



TEAGUES BRIDGE PRIMARY
THE BEATING HEART OF THE COMMUNITY

Friday Newsletter

Outstanding Work of the Week



Grace ~ Sharks

4th April 2025



TEAGUES BRIDGE PRIMARY

THE BEATING HEART OF THE COMMUNITY

Dear Parents and Carers,

MULTISKILLS



The children in base 4 attended a multi-skills event this week. 10 children were able to go. Mrs Salter went with them and said they were absolutely amazing. She said "I just wanted you to know the children loved multi skills today. They were so well behaved and had so much fun. Thank you for letting us go. The joy in the children's faces is so amazing to see and they are learning new skills all the time. One of the coaches commented on how well the children performed and how confident they were. When I asked them what they liked best from today they all said they loved it all."

EASTER EGG COMPETITION

The Easter egg competition takes place Friday 11th April. If children can bring these in on Friday morning with their name clearly displayed and place them in the classroom. All entries will be judged and there will be a winner chosen from each base. Each winner will receive an Easter Egg. The egg should be hard boiled and decorated in some way.



NEW SCHOOL JOURNEY PROJECT:

Children in base 3,4 and 5 have enjoyed the scooter skills workshops this week. There are some photographs further on in the newsletter.



Can I also remind you about the bike recycling scheme. If you can donate a bike that you no longer need, we can then find it a new home after it has been repaired. There is a letter at the end of the newsletter with further details, please return the slip or e-mail the school office with the necessary details. Many thanks for your support with this valuable scheme.

DATES:

Dates for week commencing 7th April 2025

- 7th April - Bikeability - base 6
- 7th April - Parents consultation evening - 3.30-7.00 via TEAMS.
- 8th April - Parents consultation - 3.30-5.00 via TEAMS.
- 9th April - Bikeability base 7
- 11th April - Easter Egg competition
- 11th April - Break-up for Easter.
- 28th April - Return to school after Easter break.
- 30th April - Pedestrian training - Base 5 all day.
- 6th, 7th and 8th May - Balance workshops - EYFS.
- 8th May - VE day celebrations - Special lunch - Menu to follow in the summer term.
- 12th May - year SATS - 12th May -15th May 2025.



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Multiskills

On Tuesday, some children from Base 4 took part in an inter-school multi-skills event. The children took part in a wide range of activities and sports and were impeccably well behaved! Well done to those children who took part!





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Scooter Skills

This week, children from buses 3, 4 and 5 took part in scooter skills sessions. The sessions were led by Telford & Wrekin Council's, Road Safety & Active Travel Team and taught children basic scooter handling and control skills through a variety of games and exercises.





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Online Safety Newsletter

April 2025

Screentime

Screentime is classed as any time spent in front of a screen, so it includes everything from watching tv to completing homework on a laptop. Whilst there is no recommended screentime (except for under two, which is zero), it is important that we find a balance.

Screentime can obviously be beneficial, both for educational and entertainment purposes, however it is important to be aware of the risks, such as:

- Eye strain.
- Disrupted sleep.
- Less time for other activities and being outdoors.
- Affects our attention span.

Further information

Childnet discuss what is screentime and how much screen time is enough in this useful article:

<https://www.childnet.com/help-and-advice/screen-time-boundaries-parents/>



Social Media Concerns

Most social media apps have a minimum age rating of 13+. Whilst there are benefits, this article discusses some of the potential risks of using social media.



Risks of Social Media

- **Inappropriate content** – social media may expose children to content that is not appropriate for their age, including sexually explicit content or content that promotes harmful behaviours such as self-harm.
- **Cyberbullying** – this can take many forms, including sending nasty or hurtful messages, leaving unkind comments, sharing photographs of somebody else without their permission or impersonating somebody with a fake account.
- **Excessive Screentime/Addiction** – too much time online can affect mental health and disrupt sleep patterns.
- **Contact from strangers** – there is a risk of stranger contact, which can lead to an increased risk of grooming.
- **Challenges** - children may not have developed the skills and ability to critically analyse what they see online. Whilst some challenges are fun and provide no risk, there will be challenges online that are risky/dangerous.
- **Sharing too much information** – children may share personal information e.g. their phone number, school name or inappropriate photos of themselves.
- **Algorithms** – algorithms influence what we see on social media platforms to keep us engaged on the platform. This can lead to 'echo chambers' where users are only seeing content that relates to their opinion rather than seeing a balanced viewpoint. It can also lead to a user being exposed to large amounts of content about one topic/theme, which may not be helpful if it is negative.

How can I help make it a safer environment?

- Check the age rating of each app and restrict access until they reach that age.
- Set up age-appropriate parental controls, for example set content restrictions and screen time limits.
- Chat to your child about what they are doing online, including who they are following and interacting with online.
- Restrict devices in their bedrooms.
- Show your child how to use any reporting and blocking tools.

Further information

You can find out more from the following:

- <https://kidshealth.org/en/parents/social-media-smarts.html>
- <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/social-media/#Talkingaboutcyberbullying>

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date released 01.04.25. The inclusion of any links does not imply any affiliation with or endorsement of the linked websites, documents, or videos, nor are we claiming any ownership or copyright in the content of the linked materials.



Group Chats

Is your child part of any group chats? This could be on social media, for example on WhatsApp or within games such as Fortnite. If so, it is important that you are aware of the potential risks, which include:

- **Inappropriate content** – there is often a lack of moderation within chat facilities so users could be exposed to content/language that is not suitable for their age.
- **Bullying** – there are many instances where inappropriate/hurtful comments are shared within groups, this could take the form of name calling or body shaming. Bullying can also be in the form of excluding others from the group. These issues often overspill into 'real life'.
- **Strangers** – your child could be added to groups with people they do not know or even with someone that they have previously blocked.
- **Conversations can be shared/screen shot** – make sure your child is aware that anything they share within a group can be shared with others outside the group.
- **Sharing personal information** – remind your child to be aware of the information they share with others including images and location.



How can I help make group chats safer?

- Check the recommended age rating and adhere to them. If we all did this, peer pressure would be reduced.
- Set up age-appropriate parental controls and set screen time limits.
- Show your child how to use any reporting and blocking tools.

What else can I do?

- It is crucial to have regular conversations with your child about the risks outlined above and about what they are doing online.
- Talk about who they are chatting with, encourage them to think carefully about the messages they send and how they might be perceived by others. Talk about positivity and not saying anything hurtful. Ask them to think about whether they would say what they are messaging, face to face.
- Devices should be used in family rooms so you can monitor what they are doing and who they are interacting with.
- Finally, make sure to model good digital behaviour yourself, as children often learn by observing the adults around them.

Further information

Childnet have created a Group Chat Guide for parents following consultation with the Childnet Youth Advisory Board and Digital Champions: <https://www.childnet.com/resources/cheat-sheet-group-chats/>

Did you know some Emojis have a double meaning?

For those that have watched *Adolescence*, you will know children and young people may be using emojis to mean something completely different. For example, the kidney bean emoji may be used to identify as an incel. It is important that you are aware of how emojis can be used and keep up to date with the way in which they can be used as their meanings are changeable. You can find out further information here:

<https://www.bark.us/blog/emoji-slang-guide/>

Vodafone: The Rise of the Aggro-rhythm

Vodafone released a short video last year, titled 'The Rise of the Aggro-rhythm'. It highlights the harmful algorithms targeting young boys. It's certainly worth a watch as well as learning about the terrifying statistics accompanying it:

<https://www.vodafone.co.uk/newscentre/press-release/ai-aggro-rhythms/>

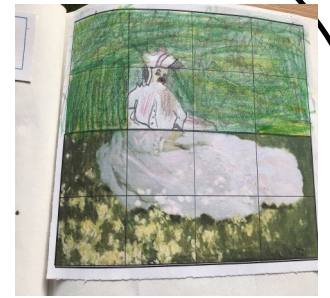
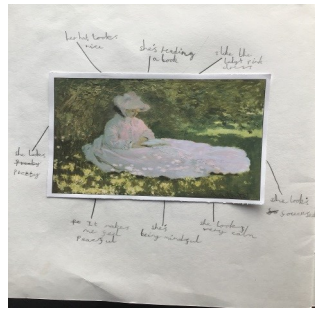
3 things to consider before giving your child a smartphone

Wayne Denner has published a blog discussing the three things that parents wished they had considered before giving their child a phone. You can read the article here:

<https://www.waynedenner.com/3-things-parents-wish-they-had-considered-before-giving-their-teen-a-smartphone/>



NEWS FROM BASE 5 - SEALS



Art Week

We have been busy all week looking at our stimulus painting Springtime painted by Claude Monet. We have annotated it, studied the colours, practised the forms and drafted for our final piece. On Friday we completed our piece and can't wait to use all our skills. Next week we will be looking at observational drawings of flowers - our base will be looking at primroses.



Scooter skills

We had a fantastic session with Travel Telford learning scooter skills. We practised control, steering and breaking, through playing games. Scooting is considered a core skill as it improves balance, core muscles, coordination and endurance.



Dance

We have enjoyed dance with Crossbar this half term. We have learned many dance moves, choreography and skills. We have enjoyed the extra time to move our bodies and learn new things.

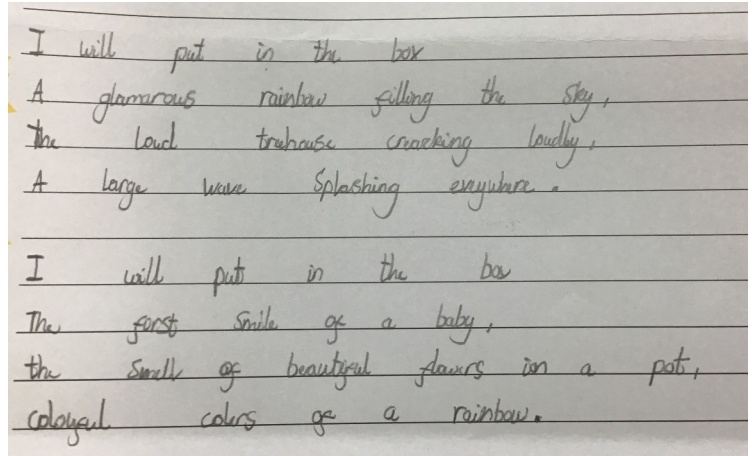
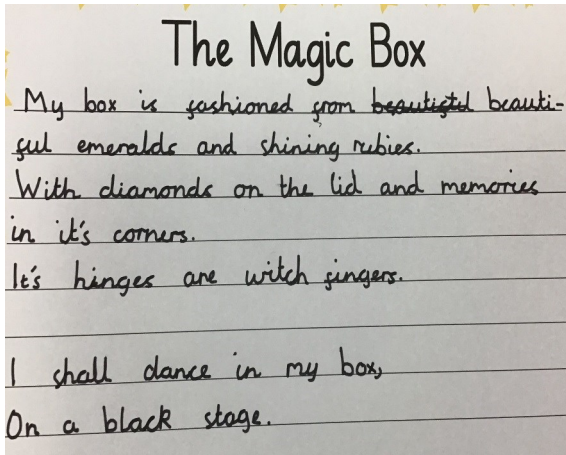




This week in Swordfish.....

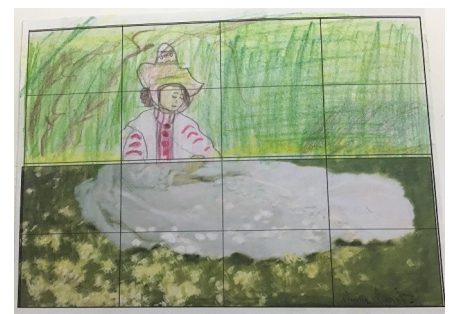
Literacy

This week we have started our new focus on poetry, writing our own poems inspired by 'The Magic Box'. We have been very imaginative with what we could put inside and what our box is made from. Here are some examples.....



Art

Throughout the week, we have explored the artwork, 'Springtime' by Monet. We have discussed the image, experimented with creating colours by blending pastels and practiced drawing shapes. We will incorporate all of these techniques when creating our final piece.



PE

For the past few weeks in PE, we have been focusing on athletics. We have practiced long jump, sprinting, shot putt and relay.



This week in Belugas...

Literacy

This week in Literacy we have been writing a new chapter for the BFG story. Following the writing process we have planned our ideas for how Sophie and the BFG could stop the terrible giants from attacking the humans. We then drafted our ideas into a piece of writing using our plans to help us structure our text with paragraphs. The next step of the process was to edit, we looked at our learning and highlighted where it had been applied in our writing. We then added in anything we had missed. Finally we published the finished piece in neat and as a class we have created some amazing chapters Roald Dahl would even be proud of.

Maths:

In Maths we have done lots of work on fractions and how to find fractions of a quantity. We have used this skill as we have moved on to looking at decimals and how they equate in fraction form. As this has been brand new learning for most children, the biggest focus has been on place value and remembering that after the **ones** column is the **decimal point**, then **tenths**, then **hundredths**. We will continue to build on this learning into our final week of term as the difficulty of our calculations increases.

Fronted Adverbials	At midday, Outside, Suddenly,
Expanded noun phrases	The horrible, shabby giants
Relative clauses	who, where, when, which, that
Subordinate Conjunctions	although, however, if, as, until
Similes	like or as
Metaphors	was or is
Personification	The wind danced and twirled
Punctuation	CL . ! ? , () - " "

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths
1000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$
3	5	2	8	.	74

Spring Art Project

We have started our art project as we enter this new Spring season. Focusing on nature and the more intricate details that can be found. We started by analysing a painting and then tracing some of the shapes and patterns from that painting too. We then sketched our own version using the shapes and patterns we had learnt.

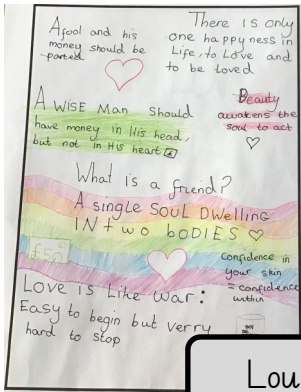
Finally we practised colour mixing to find the right colours for the painting and then were able to paint our own version to produce some wonder-



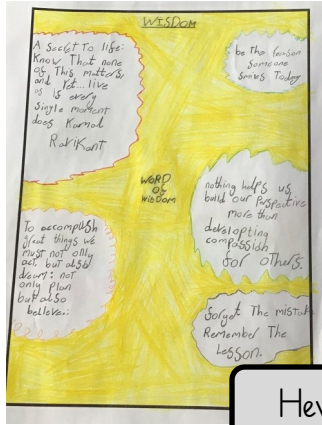


This week in Octopi

In Octopi, we have been exploring the valuable lessons we can learn from reflecting on the wisdom of Sikhism, Christianity, and Islam. To conclude our study, we selected the themes of money, love, and beauty, and created insightful quotes to include in our Base 8 Wisdom Book.



Louie

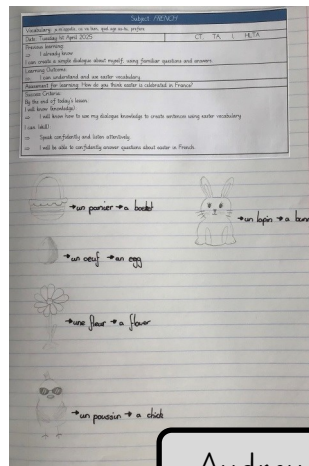


Hevya

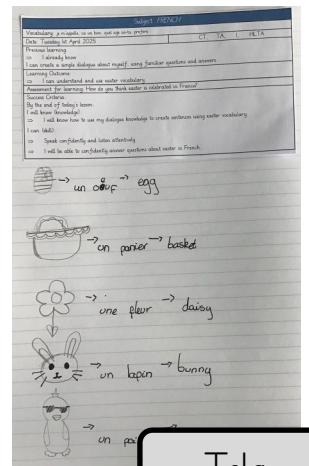


Luna

In our French lesson, we learned Easter-related vocabulary that is commonly used during the Easter festivities, particularly the "Carnaval de Nice" celebrated in France. We also practiced constructing simple sentences using the new words we had just learned. For our task, we created pictures of Easter-themed items and labelled them accordingly.



Audrey



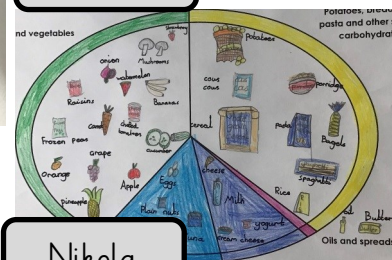
Tola



Natalia



Iris



Nikola

This week in Design Technology, we explored the effects of healthy and unhealthy foods on our bodies. We also learned about the importance of maintaining a balanced diet. For our task, we created an "Eat Well" plate and sorted foods into five categories.



This week in Sharks

This week in Sharks, we have been working on angles in maths, we started by finding missing angles on a straight line, before moving onto angles around a point and finally internal angles of a triangle and different polygons.

As part of our two week art project, we started by looking at a landscape painting by Francisco Oller. We first looked at how he used different greens to show shadow and tone. We then practised our own colour mixing and also looked at how the painting was in one point perspective. Here are some of our examples.



Sufyan



Amara

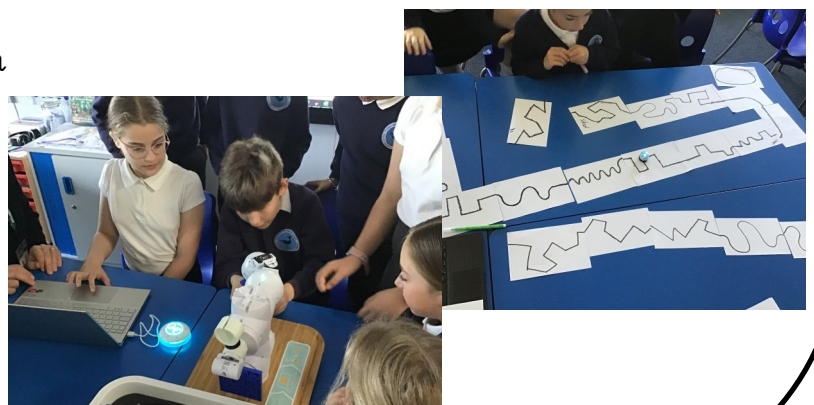


Grace



Navraj

In ICT we worked with Richard Smith to program a robot. We looked at using control loops and how to control a robot within one degree accuracy. Here is us in action...



Homework of the week award

We have introduced a new award for Friday's award assembly.

This is in recognition of the fabulous homework most of our children produce. It is also to show the importance of doing homework.

We need to ensure that children are equipped to be able to complete homework, as a school we are looking at our homework offer and adapting it to meet the needs of the children.

The most important homework your child can complete is reading, this opens the doors to all other learning in school and in life.

Each Base has nominated two children for this week's homework of the week award

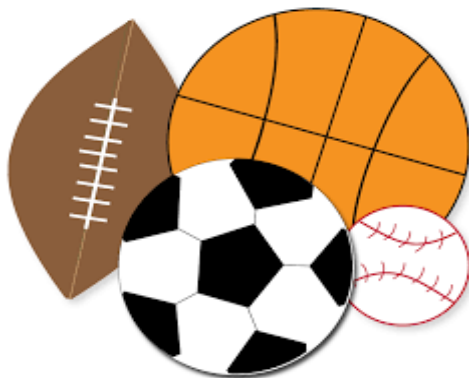
Turtles	George	Rory
Starfish	Roman	
Seahorses	Cooper	Eric
Dolphins	Sophie	Ellie
Seals	Jenaya	Leon
Swordfish	Harrison	Maya
Belugas	Harry	Blake
Octopi	Mason	Sean
Sharks	James	Isla



Star Player of the week award

On Monday, Thursday and Friday, all children have PE. This is delivered by the Crossbar coach. The coaches have recently introduced star player of the week from each base. This is because of the effort they make and the sportsmanship they show. Please see the children chosen for 'Star Player of the week' award this week.

Turtles	Yuvraj
Starfish	Verity
Seahorses	Ashton
Dolphins	Maya
Seals	Kevin
Swordfish	Layton
Belugas	Logan
Octopi	Koen
Sharks	Annie



Friday Awards

Our Awards Assembly takes place on a Friday via Microsoft Teams. Children were awarded with their certificates in class. Please see below a list of the children who have received awards this week.

Base	Star of the week	Worker of the week	Whale Rules Champion	Respectful Rangers	Handwriting Heroes	Punctual Panda	Best attendance
1	Heidi	Daria Zirwa	Sadan Antoni	Matei Artemis	Obie	Hope	Arya
2	Ellie	Molly Maria	Arlo Winter	Evelyn Noah	Lilly	Logan	Evelyn
3	Tyler	Jacob lyla	Nathan Amrita	Bridget Alfie	Ashton	Aikya	Clark
4	Lexi	Willow Theodore	Olivia Michelle	Maya Jenson	Arnesh	Ibrahim	George
5	Luna	Kevin Retal	Teddie Jazmine	Ebony Matilda	Lexi	Manveer	Alan
6	Samavia	Theo Ivy	James Prisha	Arjan Harry	Layton	Riley	Erin
7	Halimat	Emma Ismail	Eloise Sakina	Annabelle Rosie	Reuben	Erin	Lilly
8	Darwin	Junior Natalia	Dylanjot Jake	Koen Luna	Luke	Ollie	Lilly
9	Maizey	Lexi Alexis	Betul Jakub	Kyran Thomas	Sienna	Ajai	Sufyan

Best class attendance this week:

KS1 - Seahorses and Dolphins - 99% - FANTASTIC

KS2 - Belugas- 93% - SUPER



Picture News

TAKEHOME

7th - 13th April



In the news this week

Ex-England football manager, Sir Gareth Southgate, has shared his thoughts on young people, and his fears that many are spending too much time online, gaming and using social media. He stated how important it is for young people to have positive role models beyond social media influencers.

Drawing on his own experiences during a talk for the BBC, he said the UK needs to do more to encourage young people – particularly young men – to make the right choices in life and not be afraid of failure.

Things to talk about at home ...

- Who are your role models? What qualities do they have? Ask someone at home about their role models.
- Do you think anyone can be a role model?
- Taking into consideration what Sir Gareth Southgate said, do you feel it's important to have role models who aren't online influencers? Why?



What qualities should a positive role model have?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss





Protect, care and invest
to create a better borough



WROCKWARDINE WOOD AND TRENCH YOUTH CLUB



EVERY 2 WEEKS

STARTING 30TH APRIL 2025

NO NEED TO BOOK

Wednesdays: 3:45pm - 5:15pm

**Wrockwardine Wood and
Trench Parish Rooms**

Ages 9-16

**Activities will include
sports, arts/crafts, game consoles, pool, darts
and more!**



YOUTH OFFER



PLEASE CONTACT US FOR FURTHER INFORMATION

WWW.4ALL.FOUNDATION INFO@4ALL.FOUNDATION 0800 321 3617



This letter will also be coming out separate on the e-mail. We will arrange a date for you to bring you donated bikes to school.



Protect, care and invest
to create a better borough



Dear Parent/Carer,

As you know our school is taking part in a road safety and active travel project, called **A New School Journey**. As part of this project, our school has been chosen to take part in **'Re-wheeled'**, a bicycle donation, refurbishment and recycling project. The scheme is run by Telford & Wrekin's Active Travel and Road Safety Team and asks that parents/carers or anyone connected with the school donate any unused bicycles or scooters to school on a specific date (tbc). These will be collected, assessed, repaired where possible, serviced and returned to the school for anyone who doesn't have access to a bike offering a sustainable provision of cycles for your school and pupils. **You will not receive the bikes you have donated back** but they will be used in school for cycling activities or gifted to pupils without access to a bike or scooter.

Please note: Ebikes, tandems or tricycles cannot be accepted but any standard 2-wheel bicycles and scooters can be donated.

Please indicate if you have bicycles or scooters you would like to donate on the reply slip below and return to school. The date you can bring in donations will be announced soon.

.....
If you would like to donate a bike, please tick the box below:

<input type="checkbox"/>	How many bikes?:
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If you would like to donate a scooter, please tick the box below:

<input type="checkbox"/>	How many scooters?:
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