

Oldbury Observer - Summer Term Edition 10

Mr Irving's Comment

This week was dominated by the very high temperatures from Wednesday onwards. Any unexpected change can be challenging, and we have sought to keep our provision as consistent as possible while making adaptations to suit the conditions. Our approach has been informed by DfE guidance to stay open where it is safe to do so, by the conditions in our building and by the availability of shady areas on our grounds. Our children have been a credit to the school — they adapted well and enjoyed some of the differences the week brought, including a refreshing spray from the hosepipe and ice lollies. I am very grateful to every member of staff who has put the needs of the children and our community first — they have been, as ever, selfless. Finally, thank you for your words of support and encouragement this week; knowing that we have the support of our community means everything to us.

Have a lovely weekend.



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

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

2nd July Year 4 River Severn Walk. Letter to follow.

-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

School Dates

-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)

-13th July - Year 6 Enterprise Sale on KS1 playground after school

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

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

-17th July - LAST DAY OF TERM.

YEAR 6 PARENTS - IMPORTANT MESSAGE

CALLING ALL YEAR 6 parents!

★ YEAR 6 DISCO REMINDER ★

The Year 6 Disco is coming up soon, and we're looking forward to celebrating with the children.

! PLEASE ACTION: PAYMENT & CONTACT DETAILS
Thank you to everyone who has already paid.
If you have not yet made payment, please arrange this as soon as possible.

£ PAYMENT £15 PER CHILD	✉ CONTACT DETAILS NEEDED Please email the following details to:
Payment can be made by: - Dropping £15 into Reception - Using the BACS details sent by text message	Or pop them into Reception. Please include: • Parent/Guardian Name • Child's Name • Emergency Contact Number

EVENT DETAILS

DATE:	DOORS OPEN:	DISCO:
WEDNESDAY 9TH JULY	6:00 PM	6:30 - 8:30 PM

PARENTS WELCOME	PLEASE NOTE
Everyone is welcome to stay — there is a bar upstairs.	This is a Year 6 disco only; siblings are unable to attend. Please refer to the text sent out last week for full event details.

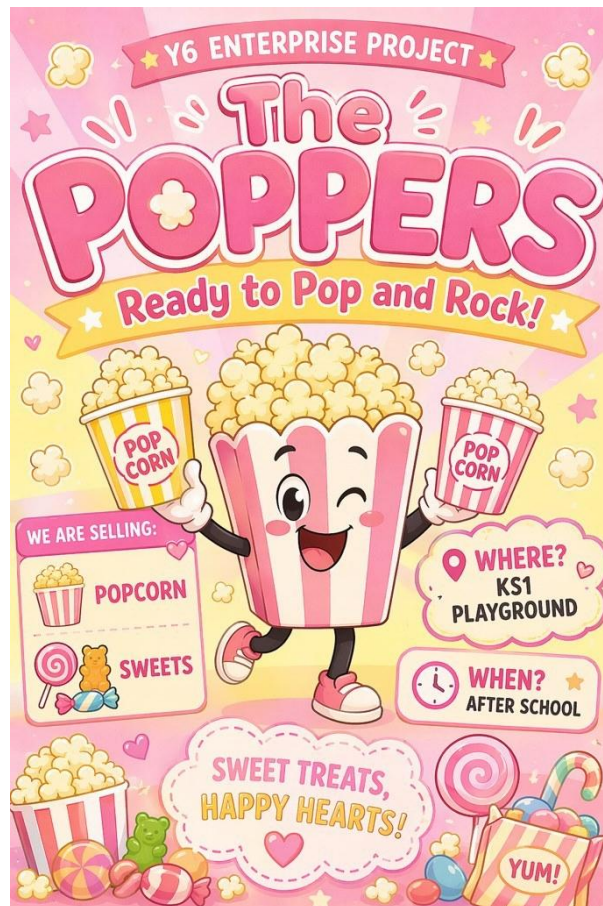
✓ FINAL REMINDER Please make sure your payment and contact details have been sent in before the disco.

Enterprise Project - table sale after school - **Monday 13th July**

The children in Year 6 would like to invite you to their Enterprise Project Sale! The sale will take place after school on Monday 13th July on the KS1 playground. The children have created their own mini business and designed logos, posters and even produced an advertising jingle which was broadcast around the school! Products available include consumables such as popcorn, lollies, drinks, cakes, cookies and sweets and there are products to buy such as 3D printed items, cards and art work. You can see the posters for each enterprise below - the children dipped into the world of AI (with adult support and supervision) to make these look super professional. Products will generally range in price from 50p to £2 and we would love our school community to support this project by bringing some change along and getting behind the Year 6 children.











Netball: Oldbury Park vs Powick

What a fantastic match from our netball team this week! The girls demonstrated excellent teamwork, determination and sportsmanship throughout the game.

From the first whistle, the team played with confidence, making some brilliant passes, creating space well and showing great communication on court. Our defenders worked tirelessly to win possession, while our attackers made the most of every opportunity in the shooting circle.

Their hard work paid off with an impressive 8-2 victory. Every player contributed to the team's success and should be proud of their effort and positive attitude.

Well done to all involved on a fantastic performance and a well-deserved win!

Mrs Borg



Celebrations in STEM

A little while ago, Year 4 took part in a STEM challenge, to design and build a rollercoaster for West Midlands Safari Park. The winning team was made up of Felicity and Ophelia. On Thursday, they were invited to the final of a competition where they needed to build another rollercoaster for the park.

Felicity and Ophelia both did a fabulous job representing Oldbury Park, and enjoyed seeing the engineering world at Mazak.









Reception

This week in Reception our focus text is The little Red Hen. Both classes have been busy completing tasks that relate to the characters from the text. They have been creating Little Red Hen masks, re-telling the story and writing some beautiful sentences. For maths, the children have been working on addition and subtraction and domino doubles.

As the week has progressed, it has become extremely hot inside and out. We have been playing lots of games with water to keep cool and finding areas in the shade to sit quietly listening to stories or playing games. The children have been fantastic, despite the heat! They have still been working hard to complete reading, writing and maths tasks. Well done everyone!











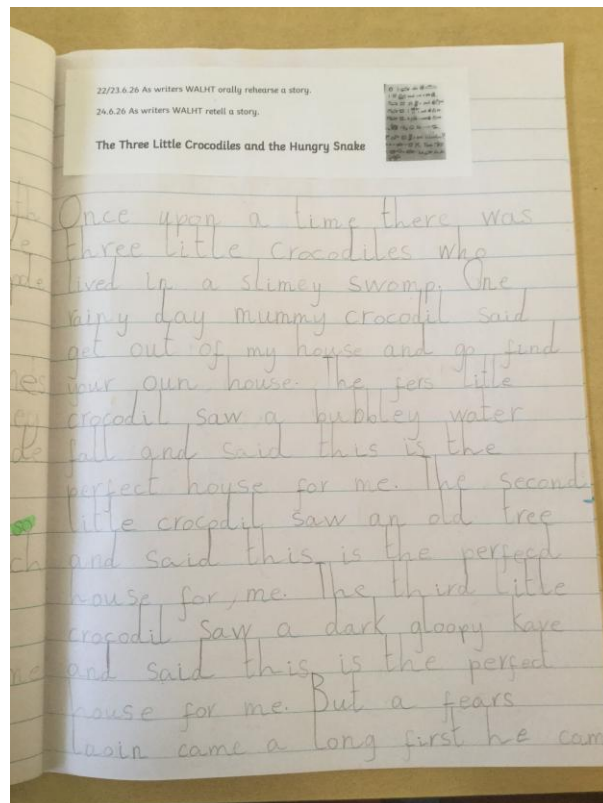
Year 1

First of all, well done Y1 children and parents. With cold water sprays, lots to drink, sun lotion, sunhats, shade and searching for the breeze you have all been brilliant this week.

This week in our English learning we have changed the story of the Three Little Pigs to Three Little Crocodiles. The children first learnt the story, using actions to help us learn it.

They then amazed us with their independent story writing, using our story map to help them. Well done Year 1!

We have also talked all about keeping safe in the sun this week, which links to our PSHE learning.



22/23.6.26 As writers WALHT orally rehearse a story.

24.6.26 As writers WALHT retell a story.

The Three Little Crocodiles and the Hungry Snake

once upon a time there was three little crocodiles who live in a stingy swamp. One rainy day mum crocodile said go + look for your own home. the first crocodile saw a bubble waterfall + said that is the home for me. the second little crocodile saw a tree house + the second little crocodile.

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24.6.26 As writers WALHT retell a story.

The Three Little Crocodiles and the Hungry Snake

once upon a time there lived three little crocodiles who lived in a stingy swamp. one rainy day mum crocodile said go and look for your own home. The first little crocodile saw a bubble waterfall and said that's the home for me. The second little crocodile saw a old sturdy tree house and said that's the home for me. the third little crocodile saw a glumee cave and said that's the home for me.

22/23.6.26 As writers WALHT orally rehearse a story
24.6.26 As writers WALHT retell a story

The Three Little Crocodiles and the Hungry Snake

Once upon a time there were three little crocodiles who lived in a slightly swampy rainy way. One day the first little crocodile saw a bubbly water tortoise and said, 'That's the tortoise for me. The second little crocodile saw a old frog house and said, 'That's the house for me.

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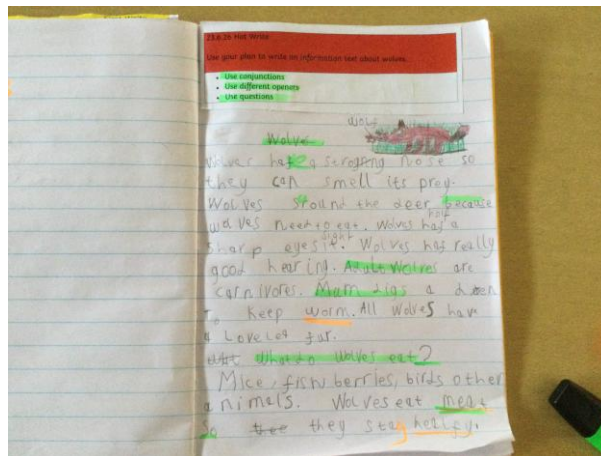
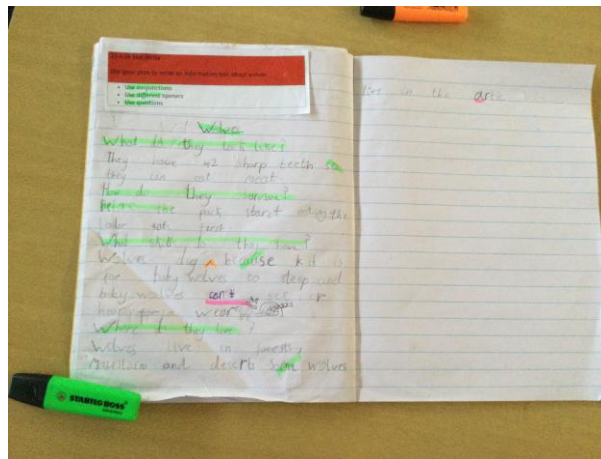
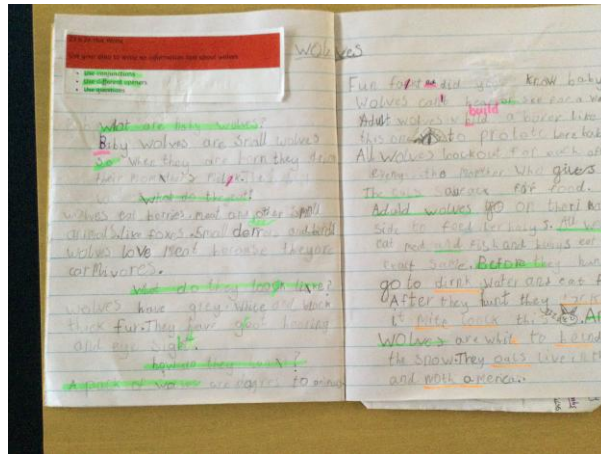
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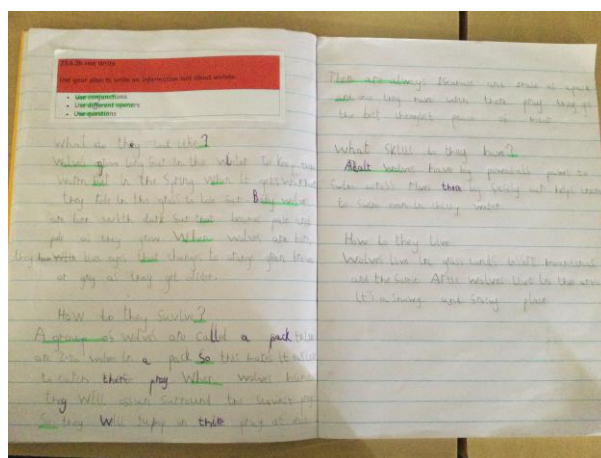
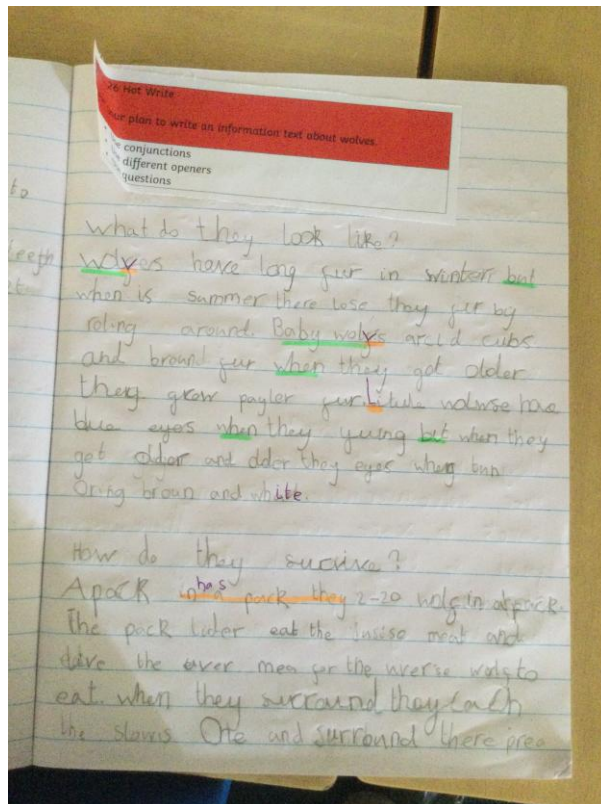
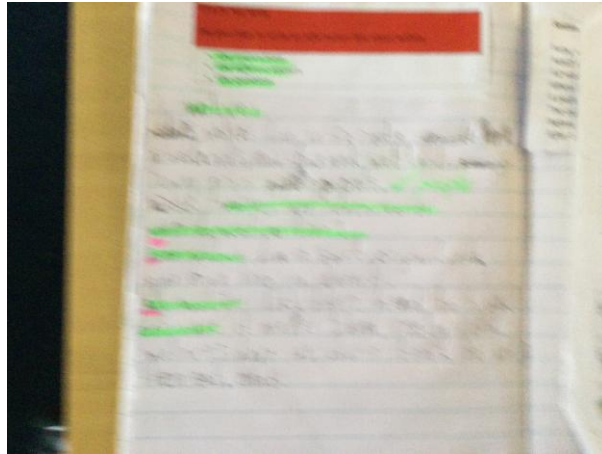
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Wolves have different colors for their fur: Amber and yellow and grey. How do they survive? Wolves survive in 2-20 packs because they won't get hurt and survive. What skills do they have? Wolves have a great sense of smell because if there is food hiding so they know. After they have had a swim in the water they shake it off and get the water off. Wolves love playing and eating.

Where do they live?

Wolves live on tall mountains so they can see the rest of the pack. Wolves can live in Canada and North America. Most wolves live in north places like deserts. Wolves live in deserts because they eat lots of food at the deserts. Wolves like living on land so they can make holes in the ground.

22.6.20 WALF: plan an information text

What do they look like?	Where do they live?
Wolves have dark fur, long ears, and a long tail.	Arctic, Arctic, high mountains, deserts.
How do they survive?	What skills do they have?
Wolves are pack animals, they can hunt in packs, they can run fast, they can jump high, they can dig.	Wolves are pack animals, they can hunt in packs, they can run fast, they can jump high, they can dig.

Use your plan to write an information text about wolves.

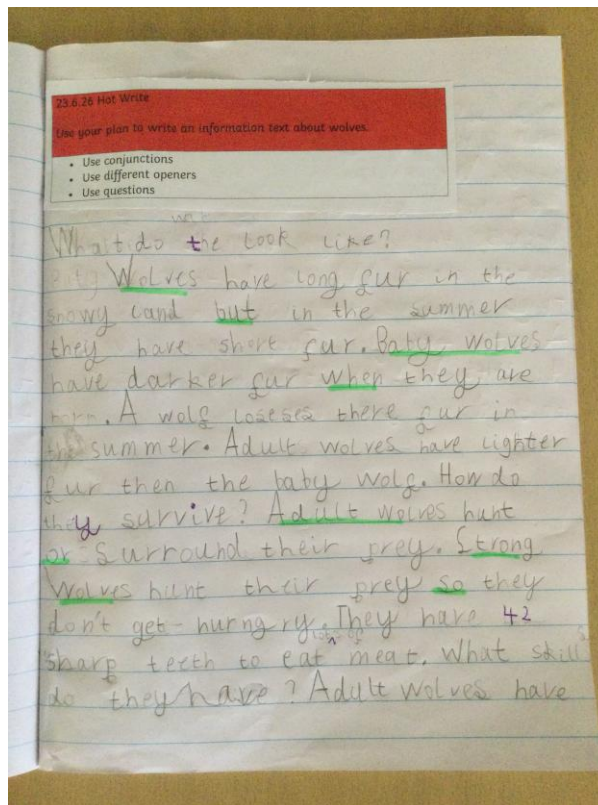
- Use conjunctions
- Use different sentence types
- Use punctuation

What do they look like? Wolves have dark fur, long ears, and a long tail. They can run fast, they can jump high, they can dig. All wolves grow long fur that is cut to match.

How do they survive?

All wolves have a pack that they can see to help them. They can run fast, they can jump high, they can dig. They can see to help them. They can see to help them. They can see to help them.

Where do they live? They live in the mountains and the deserts. They can see to help them. They can see to help them. They can see to help them.



Year 3

This week, despite the hot weather, we enjoyed some water play activities in the shade of the garden, helping us stay cool while having fun with our friends.

In Maths, we continued our work on time, focusing on a.m. and p.m., reading and converting 24-hour clocks, and calculating durations between different times. The children worked hard to apply their understanding to a range of practical problems.

In English, we completed our hot writes for the retelling of the Varmint story and then began exploring *The Window* by Jeannie Baker. We discussed the themes and detailed illustrations in the book before looking at persuasive writing. We identified the key features of effective persuasive texts and considered what makes an argument strong and convincing.

In Science, we learned about sun safety and discussed ways to protect ourselves from the sun. We also investigated how shadows are formed. As part of our experiment, we measured shadows at different times throughout the day and discovered that shadows move and change length as the position of the sun changes across the sky. The children enjoyed making predictions and comparing their results.

Well done to everyone for their hard work during another busy week!

Tuesday 23rd June Hot Write

Write the story of the Varmints.

- Write in paragraphs
- Use a variety of sentence types (descriptive and short sentences)
- Use commas accurately after fronted adverbials

In the Meadow, it was a sunny day so the Varmint headed towards the shade under a blossom tree. He was walking through long, wispy grass. He was looking at bugs on the way. Once he got to the shady blossom tree, he had a nap. As he was asleep, he was listening to the other Varmints play nicely together. It was very peaceful in the meadow.

All of a sudden, dust and water came launching at him and it started raining for his life. Once it stopped, he ended up in a dark, gloomy city so he started walking. He saw dark buildings and people surrounding him all around. The Varmint started walking through a tower and went up a lift. He wasn't used to the city yet but he seemed to know where everything was.

Tuesday 23rd June Hot Write

Write the story of the Varmints.

- Write in paragraphs
- Use a variety of sentence types (descriptive and short sentences)
- Use commas accurately after fronted adverbials

There was once the sound of bees buzzing in the light blue sky, the low murmuring of water in the cool dark earth. The play got weird by the afternoon and a long line of black on top of large wheels big as monster truck wheels. The birds swoop above the river bank and know the giant hills in the high blue sky. Creatures croaked scatted under the long, wavy grassy water currents and searching for a afternoon snack.

As the Varmint sat lower at the shady trees, birds fluttered away from the dark, grey water that started covering the land. Other Varmints came tumbling off, dark hilling and darkening the hills. The others pulled ropes longer than ever. A City landed in a wave of cement covered the grass. The only native that was left was a oak tree that survived.

Tuesday 23rd June Hot Write

Write the story of the Varmints.

- Write in paragraphs
- Use a variety of sentence types (descriptive and short sentences)
- Use commas accurately after fronted adverbials

through As the wind rippled and swirled
 through the smoke-like puffs, bubbles
 swirled and blew around the tall, peaty
 flower. The Varmint scurried across
 the lush, dewy meadow. He was looking
 at the cranes, brown, ever. He shifted
 whilst under the two green trees. He lit his way
 that he was eating acorns.

He noticed ominous clouds
 growing on the horizon. They were
 overhanging, each other. The ground
 shook and the air was full of fog
 and mist. The small of sweet rain
 vanished. He heard birdings, being
 but. Finally, the mist parted. The
 saw Varmint saw birdings that scurried
 away.

He found his old home but
 nothing were in there place. The
 were making, sounds were very
 were and nobody was unique
 not even a tiny bit. He tried to
 sit in but he decided he was just

Tuesday 23rd June Hot Write

Write the story of the Varmints.

- Write in paragraphs
- Use a variety of sentence types (descriptive and short sentences)
- Use commas accurately after fronted adverbials

There was once only the sound of bees and birds
 in the wing, moss and the multi-colored flowers.
 The song of birds in the bright blue sky and the
 sound of the rushing river filled the sky. All the
 creatures were playing in the grassy plain.
 Squirrels and having fun.

Suddenly, the Varmint heard this scurrying noise. The
 Varmint slowly crept forward thinking to himself what
 is happening. For a while, the world felt... then the ground
 started trembling, the trees were collapsing and the
 river was polluted. The sky turned grey and the
 song of birds was lost. What was going to do? Through
 the ground trembled again. He knew something was
 going on. He could almost feel it.

Like a heavy blanket, the dark movement started
 crumbling beneath him as the OTHERS started
 around, mulling to themselves. As the day turned
 black, buildings started snapping into place so you
 could almost see the sun in the deepest shadows.
 the Varmint was mulling to each other as
 Under the jumping pipe, the OTHERS footsteps were
 so loud that one of the pipes nearly fell off.

Tuesday 23rd June Hot Write

Write the story of the Varmints.

- Write in paragraphs
- Use a variety of sentence types (descriptive and short sentences)
- Use commas accurately after fronted adverbials

1 On a day, the sun was out. ^{There were} flying bits of flies about the playing Varmints and ^{bees} flying like bees and Rabbits. Bees were making honey. Mixing of flowers and Rabbits on the legs. But ^{there} was a ^{lonely} Varmint sitting under a tree planting seeds into ^{holes}, holding his magnifying glass, seeing which plant sticks.

2 Some nasty grey and white clouds abed over towards the Varmint. The Varmint suddenly realised. So he ^{was} the Varmint who started the sound of bees. We got ^{and}.

3 He saw buildings baking into the Meadow and pollens chasing the Varmint. Every day, one of them came. Suddenly, one day there was so much noise no one could hear the seeds think so they all stopped thinking. The kind Varmint took to make more plants. He worked the light from out side and he said to his self, it's time.

4 In the morning, ^{he} was back up and started to give his plans some water. ^{1kg}

Tuesday 23rd June Hot Write

Write the story of the Varmints.

- Write in paragraphs
- Use a variety of sentence types (descriptive and short sentences)
- Use commas accurately after fronted adverbials

1 In spring, there ^{was} a lot of flowers. The it was like a dream. The sound of birds was like a little bird in the deep grass. Little birds flying up and down and around the Varmint. The Varmint was over to the big big tree. He lay under it and was things down the bees. They were busy making honey. Sorry about that they really are busy. ^{later} the lush green ivy, lots of little creatures especially spiders, crabs, creepers. It smells lovely.

2 didn't Then it did smell so lovely it smell like smoke. Lots of Varmints came and they took over the meadow. It was so sad. The sky became grey. It wasn't its bright and sunny. ^{MORE} Varmints came. He couldn't even think! ^{It} was like a thunder storm but with Varmints. What was that? Was it a Varmint or was it him?

























Year 4

Year 4 had an absolutely brilliant day of hands-on geography in Bourton-on-the-Water. The children paddled in the River Windrush, feeling the current, sketching river features and peering into the water to spot fish and invertebrates. They brought classroom enquiry outside by carrying out surveys with local visitors, completing a car-tally to collect real transport data and recording careful wildlife observations — taking in what they saw to investigate back in school and compare with the River Severn. The children worked in small groups, discussed findings and used simple fieldwork techniques to answer geographical questions.

During the surveys to the public, the children were very respectful and polite, showing their Oldbury Park Believe in Best attitude, we were very proud of them.

After lunch the adventure continued at Birdland, where the class enjoyed close-up encounters with colourful birds and other animals, comparing the habitats they'd explored in the river with those on display. The trip was a mix of science and geography, and a wonderful chance for the children to practise data collection, observational skills and collaborative enquiry while developing a deeper wonder for the natural world.

There was even chance for an ice lolly in the shade by the river.

Thank you for your support with ensuring the children remained safe with sun hats, sun cream and plenty to drink for the warm day.









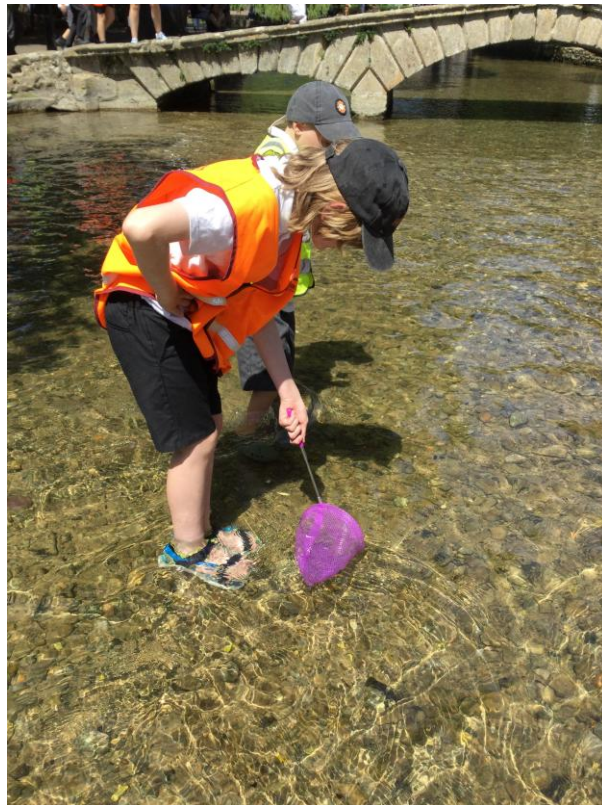






















Year 5

This week has been another busy week in Year 5.

In Maths, the have spent some time exploring different areas of mathematics through investigation tasks. This involved using prior knowledge of fractions and converting them to their equivalents, as well as refreshing their written and mental methods for addition and subtraction.

In English, the children have recapped their understanding of the show-not-tell writing technique and have applied this when describing a character.

Much of this week has also been spent rehearsing for our Year 5 and 6 production of Grossbusters. The children have been enjoying learning the songs and actions and have been joining in with enthusiasm!

Costumes

The Year 5 children have been asked to wear black bottoms and a colourful top. Please bring this into school in a named bag as soon as possible.

Wishing you a lovely weekend.

Year 6

This week Year 6 have been brilliantly busy getting our production stage-ready; pupils have been practising on stage, learning songs, refining cues and polishing their performances. Please continue supporting them at home by helping them learn their lines, and start sending costumes in next week so we're prepared for the dress rehearsal which will follow shortly. Well done, Year 6 — another fantastic week of hard work, teamwork and excitement; we can't wait to see you shine!



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 <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)