

# Oldbury Observer - Summer Term Edition 4

## Mr Irving's Comment

It seems fitting that on the 100th birthday of David Attenborough (who lends his name to one of our house groups) classes have been able to start using our Nature Garden once again. After a great deal of work from Mr Davies, our pond is accessible and the garden is ready to explore – it was a pleasure to see and hear children from Carriage and Solitaire enjoying this space today.

Next week our Year 6 children will be sitting their SATs tests along with Year 6 children up and down the country. We know that the children and staff in Year 6 have been working hard in preparation for these and are ready to apply themselves to demonstrate their skills and knowledge. We wish everyone in Year 6 a successful week ahead.

Have a lovely weekend.

## Consideration at the gates

Whilst there are rules and expectations we ask everyone to follow on site (no-smoking, no dogs), we also ask that everyone shows equal consideration at the school gates where children, their families and staff wait. It is polite and considerate to refrain from smoking, having engines running and keeping dogs close the school gates. Thank you for being role models in this regard.

## Attendance - IMPORTANT for ALL Families

Once again, we have received commendation from Trust leaders for the approach we take to supporting good attendance and the whole school figures continue to be above those for academic year 24/25 and national levels for primary schools. The next few weeks are traditionally weeks where attendance drops so it is worth a reminder that the final Friday of the half term is a teacher training day offering families an opportunity for an early departure for holidays and trips away. With so much going on in school, the children are going to miss out if they are absent.

Mr Williams

## The Week Ahead

**Week commencing 11th May - Year 6 SATs Week**

## School Dates

**Tuesday 19th May - 2:45pm - Y2 Read-a-long session, parents are invited in to a Reading session alongside your child (more information to follow)**

**Wednesday 20th May - 2:45pm - Y1 Read-a-long session, parents are invited in to a Reading session alongside your child (more information to follow)**

**Thursday 21st May - Reception Class Assembly for parents - 2.30pm**

**Wednesday 3rd June - Year 3 trip to Nature in Art - Art Gallery (Letter to follow)**

**Friday 5th June - Year 1 trip to Bishops Wood (Letter came sent home on Wednesday)**

**Tuesday 9th June - Y3 Read-a-long session, parents are invited in to a Reading session alongside your child (more information to follow)**

## 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

## Art Competition

If your child has submitted an piece of artwork for the CRST art competition by emailing it to [CRSTArtsAward@CRST.org.uk](mailto:CRSTArtsAward@CRST.org.uk)

we would love to see it too!

If your child is keen to share their artwork in school please bring it in by the 5th June. We will then display them in school for us all to enjoy. **Please only send the artwork in once you have sent a photograph to the email above.**

## Smoke free waiting



We appreciate that the path outside school is not our jurisdiction, however we ask politely that parents/carers refrain from smoking or vaping right outside the school gates whilst waiting for them to open in the morning. This will support our children to wait in a smoke free environment.

Thank you for your support.

## Smartphone Free Childhood Online Event

A promotional poster for a 'Smartphone Free Childhood' event in Worcesterstershire. The poster has a dark green background with a photo of a man, Russ, in a circular frame. The text is white and yellow. At the top left is the 'SMARTPHONE FREE CHILDHOOD' logo. The main title is 'KIDS + SMARTPHONES Let's talk about it!'. Below this, it says 'A non-judgemental talk where you can:' followed by a list of bullet points: 'Learn the facts', 'Understand the risks', and 'Be part of the solution'. To the right, there are two columns: 'WHEN' (Tue 19 May 8:30pm) and 'WHERE' (Online (Microsoft Teams)). Below these is a QR code and a note: 'Reserve your place by scanning the code or visiting - tinyurl.com/bbm72kfn (Tickets are free but spaces are limited.)'. At the bottom, there is a small line of text: 'Smartphone Free Childhood is a grassroots movement bringing families together to stand up for healthier, happier childhoods.' and social media handles: 'WEBSITE SMARTPHONEFREECHILDHOOD.ORG' and 'SOCIALS @SMARTPHONEFREECHILDHOOD'.

<https://www.eventbrite.co.uk/e/1989081916557?aff=oddtcreator>

## Sir David Attenborough Assembly.

KS1 joined the live assembly from picture news, we were one of 6000 schools who joined the celebration on his birthday. Many happy returns on your 100th birthday.

We thought about some of the big questions- What impact has his documentaries had on our planet?

Answers were, he is like the voice for nature.

He reminds us we can do something now to help the planet.

He has made us think about plants and animals around us.

We think about the animals that endangered.

We thought about the other questions posed- why has Sir David become so popular?

We thought because he has a public voice.

He has made life so much better for so many animals.

He speaks and people are listening to him.

Steve Backshall was asked how Sir David Attenborough inspired him, he said because everybody knows that he was the beginning of the natural history television. He is such a great storyteller and it's really hard for you to make your own programs when you know you overshadowed all the time by this fantastic man. My favourite animals are an Orca and a wolf as they always work together as a group. We found it fascinating and hopefully have inspired some budding naturalists for the future.

Mrs Screen- Science Lead







## Reception

Another busy week in Reception with chickens, pond dipping and Forest School! Monarch class had a very adventurous time in Forest School this week. they were busy creating hiding places for Rosie (the chicken from the story, Rosie's Walk). As you will see from the pictures, they had a lot of fun!











To mark Sir David Attenborough's 100th birthday, Reception have spent time exploring the environment in our Nature Garden. This was our first visit! It was lovely to sit and use our senses to describe what we could see, hear and feel. We had a walk around the garden and drew some of the things we could see. We also had a go at pond dipping! We scooped out

water and used magnifying glasses to look more closely. The water contained lots of pond snails (which lots of us had never seen before) as well as leaves, algae and different plants.

“I liked exploring” – Otilie

“I liked finding everything” – Charlie W

“It was funny when we found sticky weeds” – Harrison

“I liked drawing my pictures” – Harper

“We found some pond snails” – Xander

It was all very interesting and we are looking forward to our next visit!









## Year 1

This week and next week we are exploring money. We are recognising coins which is trickier nowadays as the children have less opportunity to use money at the shops. We will also use 1ps to pay for items and then use a selection of coins to make an amount. For example we could buy something for 8p with a 5p, 2p and 1p. Maybe you would like to set up a shop at home to help your children to practise?

The children have also enjoyed these games to help them to learn and they wanted me to share them with you so they could play at home too.

[Coins Game for 4-10 year olds](#)

[Toy Shop Money Game \(GBP\) - Topmarks](#)















## Year 2

This week we are celebrating the life and work of Sir David Attenborough by learning more about the wonderful animals that share our planet. Each child will choose an animal and create a colourful fact-file to show what they have learned. The children had to:

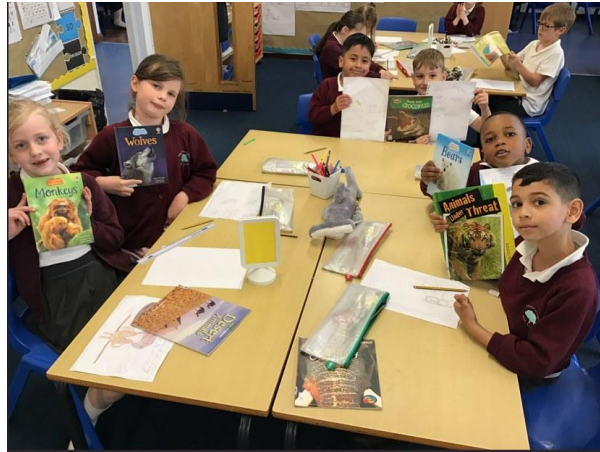
- Researching a chosen animal (habitat, diet, appearance, and an interesting fact).
- Writing a simple non-chronological report (title, introduction, facts, labelled picture).
- Creating a neat, illustrated fact-file to display in class and in the school hall.
- Learning key vocabulary (habitat, predator, prey, mammal, amphibian, endangered, nocturnal).

Why this matters -This project links to Year 2 Science (animals and their habitats) and English (report writing and using research to build sentences). It helps children practise reading for information, note-taking, vocabulary, drawing labelled diagrams and presenting work with pride. They did produce some great fact files and could tell each other an amazing fact about their chosen animal.









## Year 3

In Maths, the children developed their understanding of data by learning how to draw bar charts and interpret information. They then moved on to working with two-way tables, before collecting their own data and presenting it clearly. Later in the week, they also practised key calculation skills, focusing on division, alongside their regular Number Sense sessions and calculation challenges to build fluency.

In English, the children worked on redrafting, improving their writing by making small but effective changes. They also debated whether school uniform or PE kit is better. The children selected reasons for and against and wrote sentences using conjunctions to explain their ideas. Later in the week, they developed their use of fronted adverbials such as '*Due to the fact...*', '*For example...*' and '*As a result...*' to explain their thinking more clearly. They also summarised key events from *Gladiator Clash* in Guided Reading and ended the week with a 'hot write', applying all the skills they have been practising.

In Science, the children began by making predictions for an investigation linked to the transport of water in plants. Using flowers and spring onions placed in coloured water, they predicted what might happen over time and discussed their reasoning. As the experiment developed, the children carefully observed how the coloured water travelled through the plant, noticing changes in the petals and stems. This hands-on investigation helped them to understand how water moves through plants and supported their ability to make observations, record findings and link these to scientific ideas.

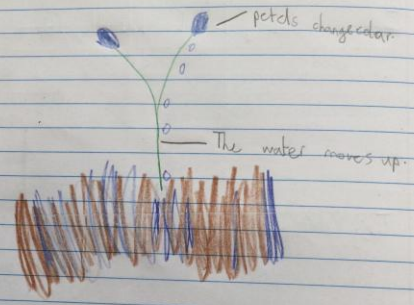
To celebrate the incredible milestone of David Attenborough's 100th birthday, our environmentalists have been incredibly busy crafting magnificent diorama biomes! Each child has poured their creativity and understanding into designing their own miniature ecosystem, from bustling rainforests brimming with colourful creatures to icy polar regions and scorching deserts. It's been a truly engaging way for them to explore the diversity of our planet and connect with Sir David's lifelong passion for the natural world.

Tuesday 5<sup>th</sup> Nov  
 I predict that the shorter stem will change  
 the water more leaves it has less  
 space to travel & spring onions have roots  
 in it so I think that it will work  
 but it also might change it is purple  
 green so I don't know. The flowers that have  
 a long stem it will take longer because  
 it has a longer distance



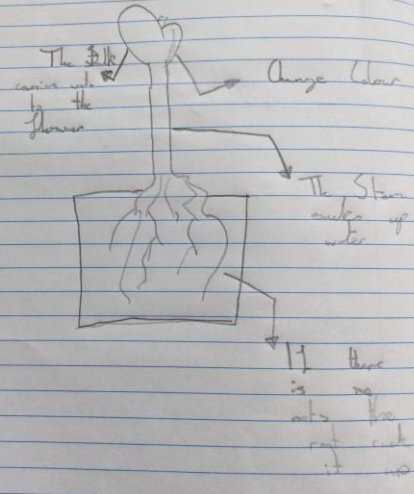
water

Tuesday 5<sup>th</sup> Nov  
 I predict that both of them will change color. I think the  
 spring onions will change color with quicker because they have  
 root and the flowers won't change as quick



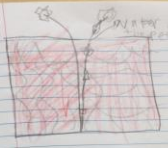
Today 5<sup>th</sup> May  
~~Wednesday~~

I predict that once the soil  
flowers they can transport  
a soluble substance.



Today 8<sup>th</sup> May  
~~Wednesday~~

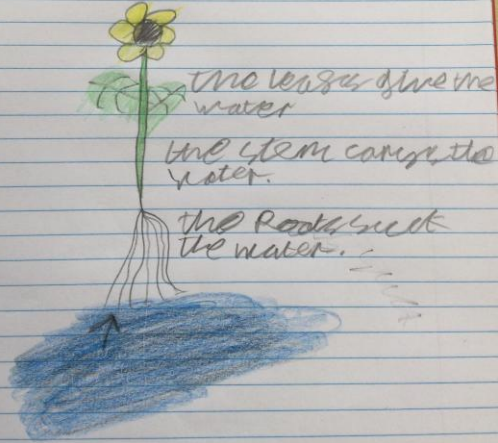
**colours**  
I think the colours in the  
flowers are going to grow at the same  
rate as the stem. I think the flowers  
have water. I think the flowers  
are going to die.



Tuesday 5th May  
Water Project

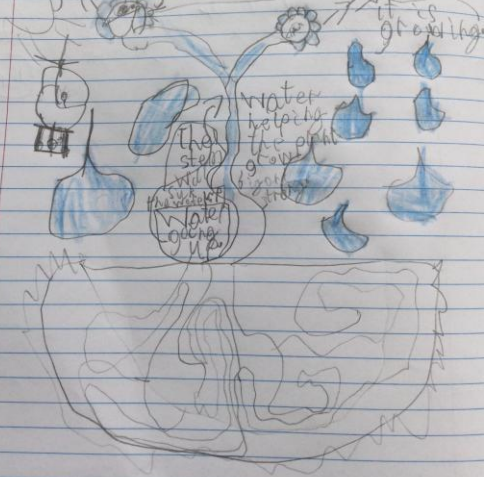
I predict that the stems are up to change because they did in the video, because in the video the stem used water.

Leaves



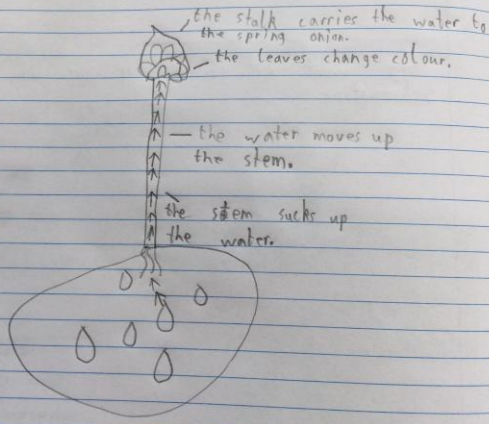
Tuesday 5th May  
Water Project

I predict that both spring and autumn will change the colour of the leaves. I think the stems will get shorter because it will get smaller faster to the flowers.



Tuesday 5th May  
WALM prediction

I predict that the spring onions will work better because they have real roots. I know this because spring onions have roots so they will <sup>absorb</sup> the water quicker.



Tuesday 5th May  
WALM prediction

I predict that <sup>both</sup> <sup>them</sup> will work because <sup>both</sup> of them has <sup>of them</sup> roots and <sup>of them</sup> has what <sup>is</sup> roots.

Roots take in water from the soil.

The stem carries water up the plant.

The stalk <sup>takes</sup> water to flowers and leaves.





Thursday 7<sup>th</sup> May 2026 Hot Write

To write a balanced argument about school uniform vs activewear.

- To write in paragraphs
- To use fronted adverbials to explain with a comma.
- To use a variety of subordinating conjunctions.

Firstly, it is comfier to wear PE kit because a traditional collard T-shirt can be distracting. Furthermore, it can feel very restricting when leaning over to write. If the policy change, it could encourage more outdoor activity as pupils could participate in physical education at any time. As a result, people would get their suggested 60 minutes of exercise a day. Importantly, everyone would feel included since children would be wearing the same kind of clothes. In addition, it would save time so children wouldn't have to waste their learning time getting dressed.

On the other hand, it could cost a lot of money for parents if wearing everyday.

exercise  
encourage

Thursday 7<sup>th</sup> May 2020 Hot Write

To write a balanced argument about school uniform vs activewear.

- To write in paragraphs
- To use fronted adverbials to explain with a comma
- To use a variety of subordinating conjunctions

As everybody's wearing a school uniform it is a important tradition. However, some people would be changing to activewear like shorts and t-shirts. This discussion will explain the different reasons why a uniform is good and why activewear might also be a good choice.

Change  
 Due to the fact that it could encourage more sport and outdoor education so that we can get out too much exercise per day. Additionally, it would give it easier to run about. As wearing a skirt can be uncomfortable. For example, it would save time as children won't have to get changed during lessons and will get more time to do p.e.

On the other hand, it could cause embarrassment to children if they didn't have the right clothes or didn't have the right things in the school. So, it may not look as smart as wearing a uniform. Whereas a consistent uniform often projects a more uniform and professional image to the school. In addition, it may promote a lack of individuality as everyone would be all dressed the same which could lead to a distinction.

My opinion is that we should change to activewear to p.e. kit but be allowed to not if it lead to distinguish the competing outfits.

image consistent

Thursday 7<sup>th</sup> May 2020 Hot Write

To write a balanced argument about school uniform vs activewear.

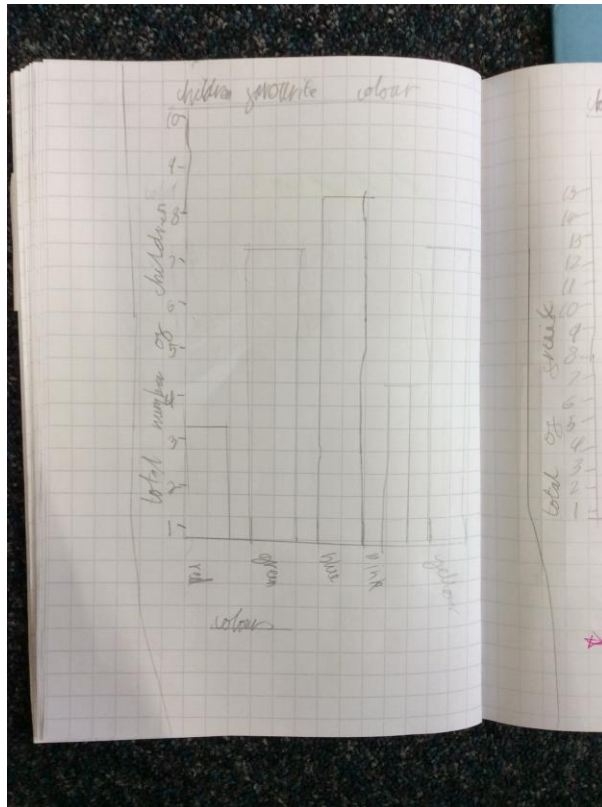
- To write in paragraphs
- To use fronted adverbials to explain with a comma
- To use a variety of subordinating conjunctions

Firstly, it is unwise to wear activewear because wearing a traditional shirt can be uncomfortable. There would encourage sports and outdoor education as children would find it easier to run and get there for more exercise. It would also save time as children would need to get changed during a lesson.

On the other hand, the children missing from the learning because their attention can easily be drawn to wearing outfits. As a result, it would cause embarrassment to children who didn't have the right clothes or t-shirts. There was uniform children. It may not look as smart as wearing uniform whereas a consistent uniform often projects a more unified professional image of the school.

My opinion is that wearing activewear is better because I like sports and activewear will make it easier to wear.

wearing comparing




7.5.2026

WJEC interpret two way tables

1 Children from two classes are asked whether they prefer football or rugby. The results are shown in the table.

	Football	Rugby	Total
Class 3	18	12	30
Class 4	22	8	30
Total	40	20	60

a)  There are the same number of children in each class.  
Do you agree with Ron? Explain your answer.

b) How many children from Class 3 prefer football?

c) How many children from Class 4 prefer rugby?

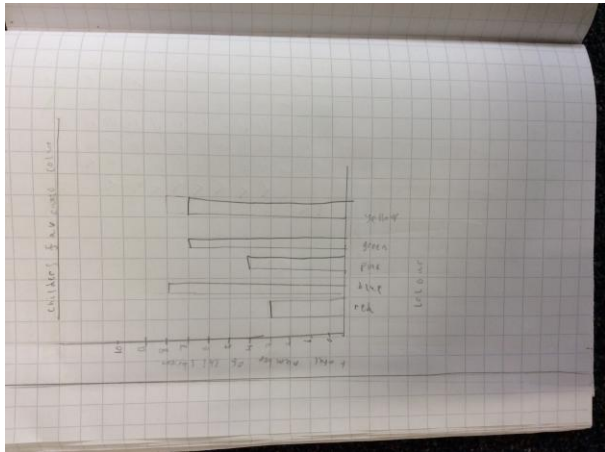
d) How many more children prefer football than rugby?  
What else can you find out?

*Handwritten answer:*  
A yes because there is 30 in each class. B 18 C 8 D 20 more. But there is the same amount of children in each class but more people prefer football.

Jack, Kim, Max and Dora take part in a competition. The table shows their points for each round.

	Round 1	Round 2	Round 3	Round 4	Total
Jack	5	5	7	4	21
Kim	7	3	6	8	24
Max	8	4	3	5	20
Dora	6	2	6	3	17
Total	26	14	22	20	82

a) Work out the totals and complete the table.  
 b) The highest number of points was each round?  
 Who won each round?  
 c) The child with the highest number of total points wins the competition.  
 Who won the competition?  
 d) Which round do you think was hardest?  
 Which round do you think was easiest?  
 Explain your answers.



Children from two classes are asked whether they prefer football or rugby. The results are shown in the table.

Class	Football	Rugby	Total
Class A	5	12	17
Class B	22	8	30
Total	27	20	47

a) Do you agree with Ben? Explain your answer.  
 b) How many children from Class B prefer football?  
 c) How many more children prefer football than rugby?  
 What else can you find out?

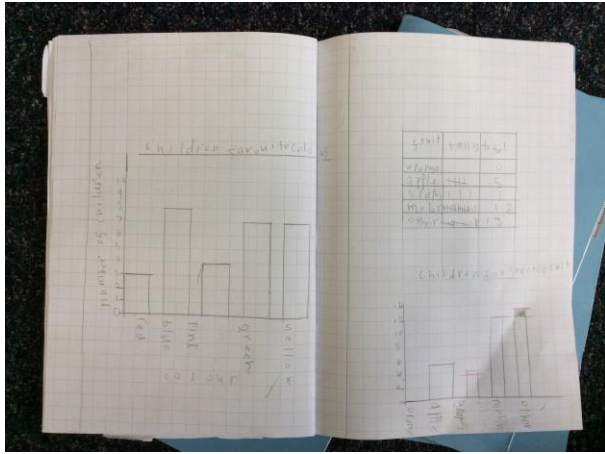
Answers:  
 a) Yes, because Class B has more children.  
 b) 22  
 c) 7  
 d) 17

Jack, Kim, Max and Dora take part in a competition. The table shows their points for each round.

	Round 1	Round 2	Round 3	Round 4	Total
Jack	5	5	7	4	21
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a) Work out the totals and complete the table.  
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 Who won each round?  
 c) The child with the highest number of total points wins the competition.  
 Who won the competition?  
 d) Which round do you think was hardest?  
 Which round do you think was easiest?  
 Explain your answers.

Answers:  
 a) 26, 14, 22, 20, 82  
 b) Round 1: 26, Round 2: 14, Round 3: 22, Round 4: 20  
 c) Kim  
 d) Round 2: 14, Round 4: 20













## Year 4

In Design and Technology this half term, we have been applying our Science knowledge to create a game! Our games used conductors and a simple series circuit, including a buzzer.

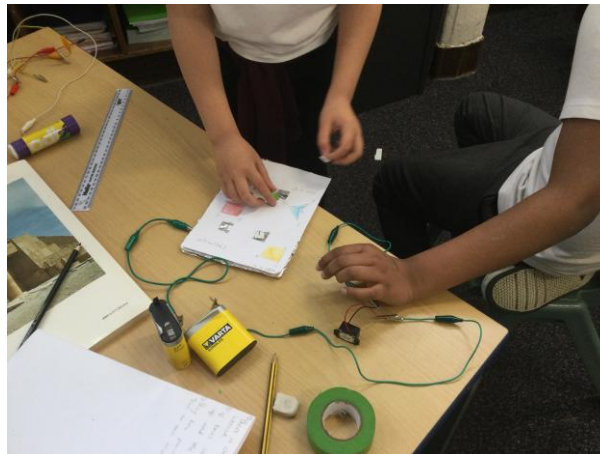
The children designed, made and evaluated their games based on how effective they were. You can see photos of the children playing them below.

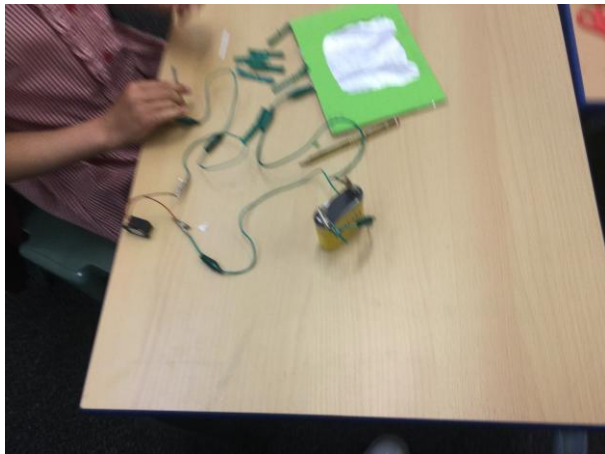
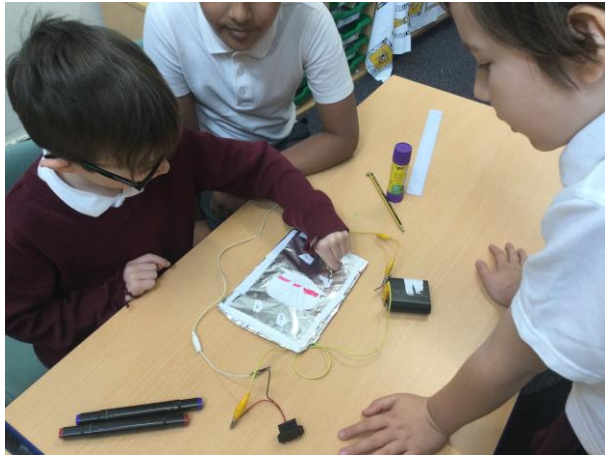
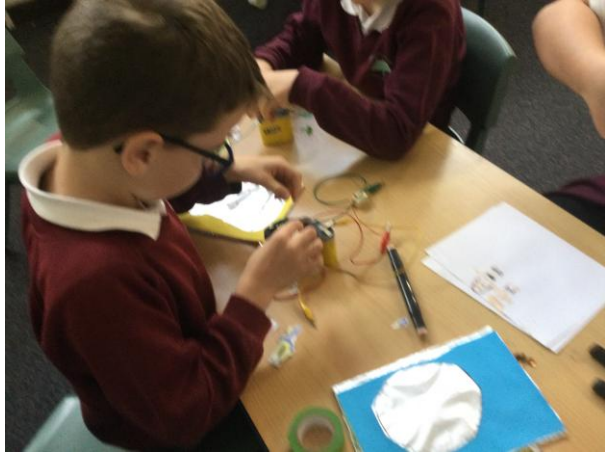
### **Maths:**

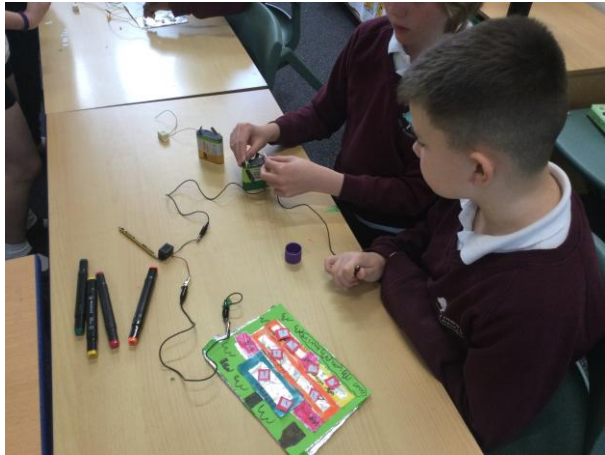
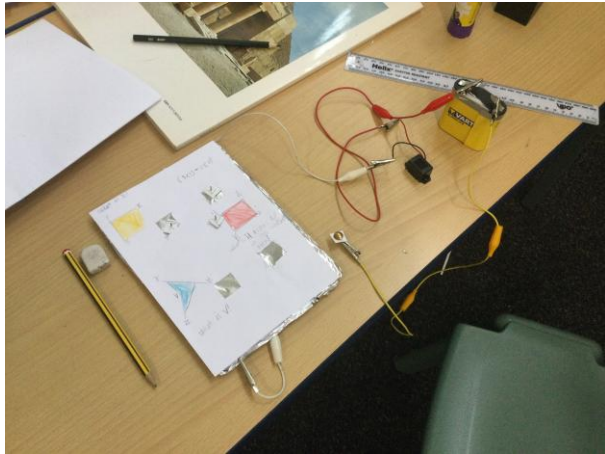
This week, we explored counting amounts of money and calculating using money. In our modern world of card payments and ApplePay, using coins and notes can pose challenges.

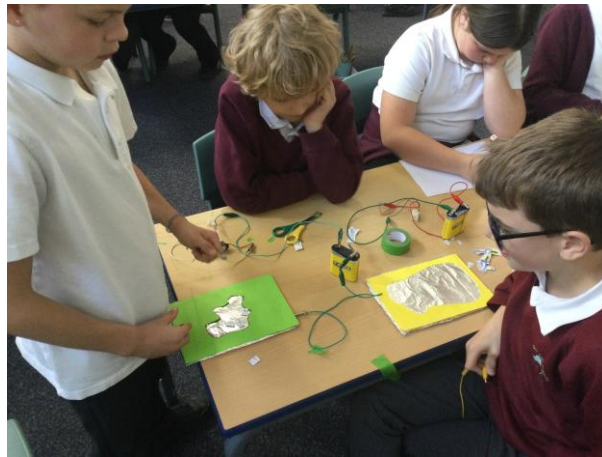
We would like to ask for your help!

At home, get out some coins and start counting or making amounts of money. You may even wish to set up a 'shop' in your kitchen! This will benefit the children's confidence in using and reasoning with money problem solving questions. Thank you as always for your support.









## Year 5

Last Friday, Year 5 went to The University of Worcester to watch drama students perform scenes from a play that was based around our learning in History, English and Geography. The students aimed to enhance the children's existing knowledge and understanding of their learning about the Mayan's, Anglo Saxons, and Pompeii. The children thoroughly enjoyed the experience and all watched respectfully and listened carefully. They also engaged with the interactive elements of the drama workshops and enjoyed answering questions and providing suggestions to problems.







MAB

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.crst.org.uk](mailto:office@oldburypark.crst.org.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) (Mrs Davies)

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)