Oldbury Observer - Summer Term Edition 8

Mr Irving's Comment

A very big well done to our Year 1 and Year 4 pupils for their attitudes to statutory assessments this week. Our Year 1 children have had a chance to demonstrate their phonics knowledge in the Phonics Screening Check and our Year 4 pupils put their skills to the test in the Multiplication Screening Check - every child showed a really positive attitude and can feel proud of their efforts. My thanks to the staff involved in preparing the children for these and making them positive experiences. We also recognise your efforts in encouraging your children with their home learning which is essential - thank you.

As ever, our Observer is full of the experiences our children have enjoyed through another busy week - please take the time to look at each of the year group sections to give you a really well-informed insight into our school.

Have a lovely weekend.

The Big Future - A survey from the Children's Commissioner

Rachel De Souza, the Children's Commissioner, is inviting all children to complete a short survey intended to give an insight into our children's experiences of childhood. We encourage all families to take a moment to support their children in completing this survey which can be found at

'For the first time, hundreds of thousands of children will be eligible to vote in the next general election at age 16, the biggest change to the franchise in half a century – yet just one in five children say politicians listen to them. That's why I have launched my biggest survey yet, The Big Future, for all children in England to tell me what it's like to be a child today. I am asking about the changes they want to see in their communities, their biggest concerns, and their hopes for the future. More than anything, I want to know what they think a good childhood should look like, now and in the future.'

Nurture Kindergarten - Holiday Club 20–24 July 2026

Holiday club at *Oldbury Park: A summer of big skies, group art, and science.*

The first Nurture summer at Oldbury Park — school grounds, playing fields, mature trees, easy reach from the city. A full year ahead of our Spring 2027 opening, and a chance to be part of what we build here before the doors fully open. One week of group art and hands-on science on the grass.

https://nurturekindergarten.com/admissions/holiday-clubs

The Week Ahead

-16th June - Science Fair deadline. Please send you child into school with their entry if they are joining in. Family invited in at 2.45pm to look around the fair. Please come to the hall door (flag pole entrance)

- 16th June - Summer Fete donation day - please see separate flyer sent previously.

-17th June - Year 6 Bell Boating event.

-17th June - Some Y4 children to Birmingham Newman University (RSA Project)

School Dates

- 23rd June - Year 4 Bourton on the Water Geography field trip.

-**26th June - Sports Day**

Reception and KS1 (Years 1 and 2)- **9.15am-10:15**

Lower KS2 (Years 3 and 4)- **10:30am-12:30**

Upper KS2 (Years 5 and 6)- **1.30pm-3:00**

-29th and 30th June - Transition days with new teacher for September.

-2nd July - Year 1 assembly 2.45pm. Please come to the small hall entrance from the KS1 playground.

- 3rd July- Science Fair winners to Nunnery Wood High School- letter to follow.

-3rd July - Summer Fete

-6th July - Year 6 Bell Boating Regatta

-7th and 8th July - Year 5 and 6 Leavers Production 5.30. Please come to the main hall (flagpole entrance)

-14th July - Oldbury Aspirations Evening 5pm start. Invite only.

-17th July - Year 6 Leavers assembly and family picnic.

-17th July - LAST DAY OF TERM.

Speedkix!

Key Stage 2 pupils had a brilliant time with Speedkix this Friday, enjoying a packed programme of activities including zorbing, archery, an inflatable penalty shoot-out and action-packed Nerf battles. Everyone joined in with enthusiasm, tried new skills and cheered one another on — it was a fantastic, fun-filled day that left pupils buzzing and smiling.

SHOOTOUT

SHOOTOUT

Reception

We have enjoyed exploring the story of Jack and the Beanstalk over the last two weeks.

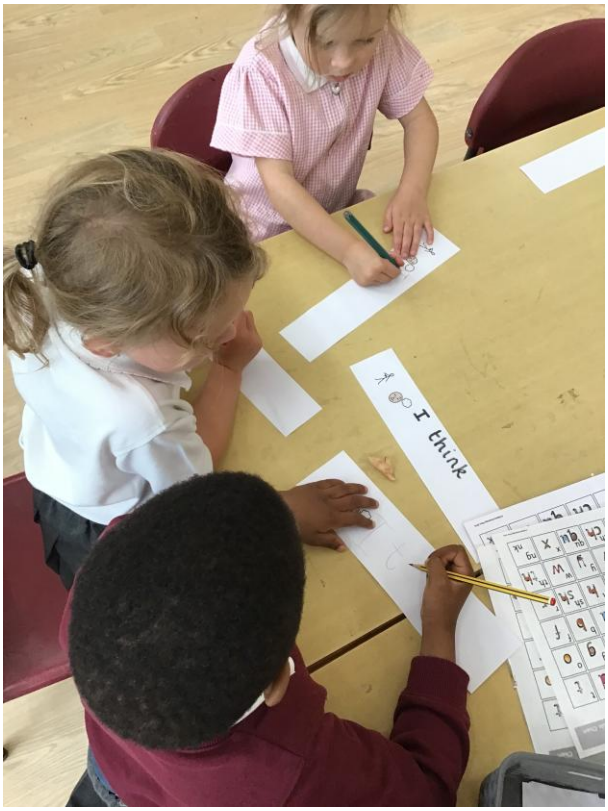
A few days after planting our beans, we discovered a beanstalk in our classroom! We used our imagination to predict what might be at the top.

We had the chance to look closely at a number of other plants too, using our observational skills to notice details. These plants were very different to our beanstalk! We described and compared the plants before trying some observational drawing.

In our Learning through Play time, we have also been making beanstalks, measuring beanstalks, retelling the story and writing simple sentences.

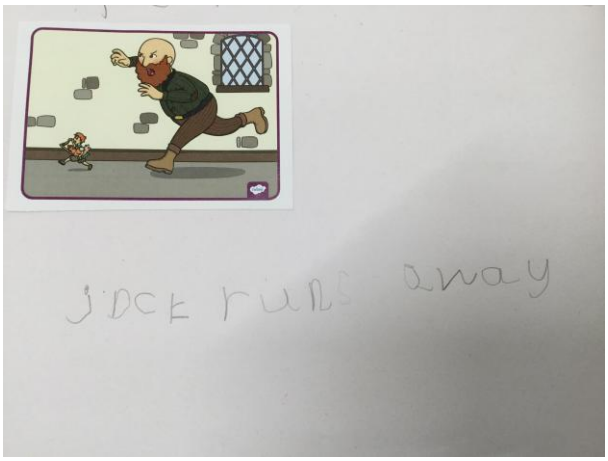
The children have also been working hard on their physical development (despite the weather!). They have been making obstacle courses in the outdoor area to test their agility.

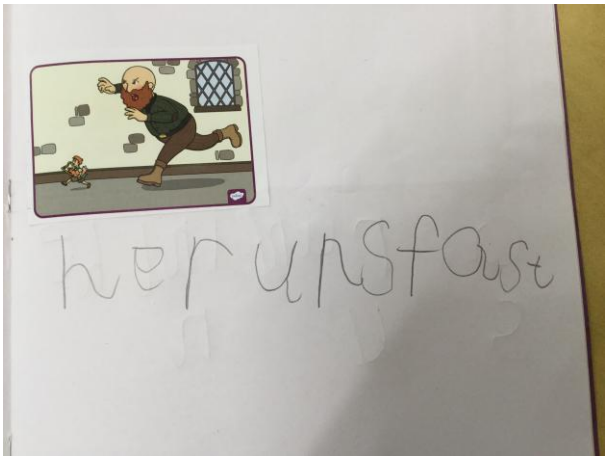
We enjoyed Year 4 teaching us some sign language this week for RSA 4 this week in their 'Teach us Tuesday' workshop. The children were busy practising the signing methods and really enjoyed the session.


I think

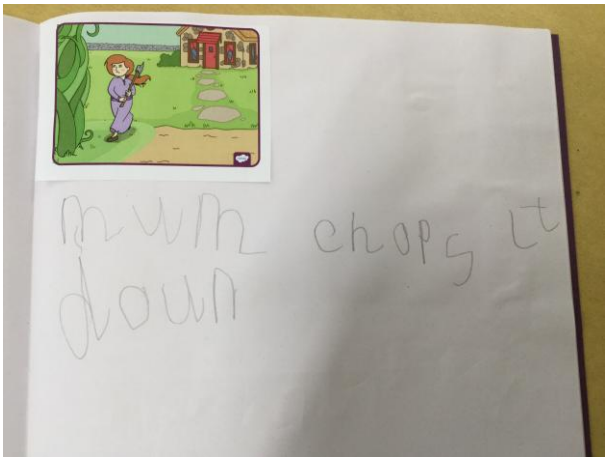
Our Art Gallery

0 1 2 3 4


Jack runs away


he runs fast

mum chop
it


mum chops it
down

WALHT write a simple sentence
Jack andhismum

Year 1

First of all, a huge apology for nothing appearing on the Observer last week! Hopefully this week's will make up for it as we share our amazing day at Bishop's Wood. Thank you for your help in making it a success by sending your children in prompt, excited and with everything that they needed.

Our day was based around stories. One half of the day we tried to save the three little pigs from the big bad wolf using real materials. We came up with new ideas like a trip hazard and hiding the little pig. We worked in teams and won in the end. Next week in school the children will be given the opportunity to write their own version of the story by changing the characters and events.

The other half of the day started with a story about the creatures of the wood and some clever hedgehogs tricking a fast rabbit. We then had time to use traditional story props or forest creatures to create our own stories and retell them to our friends.

It was a pleasure to take your children on an outdoor day of learning, they were a credit to you.

MARVEL

Danger

Year 2

Year 2 began an exciting art project using textiles to make collages. The unit focused on arranging different materials, experimenting with abstract shapes and colours, and adding texture to create engaging, tactile pictures into a pouch.

We learned that Collage: is arranging a mix of materials to make a picture or design. Abstract art: is using colour and shape to express ideas rather than copying real life. Texture: is adding materials so parts of the artwork feel soft, bumpy, smooth or raised. We honed our practical skills: cutting, tearing, layering.

We took our inspiration from our book- The Last Wolf: We looked at examples of textile collage and talked about different colours, shapes and textures. The children sketched simple layouts and chose fabrics and materials. We cut/tore and layered textiles onto backing card, using glue to secure pieces. We added texture with Ribbons, yarn, buttons and small cardboard shapes were used to build dimension.

LHT:

WALHT:

We Believe in Best
numerator
denominator

WALHT:

We Believe in Best
numerator
denominator

WALHT:

June 2026
WALHT:

ALHT:

VALHT

Year 3

Maths

Children have continued developing their Key Instant Recall Facts (KIRFs) by counting up and down in tenths. We have also begun our learning on "time", beginning with learning to recognise Roman numerals to 12. Later in the week, we focused on telling the time, beginning with o'clock and half past, before moving on to quarter past. We finished the week by labelling clocks to the nearest 5 minutes.

English

The children have worked incredibly hard on producing the first drafts of their writing. We have been particularly impressed with the quality of their ideas and the effort they have put into making their writing engaging for the reader. The children have used a range of descriptive techniques, including expanded noun phrases to add detail and subordinate clauses to provide additional information. They have also organised their writing effectively using clear subheadings. After completing their first drafts, the children carefully edited and redrafted their work, making improvements to vocabulary, punctuation and sentence structure. We are very proud of the lovely pieces of writing they have produced.

Science

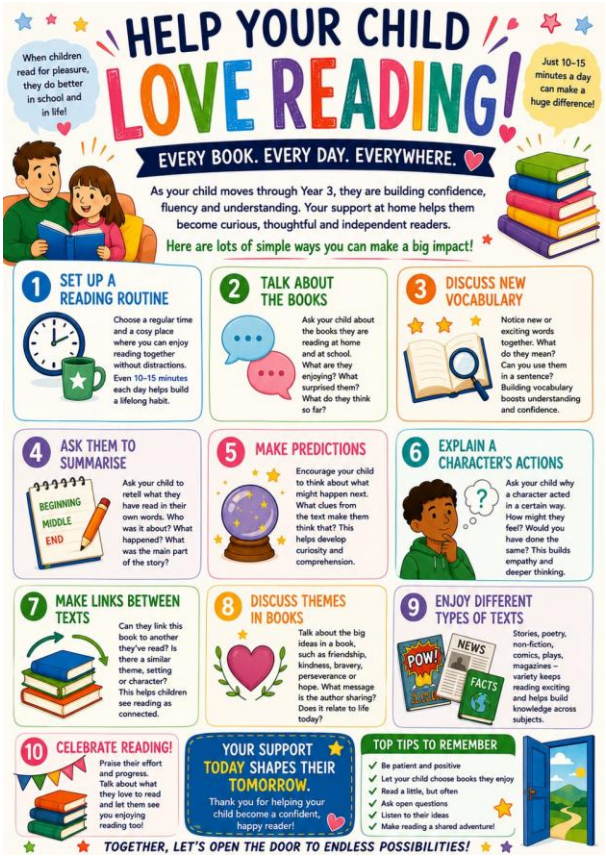
In Science, we began our new topic on Light. The children investigated how light travels by using torches and observing what happened when light shone through different materials. We explored which objects allowed light to pass through and which blocked it completely. The class learned the scientific vocabulary transparent, translucent and opaque to explain how light travelled through these particular objects. We also used mirrors to see what happened to the light when this was introduced. The children enjoyed making predictions, testing their ideas and explaining their findings using scientific language.

Read along

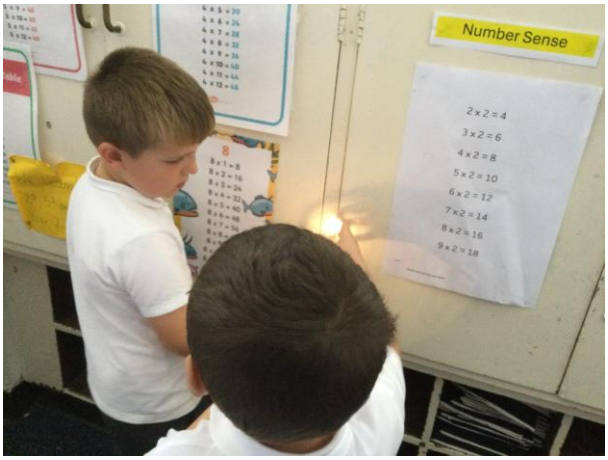
Thank you to all the families who were able to join us for our Read Along session this week. It was wonderful to see so many parents, carers and family members sharing books and enjoying reading together with the children. They were delighted to showcase their reading skills and spend time exploring stories alongside their loved ones. We hope you enjoyed the opportunity to visit and share in your child's learning. Thank you for your continued support in helping to foster a love of reading at home and at school.

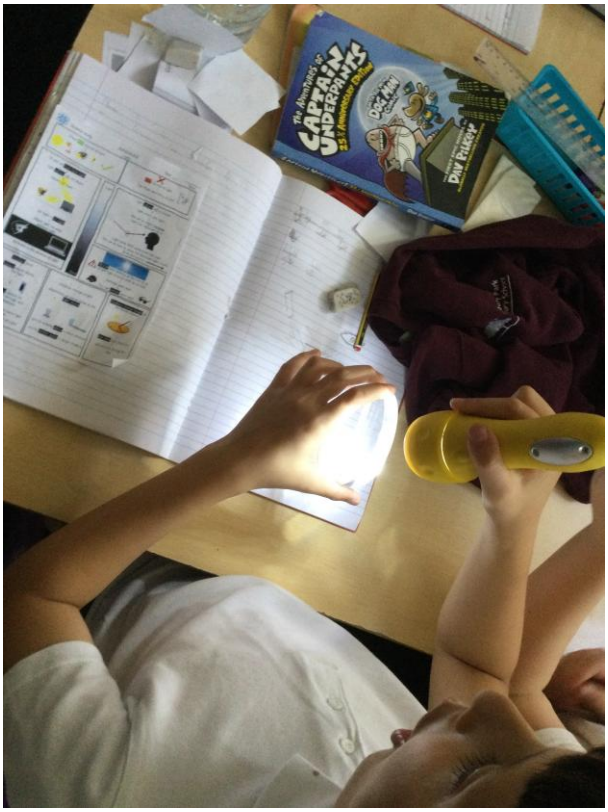
Speedkix

Wow! What fun we had on Friday afternoon! Inflatable balls, Nerf guns, archery and football! The children had the best time (as did the adults!)


HELP YOUR CHILD
LOVE READING!
When children read for pleasure, they do better in school and in life!
Just 10–15 minutes a day can make a huge difference!
EVERY BOOK. EVERY DAY. EVERYWHERE.
As your child moves through Year 3, they are building confidence, fluency and understanding. Your support at home helps them become curious, thoughtful and independent readers.
Here are lots of simple ways you can make a big impact!
1 SET UP A READING ROUTINE
Choose a regular time and a cosy place where you can enjoy reading together without distractions. Even 10–15 minutes each day helps build a lifelong habit.
2 TALK ABOUT THE BOOKS
Ask your child about the books they are reading at home and at school. What are they enjoying? What surprised them? What do they think so far?
3 DISCUSS NEW VOCABULARY
Notice new or exciting words together. What do they mean? Can you use them in a sentence? Building vocabulary boosts understanding and confidence.
4 ASK THEM TO SUMMARISE
BEGINNING
MIDDLE
END
Ask your child to retell what they have read in their own words. Who was it about? What happened? What was the main part of the story?
5 MAKE PREDICTIONS
Encourage your child to think about what might happen next. What clues from the text make them think that? This helps develop curiosity and comprehension.
6 EXPLAIN A CHARACTER'S ACTIONS
Ask your child why a character acted in a certain way. How might they feel? Would you have done the same? This builds empathy and deeper thinking.
7 MAKE LINKS BETWEEN TEXTS
Can they link this book to another they've read? Is there a similar theme, setting or character? This helps children see reading as connected.
8 DISCUSS THEMES IN BOOKS
Talk about the big ideas in a book, such as friendship, kindness, bravery, perseverance or hope. What message is the author sharing? Does it relate to life today?
9 ENJOY DIFFERENT TYPES OF TEXTS
POW!
NEWS
FACTS
Stories, poetry, non-fiction, comics, plays, magazines – variety keeps reading exciting and helps build knowledge across subjects.
10 CELEBRATE READING!
Praise their effort and progress. Talk about what they love to read and let them see you enjoying reading too!
YOUR SUPPORT TODAY SHAPES THEIR TOMORROW.
Thank you for helping your child become a confident, happy reader!
TOP TIPS TO REMEMBER
Be patient and positive
Let your child choose books they enjoy
Read a little, but often
Ask open questions
Listen to their ideas
Make reading a shared adventure!
TOGETHER, LET'S OPEN THE DOOR TO ENDLESS POSSIBILITIES!

USBORNE
HOW IT
WORKS
LIGH
WITH OVER 60 FLAPS
SIMON HULL
ALEXANDRA
KIELY MCKEEPIN
QUARTER MASTER


Number Sense
2×2=4
3×2=6
4×2=8
5×2=10
6×2=12
7×2=14
8×2=16
9×2=18


The Adventures of
CAPTAIN UNDERPANTS
25th Anniversary Edition
DOG MAN
DAV PILKEY

MAPS

Year 4

RSA4

This week Year 4 have been exceptionally busy following their RSA4 plan!

RSA4 is a social action project, lead by Y4 children across the Central Regions Trust.

All of the children have designed a week based on improving positive communication between peers, families and our wider community.

Manners Monday – Children across the school found out about our week from our presentation team, who successfully delivered an assembly to the whole school.

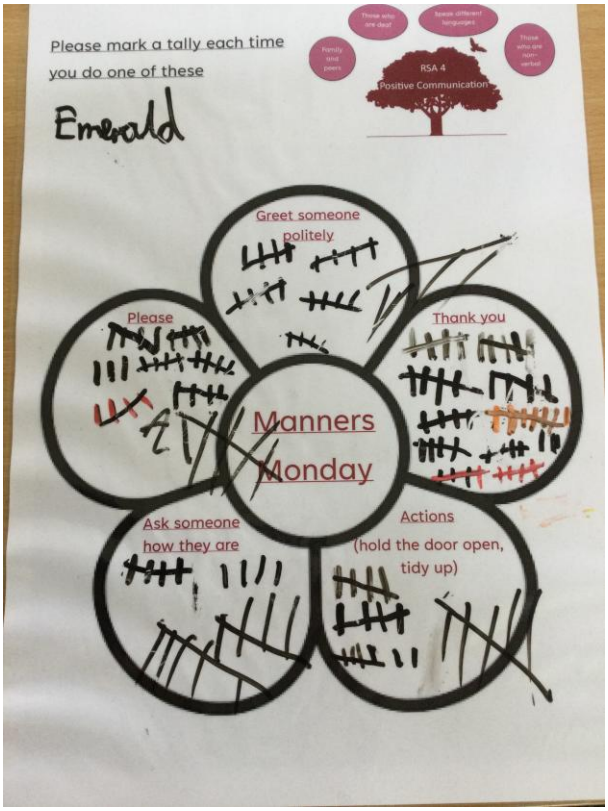
Children were asked to create a tally of their polite interactions throughout the day and you can see the results below!

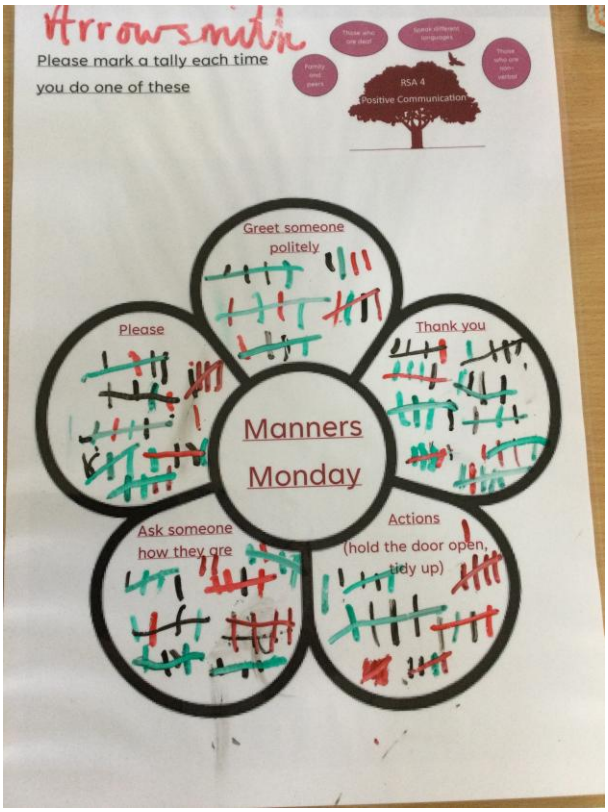
Teach Us Tuesday – Our Sign Language team have been busy learning some words and phrases that were then delivered to all classes, so all children could communicate in a different way.

Welcome Wednesday – On this day, we design and created welcome cards for our new children starting in Reception in September.

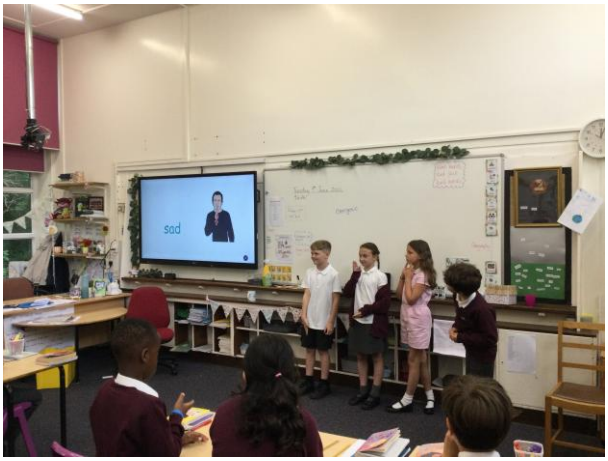
Thank you Thursday – Hopefully you were greeted with a Thank you card on Thursday, as a way of showing gratitude.

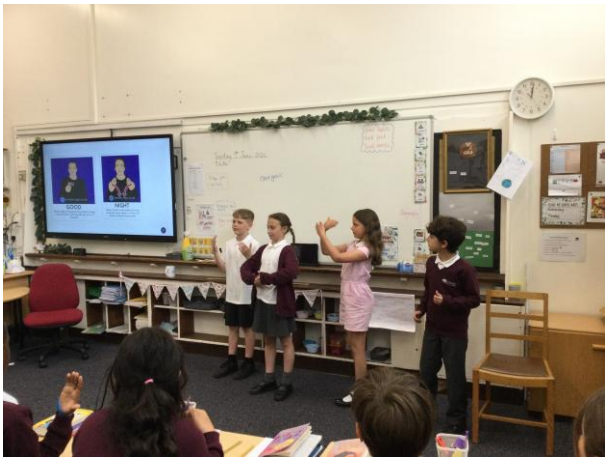
Family Friday – Thank you to those of you who came to our afternoon event on Friday to listen, learn and celebrate a fabulous week with us.





Thanks
for
watch

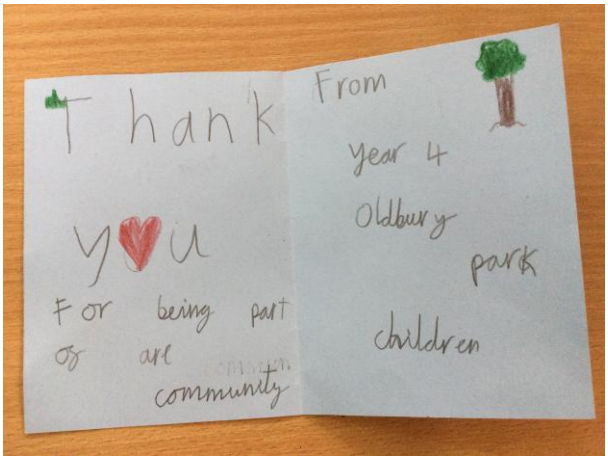

sad


GOOD
NIGHT

Welcome to our
Signing
for beginners.

welcome
be safe
School
be Kind
and
respectful

TO
OLDBURY PARK
Be Respectful
Be Kind
Be Safe
Have fun
Stop Bulling Be Kind


Thank
you
For being part
of our
community
From
year 4
Oldbury
park
children

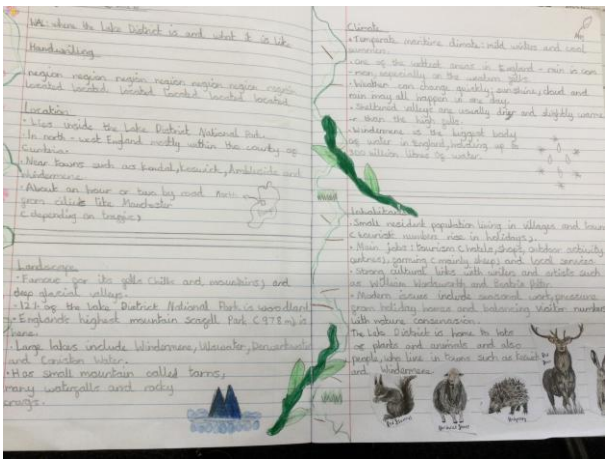
To
mum
and
dad
Thank you
for
celebrating
my
birthdays
with
somethink
wonderful

SHOOTOUT

Year 5

We have had another busy week in Year 5! On Friday morning, Melrose enjoyed an outdoor learning session in forest school and much excitement was had when we found a ladybird larvae. The children engaged thoroughly with imaginative play and used the resources available to them in the forest for role play and games.

We have also started a new unit of learning in Geography this half term where we are comparing a region of the UK with a region of Poland and North America. The children began by learning about the Lake District and thought about where it is located, the climate, the types of animals found there and why it is so popular with tourists.



LO: where the Lake District is and what it is like

Handwriting

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

Location

- Lies inside the Lake District National Park.
- In north - west England mostly within the county of Cumbria.
- Near towns such as Kendal, Keswick, Ambleside and Windermere.
- About an hour or two by road from great cities like Manchester (depending on traffic).

Landscape

- Famous for its fells, cliffs and mountains and deep glacial valleys.
- 12% of the Lake District National Park is woodland.
- England's highest mountain Scafell Pike (978 m) is here.
- Large lakes include Windermere, Ullswater, Derwentwater and Coniston Water.
- Has small mountain called tarns, many waterfalls and rocky crags.

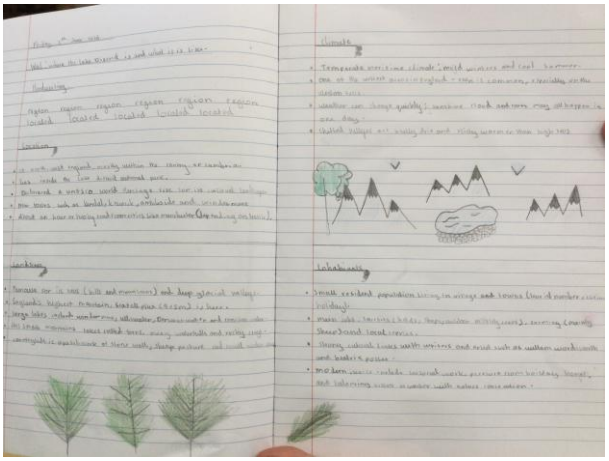
Climate

- Temperate maritime climate: mild winters and cool summers.
- One of the wettest areas in England - rain is common, especially on the western fells.
- Weather can change quickly, sunshine, cloud and rain may all happen in one day.
- Scafell village are usually dry and slightly warmer than the high fells.
- Windermere is the biggest body of water in England, holding up to 200 million litres of water.

Inhabitants

- Small resident population living in villages and towns (tourist numbers rise in holidays).
- Main jobs: tourism (hotels, shops, outdoor activity guides), farming (mainly sheep) and local services.
- Strong cultural links with writers and artists such as William Wordsworth and Beatrix Potter.
- Modern issues include seasonal work, pressure from holiday homes and balancing visitor numbers with nature conservation.

The Lake District is home to lots of plants and animals and also people who live in towns such as Kendal and Windermere.



Friday 7th June

LO: where the Lake District is and what it is like.

Handwriting

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

Location

- In north west England mostly within the county of Cumbria.
- Lies inside the Lake District National Park.
- Outdoor & outside work lovings like for its natural landscape.
- Near towns such as Kendal, Keswick, Ambleside and Windermere.
- About an hour or two by road from cities like Manchester (depending on traffic).

Landscape

- Famous for its fells (hills and mountains) and deep glacial valleys.
- England's highest mountain, Scafell Pike (978m) is here.
- Large lakes include Windermere, Ullswater, Derwentwater and Coniston Water.
- Has small mountains called tarns, many waterfalls and rocky crags.
- Waterfalls is a waterfall at Ness with a large pool and small water fall.

Climate

- Temperate maritime climate: mild winters and cool summers.
- One of the wettest areas in England - rain is common, especially on the western fells.
- Weather can change quickly, sunshine, cloud and rain may all happen in one day.
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Inhabitants

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- Modern issues include seasonal work, pressure from holiday homes and balancing visitor numbers with nature conservation.

Year 6

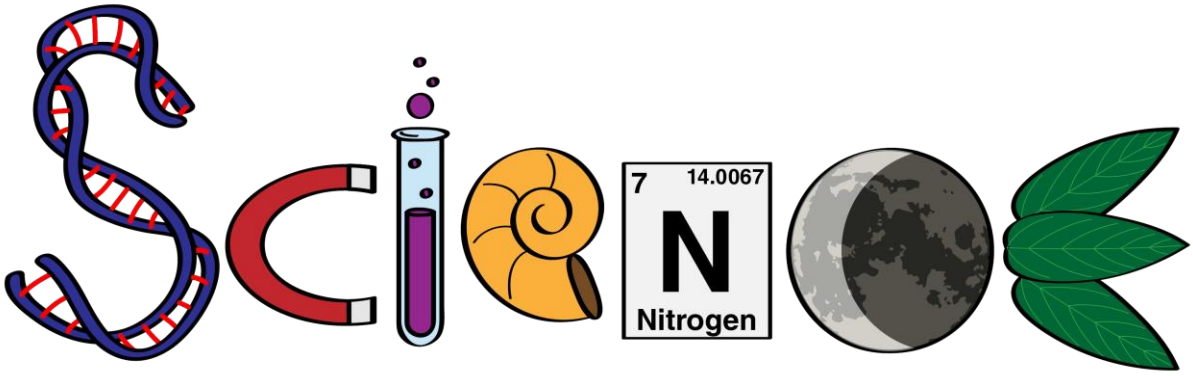
On Tuesday the whole of Year 6 went to New Road to watch England Lions vs South Africa — the children were brilliant, showing excellent behaviour and huge enthusiasm; although the weather wasn't on our side at times, we still enjoyed some really good cricket. It has also been a busy week rehearsing our production, Grossbusters — special mention to those children who have already learnt their lines, we're really impressed so far. Well done everyone for a great week, with lots to look forward to next week (including bellboating midweek) — have a lovely weekend.

FOOD VILLAGE

somethingparty
balloons & more WORCESTER

MAB

Science Ambassadors Enrichment at Worcester University

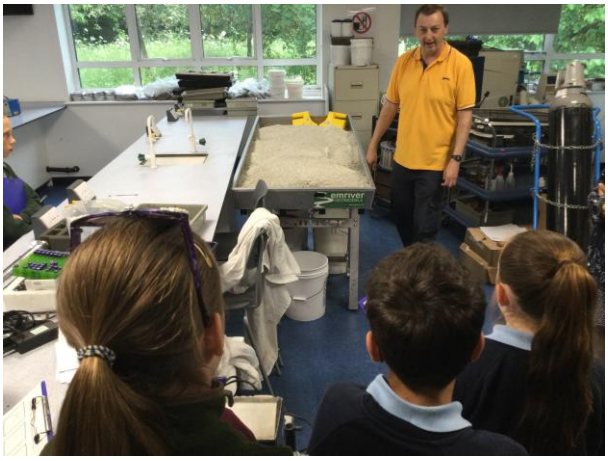


Our Science Ambassadors had a day of physics, hosted byNoel Eggerton, our Ogden Trust Science Ambassador. We investigated the Fume cupboard, had a look at the geomodel of a river for environmental science, we took a soil sample to analyse , we entered an anteroom to look at analysing cells, it is heavily sterile to ensure no bugs or viruses get out. We went into the Environmental chamber, much to our surprise we were in the same climate Spain, but it can go to -20 brrr.It can also change humidity- like being in the Rain Forest.

We looked at liquid nitrogen and discussed how cold it was. We then went over to the forensics lab, we looked at micro plastics which invade our oceans and copper sulphate under the microscope which was magnified 200 times. The microscope was great, you can analyse fake money and letters, that was amazing. We looked at a business card that looked plain but when analysed it was made up of small green and black dots. We then went to look at a real Skelton and various bones .

We went back to the lab and took part in various activities such as fingerprinting, looking through microscopes at insects, experimenting with light, we looked at soil composition and

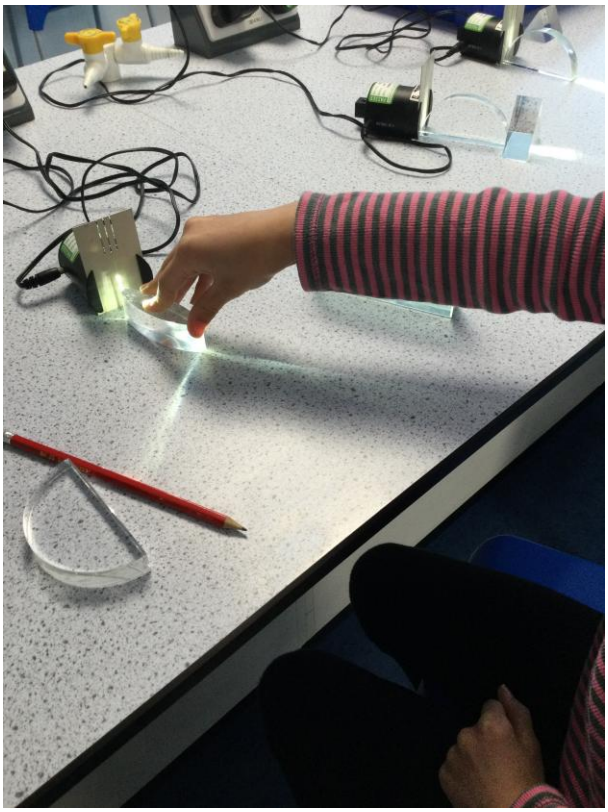
sketched some skeletons, can you guess what they are? We then had a building competition, where we came 3rd, we worked very well as a team and didn't need any extra resources, so won top marks for that. Then our Science Ambassador , Noel showed us some experiments, we had a great day working with other partner schools from The Ogden Trust.

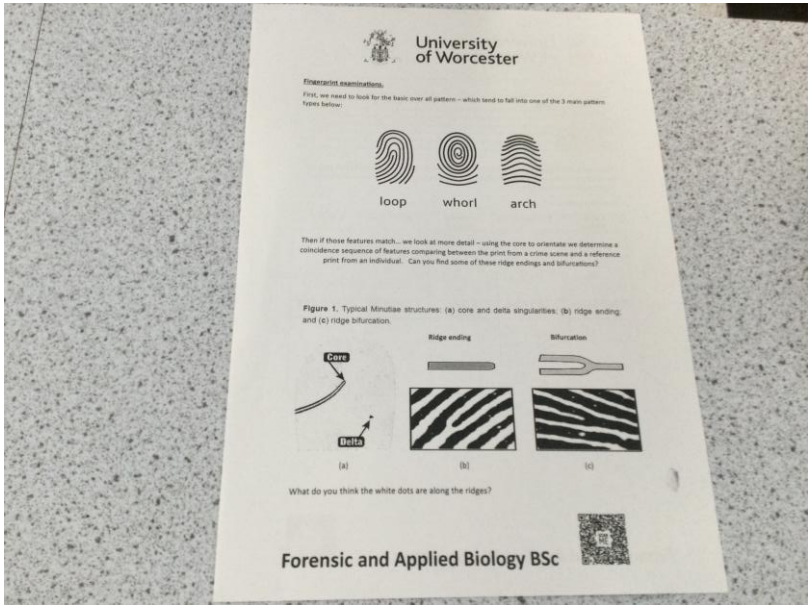


Charles Darwin
CD G008

Warning
Biohazard

DO NOT ENTER
CRIME SCENE- DO NOT ENTER
Forensic & Applied
Biology and Forensic
Science
POLICE
Evidence





University of Worcester

Fingerprint examinations.

First, we need to look for the basic over all pattern – which tend to fall into one of the 3 main pattern types below:

loop whorl arch

Then if those features match… we look at more detail – using the core to orientate we determine a coincidence sequence of features comparing between the print from a crime scene and a reference print from an individual. Can you find some of these ridge endings and bifurcations?

Figure 1. Typical Minutiae structures: (a) core and delta singularities; (b) ridge ending; and (c) ridge bifurcation.

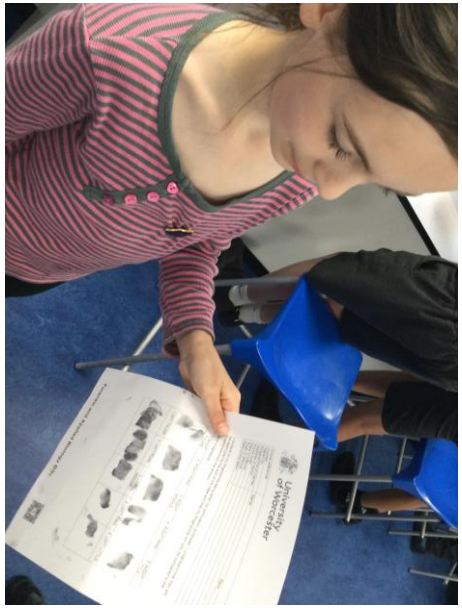
Ridge ending Bifurcation

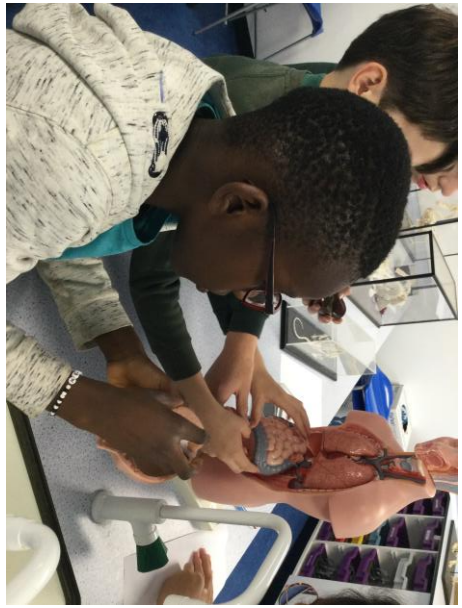
Core Delta

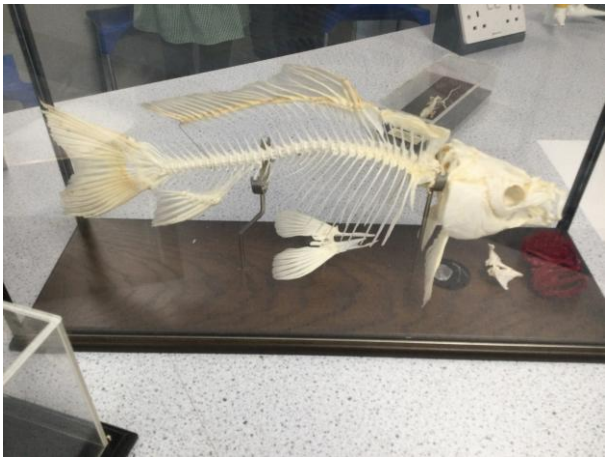
(a) (b) (c)

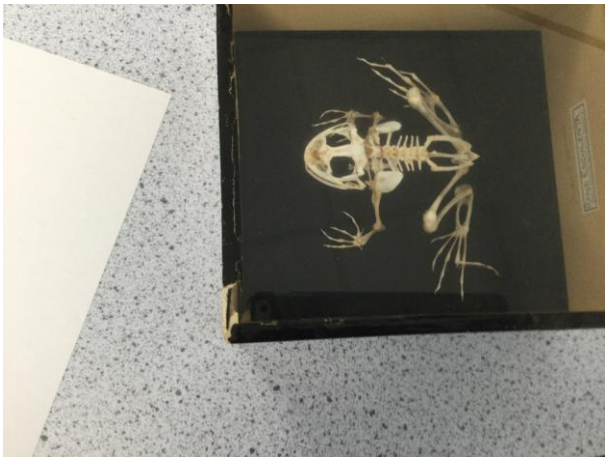
What do you think the white dots are along the ridges?

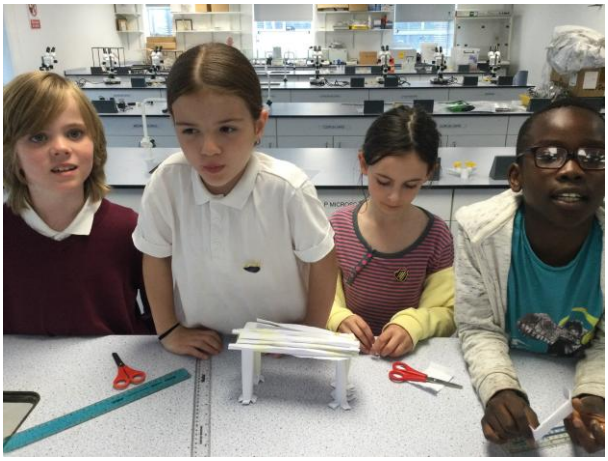
Forensic and Applied Biology BSc

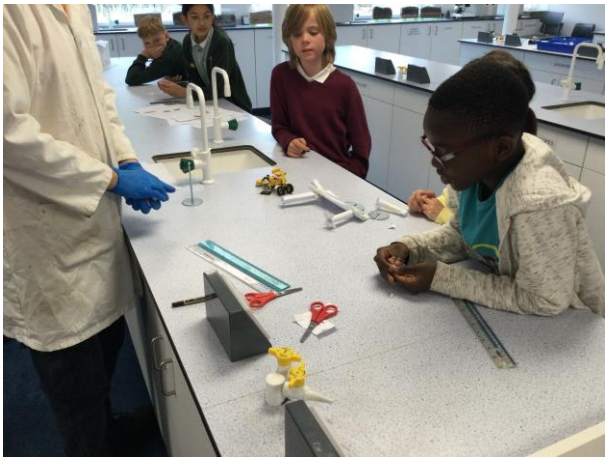












Contact Us

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 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 (Mrs Davies)

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 office@oldburypark.crst.org.uk (FAO: Miss Miller)