across water, land and air. Some molluscs like snails and slugs can move across land. Some molluscs like octopus and squid can move across water.
Arachnids are less than 1cm long.		✓		Some arachnids like spiders are less than 1cm long. Some arachnids like tarantulas are more than 1cm long.

Super evidence, for fear (Lup)

## Year 5

This week Year 5 have been working hard in English to produce their final draft of a setting description linked to our key text, Who Let the Gods Out. All of the children were able to include skills such as expanded noun phrases, commas to separate clauses, as well as carefully chosen adjectives using a thesaurus to bring their descriptions to life.

In Maths, the children have been learning about negative numbers, including how we might use them outside of school and how to calculate with them.

In gymnastics this week, the children were focusing on the different types of rolls and having a go at each one, trying hard to maintain control throughout the roll and end with a balance.



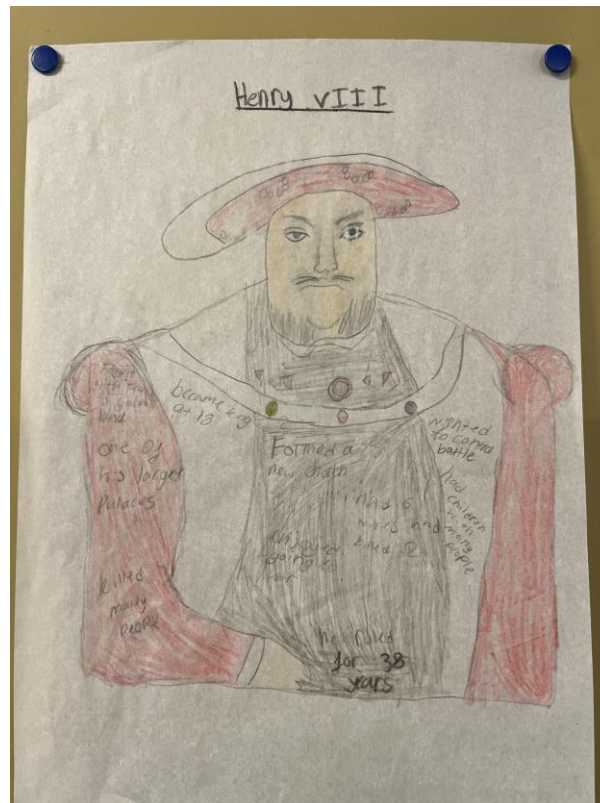


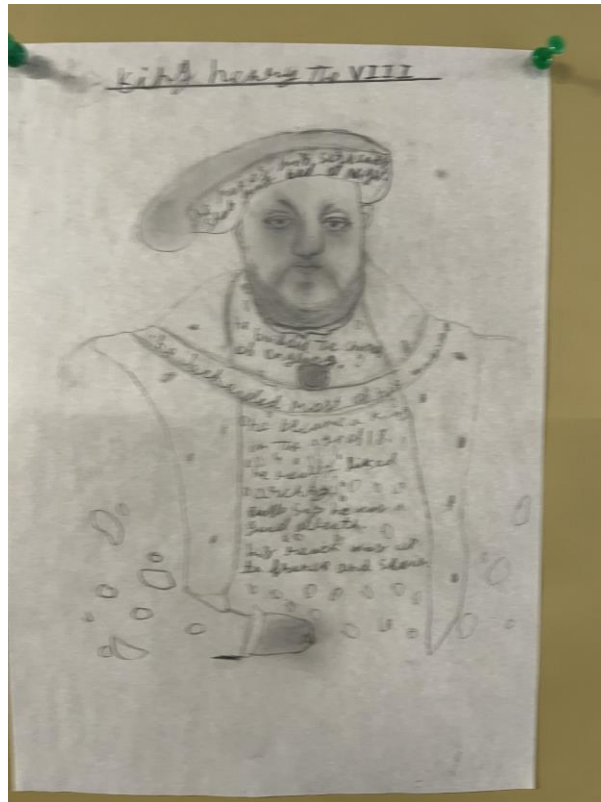
## Year 6

Our Year 6 pupils have been showcasing their talents and expanding their knowledge across multiple subjects. In English, they've crafted impressive character descriptions packed with vivid detail and creativity. Over in DT, they channelled their inner chefs, creating delicious burritos while practising safe cooking techniques. Meanwhile, in Maths, they've made significant strides in mastering both short and long multiplication, solidifying their skills for future challenges.

The pupils have been exploring the intriguing history of Henry VIII and his impact on England. Through lively discussions and engaging activities, they've delved into the significant changes he initiated during his reign and reflected thoughtfully on how those historical events shaped the nation. This exploration has sparked a real curiosity about history and its lasting effects.

Have a lovely weekend!





MAB

Contact Us



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

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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](mailto:eyfsparents@oldburypark.crst.org.uk) (Miss Molloy)

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

Children in Years 3 & 4 [LKS2parents@oldburypark.crst.org.uk](mailto:LKS2parents@oldburypark.crst.org.uk) (Miss Moule)

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

SENDco Enquiries [office@oldburypark.crst.org.uk](mailto:office@oldburypark.crst.org.uk) (FAO: Miss Miller)