



# Oldbury Observer Autumn Term 2025 edition 8

## Mr Irving's Comment

Well done to the many children who have already represented Oldbury Park in local sporting events. This week children in Year 6 ran 1.4km against pupils from Pitmaston Primary School and both our girls' and boys' football teams took on visitors from Franche Primary School and Perdiwell Primary School. Whilst there were no victories to report, our children showed skill and a great sporting attitude. My thanks to the children and staff involved in these events.

Thank you for your support during this very busy first half term of the year. As ever, our successes can only be achieved with your input, your commitment and your efforts to support our shared aims. I am particularly grateful to you for supporting our emphasis on wearing our uniform with pride and also supporting healthy eating at break times.

Our thanks also for your efforts in promoting and maintaining positive attitudes to school attendance and punctuality, which are continuing priorities for our school and for schools nationwide.

Underpinning our motto '*Believe in Best*' is the statement: '*Be kind, be safe, be respectful*'. This half term we have made a small but important adjustment which we believe demonstrates what we value more fully – we challenge and support our pupils to: *Be kind, be safe, be respectful and be ready to learn.*

Next half term begins with Parents' Evenings – please ensure you arrive punctually using the main/office entrance and also help child's teacher to stick to your allotted time. We look forward to welcoming you into school.

Have a lovely half term and thank you for everything you do to help your child's academic and social learning.

## Student Council

This week our Student Council led pupil voice sessions with a range of pupils across the other year groups. Our Student Council members spoke to children about their views of Maths, including a focus on what helps our children learn Maths and what makes it more challenging. We will use this insight to inform our Maths provision. Well done to our Student Council and those children who talked to them for approaching this task thoughtfully and for demonstrating great communication skills.



## Houseplant Donations

Very many thanks to those generous families who were able to donate house plants to our school. We have been able to make the areas outside our toilets and the Library much more attractive thanks to your support.



## The Week Ahead

Monday 3rd November - School Starts

3rd - 7th November - No clubs this week.

Monday 3rd November - Parent Consultation Evening

Wednesday 5th November - Parent Consultation Evening

## School Dates

Tuesday 11th November - Gotta Dance for Year 6 dancers (club participants only)

Thursday 13th November - Year 5 assembly to parents (2:45 - 3:15pm in Main Hall)

Friday 14th November - Children in Need (see details below)

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

Thursday 27th November - Year 6 Class Assembly to parents (2:45 - 3:15pm in Main Hall)

Friday 28th November - Teacher Training Day - school closed to children

Monday 1st December - EYFS and KS1 Panto visit

Tuesday 2nd December - KS2 Panto visit

Friday 12th December - Christmas Jumper Day and CTA Christmas Fayre

Monday 15th December - EYFS/KS1 Christmas Performance (more info to follow)

Tuesday 16th December - EYFS/KS1 Christmas Performance (more info to follow)

Wednesday 17th December - Y3/4 Christmas Performance (more info to follow) & Y5/6 Carol Concert (more info to follow)

Thursday 18th December - Y3/4 Christmas Performance (more info to follow)

Friday 19th December - Christmas Holidays begin!

## 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**

This week, we will end the term by having a look at how our attendance at Oldbury Park compares to the schools across our Trust (Central Region Schools Trust) and how it compares to attendance figures at a national level.

At the time of writing, our whole school attendance is 96.38% - this figure is over 1% higher than at the same point last year. This puts Oldbury Park as the second highest attendance across Trust schools, less than 0.5% lower than the highest and above the national average of 95.75%.

Currently 10.96% of our pupils (11 in every 100 or approximately 40 children in the school) are classed as persistently absent, which means they are missing 10% or more of school days (1 absence every 2 weeks). This figure is the lowest in the Trust! (Low is good in this instance!).

The Trust average is 17.63%, which compares favourably to the national picture.

This is fantastic news and just reward for the effort families are making to support their children having good school attendance - it really does support a positive academic and social experience for the children.

As a Trust, attendance is a top priority (this is no different at national level) and therefore we have many shared policies and procedures. For example, we have standard staged letters, which are sent home after a particular number of absences or when we are concerned about the number of absences children are having, that are used by all Trust schools.

Mr Williams

## Poppy Appeal

During the week after half term, some Year 6 children will be coming round the school during the school day to sell poppies and other Poppy Appeal items such as slap bands, key rings and wrist bands. If your child would like to purchase a poppy or other item, please send them into school during the first week after half term with a cash donation. A poppy is donation of your choice but key rings and wrist bands are 50p and slap bands £1. Unfortunately, we only have a limited supply and when they are all sold, we won't be getting any more.

## Harvest Celebrations

We celebrated Harvest this week and welcomed Graham from Worcester Food Bank into our assembly to talk to us about how your donations help families in need.

Thank you again for all your generosity, it goes a long way!



Lego Club extravaganza









## Children in Need

Friday 14th November is Children in Need day.

We are inviting the children to come on that day dressed in Pudsey items, yellow, spots or stripes for a donation please where possible.

Thank you

Mrs Pritchard

## House Art Competition 2025

Thank you to everyone who entered this year's House Art Competition. We had 112 amazing self-portraits submitted from across the school. Last week, we invited Michelle Martin, our Trust's Director of Art and Design, and Kaytie Holdstock, Lead for Primary Education Art at the University of Worcester, into school to judge the competition. The entries were high quality and they found it very difficult to decide but were able to choose 3 winners from

each year group. We celebrated these children in Monday's assembly and announced that the winning house with the most entries across the school was Mandela. Well done!





## Reception

This week in Reception, we started next half term's topic of 'Celebrations' a little early...

We have been exploring the celebration of Diwali, the Festival of Lights. We listened to the story of Rama and Sita and talked about how it reminds people who are Hindu and Sikh that light overcomes darkness. The children loved making and painting their own salt dough diya lamps, designing bright rangoli patterns, and creating colourful decorations to put up in our home corner. Along the way, we've been developing fine-motor control, noticing shape and pattern, and using new vocabulary to talk about different traditions.

Well done for a fantastic first half-term, Reception! Have a wonderful break.

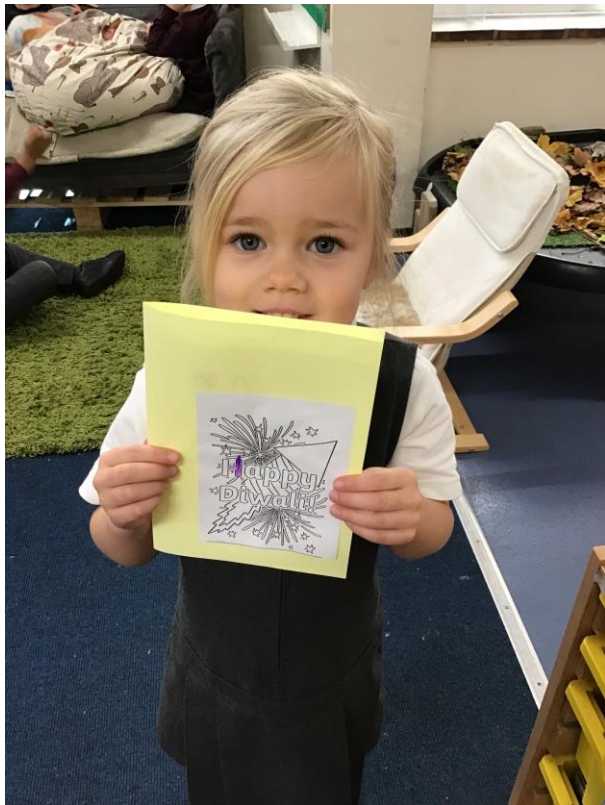
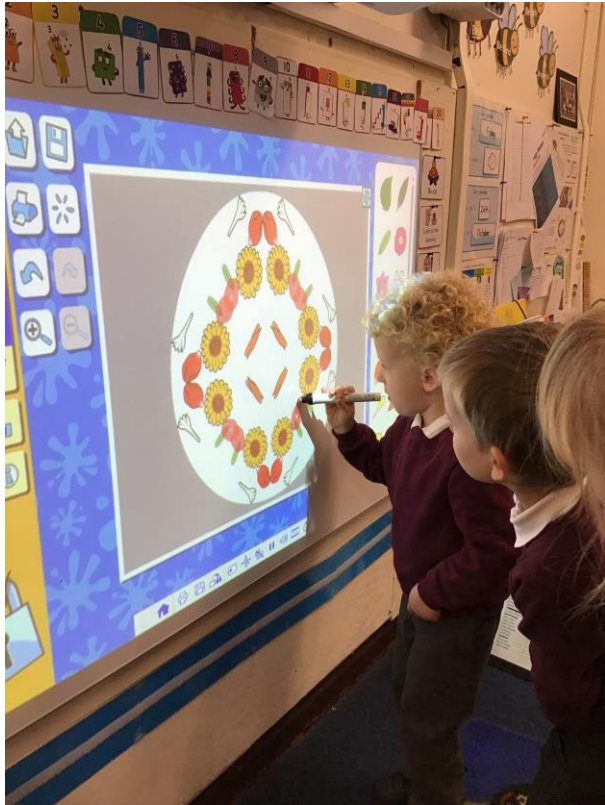














## Year 1

### Writing

The children have impressed us with their independent writing this week. We have been reading the story 'Katie in London' to inspire our own writing. The children started by planning their writing and orally rehearsing their sentences. They decided on the place they would like to visit in their story and what would happen when they were there.

We have been working on using more sounds, finger spaces and working on our presentation.

We have included some examples of writing below.

Well done Year 1!

We hope you enjoy a week off together and some family time.

**PE bags and waterproof suits have been sent home for a wash over the half term holiday. Please send them back into school on the Monday we come back.**

**Please also check that all school uniform and PE kits are still clearly labelled, some are starting to wash out!**





21.10.23 **MALLET** pain and easily releasing our sentences

24.10.23 **Can you write your new version of Keri in context?**

AXI  
 A TV Morning  
 AUSTRALIA  
 CINEMA  
 BEACH

one day AXI and mummy went to Australia. as the sun came out the toftoise came to life. AXI and mummy and the toftoise went to the beach and it took us to the cinema. Next the toftoise took us to the beach we went swimming in the sea.

✓/5 ①

21.10.23 **MALLET** pain and easily releasing our sentences

24.10.23 **Can you write your new version of Keri in context?**

EMILIO  
 ENJOYING  
 UNICORN  
 DISH  
 SHOP  
 HOTEL

Wednesday Naisse and Emilio went to the shop. as the sun came out Emilio and mable went to the unicorn and mable and Emilio went to the hotel. Emilio and mable went to the shop. Emilio and mable went to the hotel.

✓/5 ①

21.10.23 **MALLET** pain and easily releasing our sentences

24.10.23 **Can you write your new version of Keri in context?**

BEALLI  
 SPAIN  
 CIRCUS  
 BEACH

one day Bealli and mummy went to Spain. as the sun came out the elephant came to life. Bealli and mummy went to the beach and they saw a clown. Bealli and mummy went to the beach and they saw a clown. Bealli and mummy went to the beach and they saw a clown.

✓/5 ①



24.10.25 Can you write your new version of Katie in London?

Today we're a mummy we're to  
 27 days.  
 When the sun came out the  
 in say a light.  
 at the a mummy get on the  
 price the horse top to death.  
 and we met the going a ho,  
 he got a sat

①

24.10.25 WALT plan and orally rehearse our sentences.  
 Can you write your new version of Katie in London?

Walt had a pen and Rex went to  
 waves and say in a happy track.  
 As the sun came out the bottom  
 team to take the horses top  
 them to the beach and they all  
 had had a day next the water  
 took them to the ice cream shop  
 and they had an ice cream.

24.10.25 WALT plan and orally rehearse our sentences.  
 Can you write your new version of Katie in London?

Walt day man and  
 went on Edinburgh and  
 saw a plane and  
 the sun came out the  
 event came on lights took  
 them to the water shop  
 then the water and build a  
 sand cast.

21.10.25 WALHT plan and orally rehearse our sentences.

24.10.25 **WALHT** Can you write your new version of Katie in London?

Have had fully and with went to write  
 had and the best on what have to the  
 with the lion can to like the but to be  
 and, and the advent to the fish and the  
 of said and said.

Have you checked your spellings?  
 Have you used all the words?  
 Have you used all the words?  
 Have you used all the words?

21.10.25 WALHT plan and orally rehearse our sentences.

24.10.25 **WALHT** Can you write your new version of Katie in London?

Can write and take went  
 for better a when boy  
 and let of a pengwin  
 it to go. A the in can  
 out the pengwin boy to  
 to lift the pengwin for  
 them too a lion. Where  
 they want to on their  
 with the moose.

Body  
 Write...

21.10.25 WALHT plan and orally rehearse our sentences.

24.10.25 **WALHT** Can you write your new version of Katie in London?

Wn day Bishop and the we are London  
 they set on a lion as the sn Kayn  
 up the lion Kayn to lift it  
 took them to Hoban and a zoo

words correctly?

21.10.25 WALHT plan and orally rehearse our sentences.

24.10.25 Can you write your new version of Katie in London?

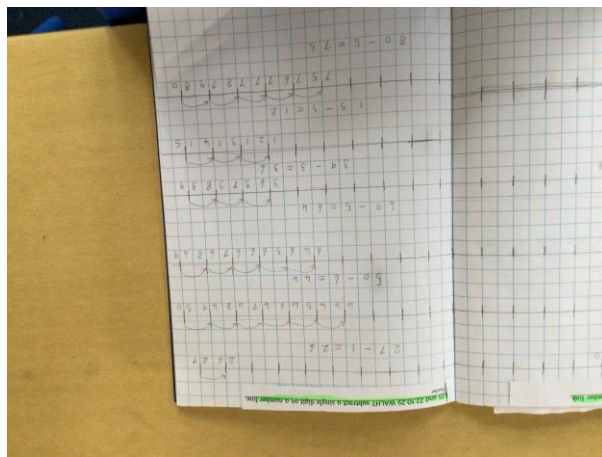
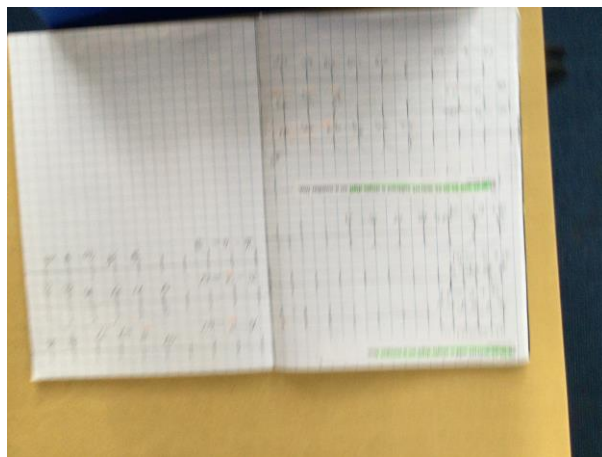
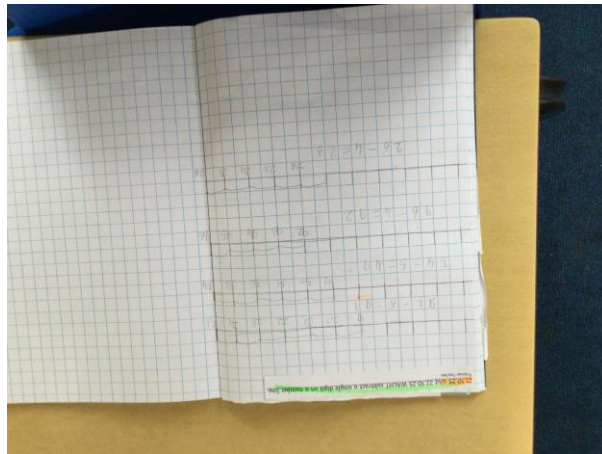
won by olive and billy went to  
waits and see on a bee garden.  
As the sun came out the bee came  
come to live. The bee came see them in  
the back and live a card call see  
them. then the bee came see them to  
the 13h screen that to get a 13h screen.

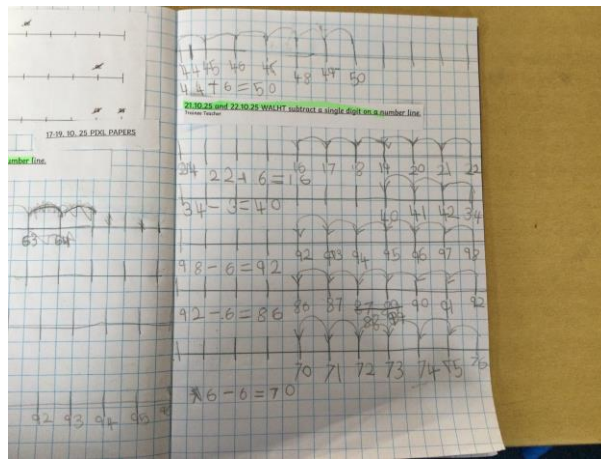
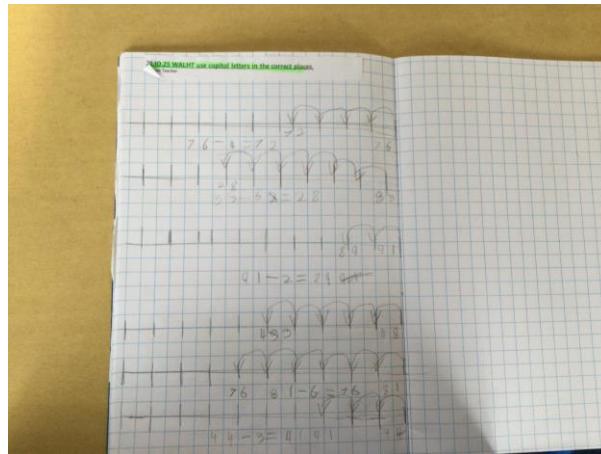
21.10.25 WALHT plan and orally rehearse our sentences.

24.10.25 Can you write your new version of Katie in London?

wonday Henry and Eileen  
went to Scotland and  
sat on a tiger stool.  
As the sun came out  
the tiger. The tiger took  
them to The football  
match so they watch the  
football match. Then  
they went to The swimming  
pool and they jump in.

Year 2





## Year 3

This week, Year 3 completed their hot write explanation texts on the rock cycle. Children organised their ideas with clear subheadings, labelled diagrams and crisp, factual sentences to explain how sedimentary, metamorphic and igneous rocks are formed.

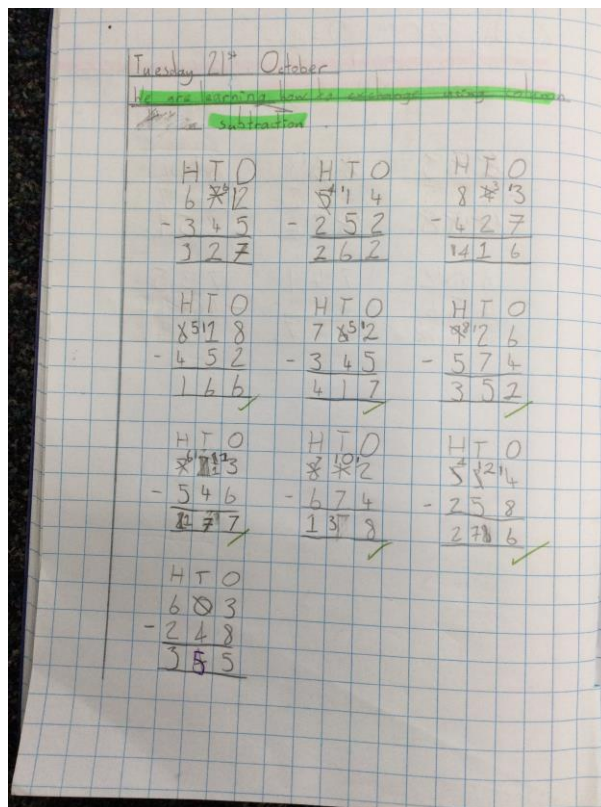
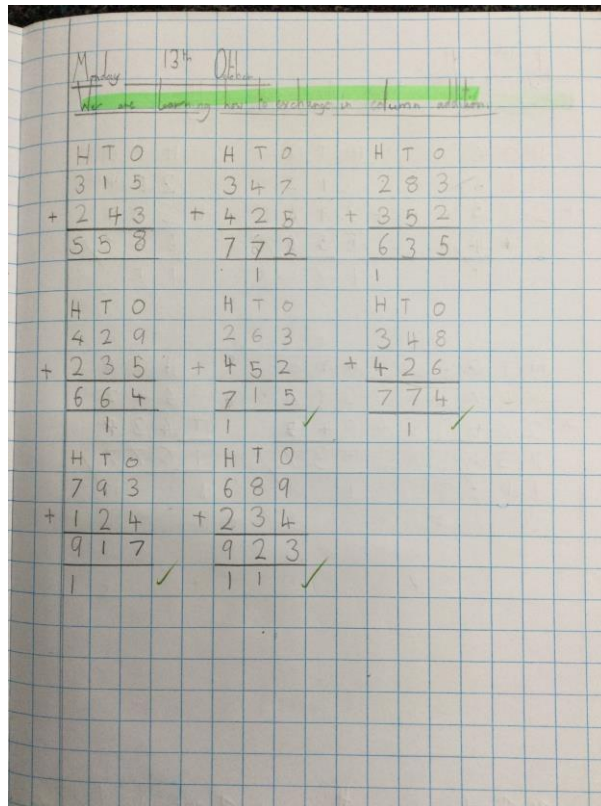
Over the past couple of weeks, the children have worked hard on understanding the methods of column addition and subtraction in Maths. This is a key skill in Y3 that is essential as the children then move through KS2 and beyond. We will continue after half term with applying this method to different scenarios and after that will practise these methods almost daily as part of our calculation challenge time. It would also be fantastic for this method to be practised at home regularly. You could suggest a number each to add or

Arrowsmith also had a brilliant session in Forest School, exploring textures, weathering and erosion in the wild. The children loved getting super muddy this week! Whilst Hampton perfected their shooting and teamwork skills in Basketball.

As part of our Design and Technology learning, both Year 3 classes made fabric pots. We investigated how to make fabric stiff, testing starch spray, a PVA-and-water mix, a salt solution and a sugar solution, then evaluated which worked best for shaping. PVA was the

winner. It was wonderfully messy, definitely fun, and a great boost for fine-motor skills, fair-testing and evaluating materials. Keep an eye out for our colourful pots coming home!

**Plse have a wonderful, restful half term!**



Maths

There are 539 apples in the supermarket. On Saturday, 217 are sold. How many are left?

$$\begin{array}{r} \text{H T O} \\ 539 \\ - 217 \\ \hline 322 \end{array}$$

A museum had 652 visitors on Sunday and 237 on Monday. How many fewer visitors were there on Monday?

$$\begin{array}{r} \text{H T O} \\ 652 \\ - 237 \\ \hline 415 \end{array}$$

Red primary school has 629 pupils. Blue primary school has 456. Find the difference between these two totals?

$$\begin{array}{r} \text{H T O} \\ 629 \\ - 456 \\ \hline 173 \end{array}$$

Tom has 528 football cards. Bella has 356 less than Tom. How many cards does Bella have?

$$\begin{array}{r} \text{H T O} \\ 528 \\ - 356 \\ \hline 172 \end{array}$$

There are 724 carrots in a field. The farmer picks 458 of them for harvest. How many carrots are left?

$$\begin{array}{r} \text{H T O} \\ 724 \\ - 458 \\ \hline 266 \end{array}$$

Thursday 18<sup>th</sup> October 2025

We are learning to subtract using column subtraction

$\begin{array}{r} \text{H T O} \\ 682 \\ - 345 \\ \hline 337 \end{array}$	$\begin{array}{r} \text{H T O} \\ 514 \\ - 252 \\ \hline 262 \end{array}$	$\begin{array}{r} \text{H T O} \\ 823 \\ - 427 \\ \hline 396 \end{array}$
$\begin{array}{r} \text{H T O} \\ 818 \\ - 452 \\ \hline 366 \end{array}$	$\begin{array}{r} \text{A T O} \\ 282 \\ - 345 \\ \hline 417 \end{array}$	$\begin{array}{r} \text{H T O} \\ 826 \\ - 574 \\ \hline 252 \end{array}$
$\begin{array}{r} \text{H T O} \\ 813 \\ - 646 \\ \hline 167 \end{array}$		

There are 358 sheep in one field and 427 in another. What is the total amount of sheep?

$$\begin{array}{r} \text{H T O} \\ 358 \\ + 427 \\ \hline 785 \end{array}$$

A shop sells 492 pencils on Monday and 236 on Tuesday. How many pencils were sold in total?

$$\begin{array}{r} \text{H T O} \\ 492 \\ + 236 \\ \hline 728 \end{array}$$

A museum had 378 visitors on Saturday and 536 on Sunday. How many people visited altogether?

$$\begin{array}{r} \text{H T O} \\ 378 \\ + 536 \\ \hline 914 \end{array}$$

Monday 13th October  
 What are the things you can exchange for  
 at the station

$$\begin{array}{r} \text{H T O} \\ 315 \\ + 243 \\ \hline 558 \end{array}$$

$$\begin{array}{r} \text{H T O} \\ 347 \\ + 425 \\ \hline 772 \\ 1 \end{array}$$

$$\begin{array}{r} \text{H T O} \\ 2283 \\ + 352 \\ \hline 635 \\ 1 \end{array}$$

$$\begin{array}{r} \text{H T O} \\ 429 \\ + 235 \\ \hline 664 \\ 1 \end{array}$$

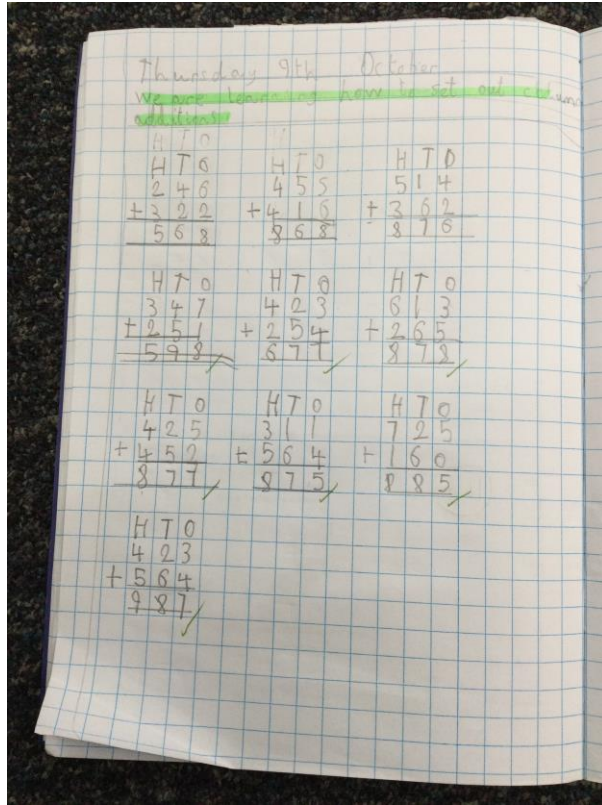
$$\begin{array}{r} \text{H T O} \\ 263 \\ + 452 \\ \hline 715 \\ 1 \end{array}$$

$$\begin{array}{r} \text{H T O} \\ 348 \\ + 426 \\ \hline 774 \\ 1 \end{array}$$

$$\begin{array}{r} \text{H T O} \\ 793 \\ + 124 \\ \hline 917 \\ 1 \end{array}$$

$$\begin{array}{r} \text{H T O} \\ 689 \\ + 234 \\ \hline 923 \\ 1 \end{array}$$

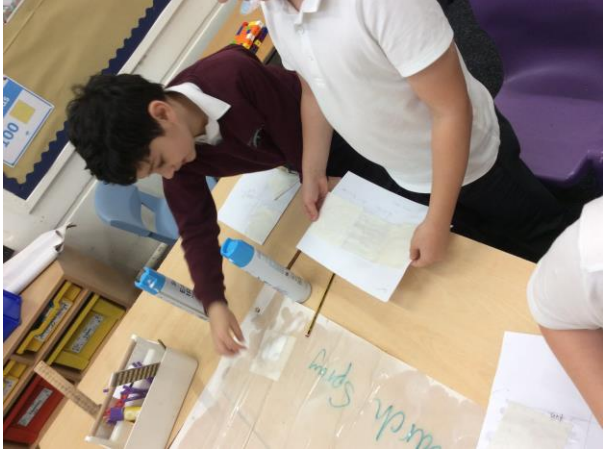
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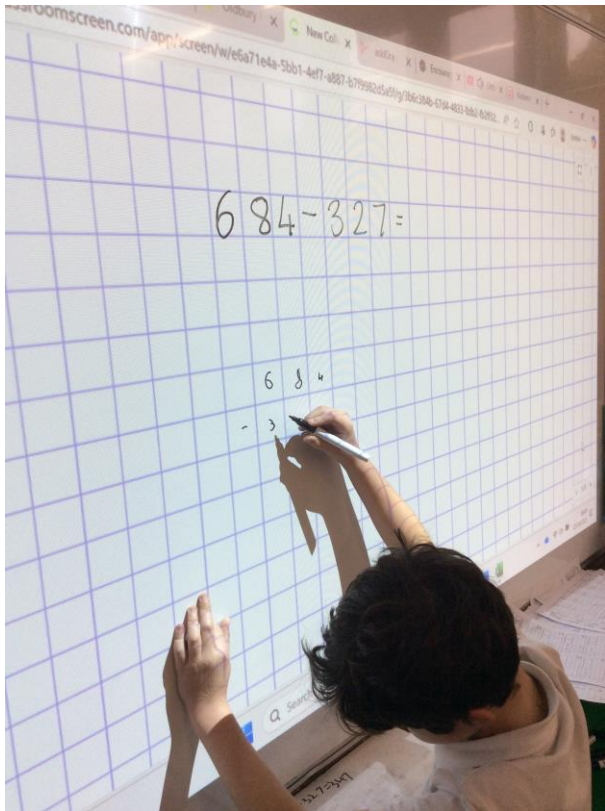


















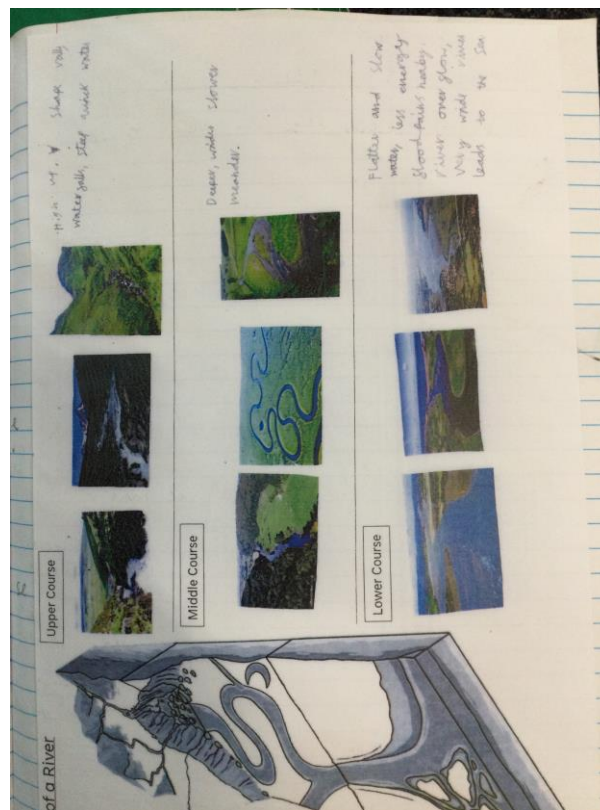




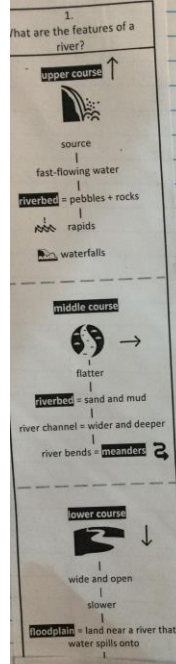
## Year 4

We've been busy learning about rivers in Geography this half term. You can see below some of the amazing work the children have done to demonstrate their knowledge. Our final lesson this week allowed the children to learn more features of rivers along their journey from the source to the mouth.

In History, we have continued to learn about the Anglo Saxons. The work in the children's books shows just how passionate they have been about discovering more about these tribes who settled in Britain. This week, we learnt about the Sutton Hoo treasure hoard and how it must have been a significant person buried there. Our Historians were great at making inferences about what life must have been like for people almost 2000 years ago.



What recognise the course of rivers.



**Explaining**

Stick in and label each course in order. Next to each course, explain why the shape of the river channel at each stage changes. Use key vocabulary from the knowledge bookmark and knowledge organiser to support your explanations.

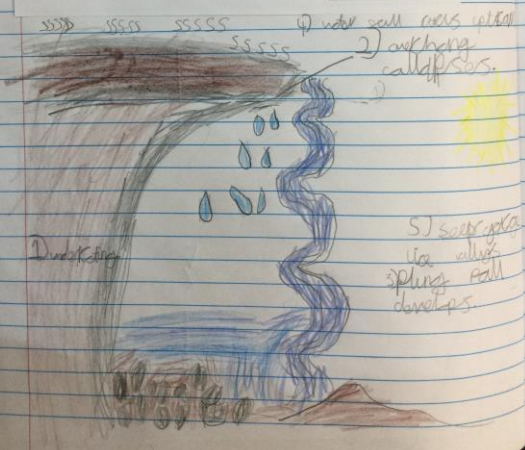
The upper course has the steepest cut of the middle course and the lower course.

The middle course is flatter than the upper course but not as much as the lower course.

The lower course is the last course that joins to the sea and it is the most widest of them.

Friday 17<sup>th</sup> (17/05/2020)  
What recognise the catchment of a river

1. The upper course of a river is...
- A where the river widens.
  - B where the river begins.
  - C where the river slows.
2. A river has a source and a mouth.
- T True
  - F False
3. All rivers flow into the sea or a lake.
- T True
  - F False
4. Select the sentence that matches the picture most accurately
- A A valley is a low area of land between hills or mountains.
  - B A valley is where two rivers meet.
  - C A valley is the land along the edge of a river.



Wednesday 17th October  
**WALHT** recognise further features of rivers.

5. A tributary is  
 A the start of a river.  
 B the land along the edge of a river.  
 C a river or stream that flows into a larger river. ✓  
 D stream


6. What word describes how water cuts, sculpts and shapes the land over time?  
 A deposition ✓  
 B erosion ✓  
 C source

9. The \_\_\_\_\_ is where the river meets the sea.  
 A source  
 B valley ✓  
 C mouth ✓  
 D stream

WALHT: recognise further features of rivers

**Predicting**

Label and annotate the image of the Amazon River to show where erosion and deposition may take place. Explain how this could create an oxbow lake in the future.



erosion  
 floodplain  
 cutline  
 oxbow lake  
 meander  
 deposition


What the stream will be like in the future

In the future the meanders will be cut off and become oxbow lakes because it will cut through so it doesn't flow to much.

Friday 17th October  
 recognise further features of rivers

**Explaining**

Stick in and label each course in order. Next to each course explain why the shape of the river channel at each stage changes. Use key vocabulary from the knowledge booklet and knowledge experience with causal conjunctions (consequently, therefore) to support your explanations.



**Upper course:**  
 V-shaped valley, steep sides, waterfalls, rapids, turbulent water.

**Middle course:**  
 meanders, oxbow lakes, wider and shallower channel.

**Lower course:**  
 flat, wide river, meanders, oxbow lakes, floodplains, wetlands.

**1.** The upper course of a river is.  
 A where the river begins.  
 B where the river begins.  
 C where the river flows.  
 D where the river ends.

**2.** A river has a wide and shallow channel.  
 A True  
 B False

**3.** Select the sentence that matches the picture most accurately.  
 A A valley is a low area of land between hills or mountains.  
 B A valley is a deep low river course.  
 C A valley is the land along the edge of a river.

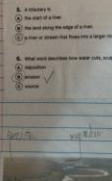
WALHT recognise the features of a river.

waterfalls, rapids, meanders, oxbow lakes, floodplains, wetlands, meanders, oxbow lakes, floodplains, wetlands.

Friday 21st October 2020  
 recognise further features of rivers

**Explaining**

Stick in and label each course in order. Next to each course explain why the shape of the river channel at each stage changes. Use key vocabulary from the knowledge booklet and knowledge experience with causal conjunctions (consequently, therefore) to support your explanations.



**Upper course:**  
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**1.** A tributary is.  
 A the start of a river.  
 B the land along the edge of a river.  
 C a river or stream that flows into a larger river.  
 D stream

**2.** What word describes how water cuts, sculpts and shapes the land over time?  
 A deposition  
 B erosion ✓  
 C source

WALHT recognise the features of a river.

This meander will form into an oxbow lake because the neck will get narrower and the river will cut through it.

180



meander lake

meanders, oxbow lakes, floodplains, wetlands, meanders, oxbow lakes, floodplains, wetlands.



Wednesday 22nd October 2025

Infer in our, what life was like for the Anglo Saxons.

8. Select TWO statements that are TRUE about Anglo-Saxons.

- A They were talented craftspeople.
- B They were barbarians and savages.
- C They lived in large towns and cities.
- D They mostly lived in villages.

9. Choose statements that best describe early Anglo-Saxon life. (CHOOSE 4)

- A They lived in small wooden huts.
- B They had sewers and baths.
- C They had one room in a thatched hut to live in.
- D Many people lived in towns.
- E Poorer people lived with their animals in their huts.
- F Most people lived in small villages by a river or the sea.

**Infer**

To form an opinion or conclusion of something based on the information and evidence you have.

I can see...this means that...

This tells me that...

The evidence strongly suggests that...

I know this because...

It could be suggested that...



Belt Buckle

The evidence strongly suggests that they use some sort of belt because it's seen as a belt buckle. I can see that there's lots of detail this means that they would take a long time to make.



Purse Clasp

1. a queen or rich woman wore on such a woman's purse as it held all the stuff.

2. it is used for a clasp which would rest in the hand & keep it so the person has a better grip.

3. when people do a good job (like you are) reward in society.

4. a gift to and by men or wife or daughter.

**Sutton Hoo burial**

Woodbridge, Suffolk  
**ship burial**

a great king was buried on land but in a ship

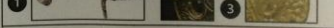


1939 archaeologists unearthed the burial site

**Hypothesising**

Often, archaeologists do not find artefacts in one piece. They must piece sections together and hypothesise about missing parts, to work out what the object might be.

Can you work out what these Anglo-Saxon artefacts might be? Explain how you know.



1 Sword because handle is curved ✓	2 I think it could be a key because of the shape ✓	3 I think it's a coin and it has a face on it ✓
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## Year 6

Year 6 have been busy at Oldbury Park: in English we've crafted atmospheric setting descriptions inspired by the workhouse in *Street Child*; in maths we've sharpened our long-division method and learned how to interpret remainders; in history we've explored the life and times of Charles II and the Restoration; and we've rounded off gymnastics by refining balanced sequences, while in PSHE we've focused on understanding feelings and simple strategies to look after mental health.

Well done year 6, have a restful half term ready to come back for AUT 2.

King Charles spent most of his life in Scotland. **Fact!!**

**Charles I**  
 Charles I was King of England, Scotland and Ireland from 1625 to 1649. His reign, which ended with his execution, was a time of turbulence and civil war.

**Oliver Cromwell**  
 Oliver Cromwell helped overthrow Charles I and the dissolution of the parliament members and Cromwell caused the Civil War which led to Charles I execution.

**Restoration**  
 Charles II was the son of Charles I and his second wife. He was exiled in France and returned to England in 1660. He was crowned King of England, Scotland and Ireland in 1661.

**Charles II**  
 Charles II spent his early years in exile. He returned to England in 1660 and was crowned King of England, Scotland and Ireland in 1661.

**The Plague**  
 The plague was a deadly disease that spread through London and killed many people. It was caused by bacteria carried by rats.

**Great Fire of London**  
 The Great Fire of London was a major disaster that destroyed much of the city. It was caused by a fire in a bakery that spread to nearby buildings.

**Execution Day**  
 Execution Day was the day when Charles I was executed. It was a public event and many people gathered to watch.

**Religious Matters**  
 Religious matters were a major issue during the reign of Charles I. There were disagreements about the role of the church and the rights of the king.

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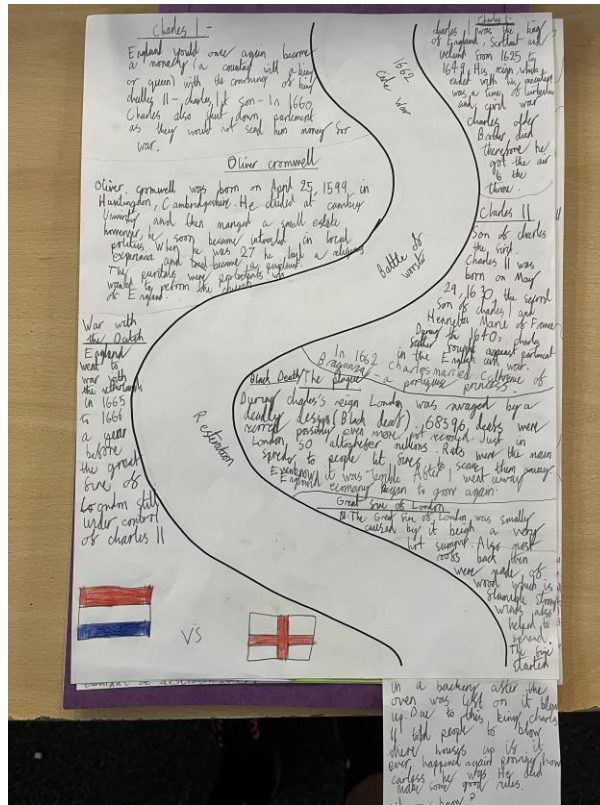
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**Timeline**  
 A timeline of the events of the 17th century, including the reigns of Charles I and Charles II, the execution of Charles I, the Restoration, the Great Fire of London, and the Plague.



## MAB

We have loved going to Forest School this term. It has been a great way for the children to build confidence, develop their fine and gross motor skills, and practise communication and teamwork. The sessions have supported their sensory exploration and encouraged independence in a calm, outdoor setting.

This week, we have been learning about Diwali the Festival of Lights, the children enjoyed making their own candle crafts to celebrate.



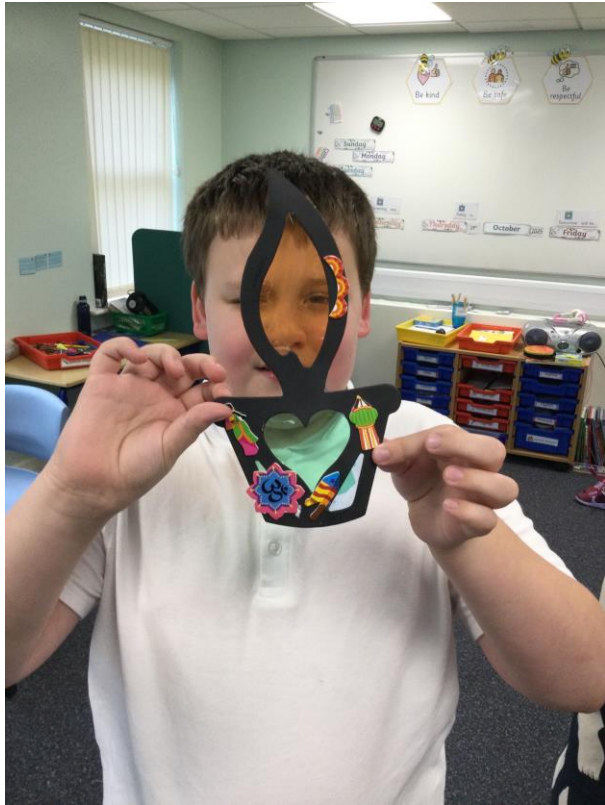






































Contact Us



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

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**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.

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