



TEAGUES BRIDGE PRIMARY
THE BEATING HEART OF THE COMMUNITY

Friday Newsletter

Outstanding Work of the Week



Isobel ~ Turtles

5th December 2025



TEAGUES BRIDGE PRIMARY

THE BEATING HEART OF THE COMMUNITY

Dear Parents and Carers,

CHRISTMAS at the CHURCH

Children are performing at the Church- Monday 8th December Base 1, 2 and 3. Tuesday 9th December Base 4 and 5 and 10th December Base 6, 7 and 8 - We are aiming to start at 9.30. If you can just wait outside until the children are in and ready. Please make sure you have your tickets ready on entry. You will not be allowed in without a ticket. If you have lost it please let the office know and I can be aware when you arrive. Please no photographs due to safeguarding procedures. We will take lots of pictures for you to access via the website.



CHRISTMAS DINNER:

Christmas dinner is Wednesday 17th December. There will be no sandwich option this day. Please ensure you pay for your child's dinner via parent pay. I have included the menu in the newsletter.

ABUSE:

We will not tolerate any kind of abuse from parents. It is not ok to verbally abuse staff on the telephone or in person. If you have a concern or you are not happy about something, please report it in a calm and respectful manner. Anyone verbally abusing any member of staff can have their access to school revoked. It is never ok to shout at staff.

DATES:

8.12 - Christmas at the Church - Base 1, 2 and 3 - 9.30-10.15

9.12 - Christmas at the Church - Base 4 and 5 - 9.30-10.15

10.12 - Christmas at the Church - Base 6, 7 and 8 - 9.30-10.15

12.12 - Neurodiversity day

12.12 - Crossbar Olympics - Base 8 (10 children)

12.12 - Christmas jumper day - £1.00 to be paid via parent pay

16.12 - Whole school pantomime - Peter Pan

17.12 - Christmas dinner

15.12 - Parents appointments - 3.30-7.00 - Via teams

15.12 - Base 1 and 2 - Christmas party

16.12 - Parents appointments - 3.30-5.00 - Via teams and face to face if needed. If you require face to face please speak to the class teacher and they will arrange this

16.12 - Base 3 and 4 - Christmas party

17.12 - Base 7, 8 and 9 - Christmas party

18.12 - Base 5 and 6 - Christmas party



TEAGUES BRIDGE PRIMARY

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Dear Parents and Carers,

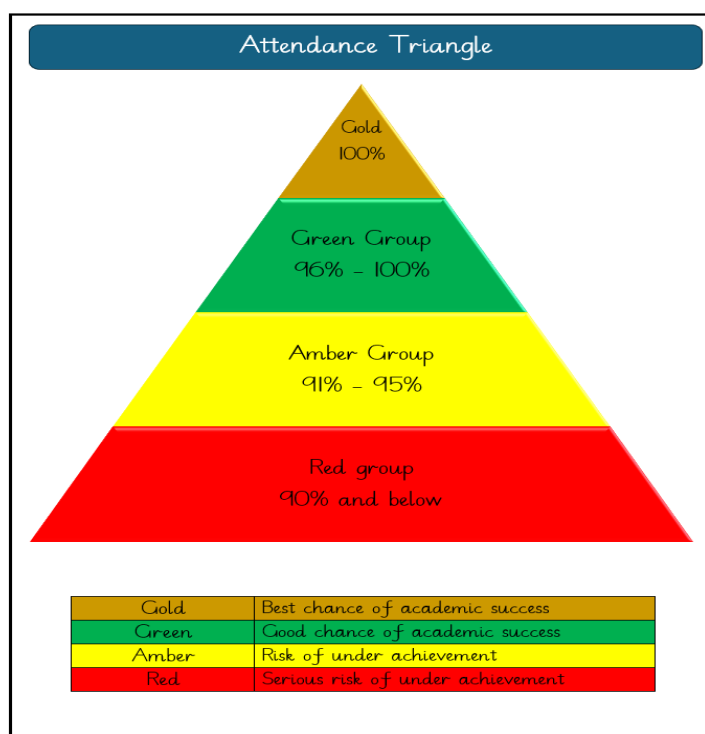
ATTENDANCE:

Just a reminder about attendance and requesting time off during term time:

- Please remember to contact the office every day your child is absent. If we have no message, the Educational Welfare Officer may visit your home, just to check if you are OK. This is Alison Pike and this is part of her role.
- Absence in term time should be requested before booking any holidays, celebrations etc.
- Absence request will only be authorised if it is deemed exceptional, this would include, bereavement, religious observances, issues concerning the home office.
- Any request not authorised may result in a fine. Your first request is a fine of £80 per child per parent. If you take a 2nd period of time out of school in term time the fine can increase to £160 per child per parent.
- Whilst we understand holidays are more expensive during school holidays, this is not deemed as exceptional.
- Consider how your child may feel when they return to class after a long absence and they have missed a large chunk of their learning.

What to do when my child is ill or not able to come into school.


- Contact the school office on the first day of illness, giving the reasons for the absence.
- Ensure to give the base they are in and when they are likely to return.
- You must phone the office on each day of absence.



SEN News

Welcome to the SEN newsletter for November 2025. As Teagues Bridge Primary School's Special Education Needs and Disability Coordinator (SENDCo), I am here to offer support and advice regarding additional needs or SEND support for your child. Please feel free to contact me via the SEND email: send.teaguesbridge@taw.org.uk or via the school office.

Many Thanks, Mrs Woods



Our school website has lots of information and resources to support at home. Please take a look!



You can also find a copy of the Telford & Wrekin SEND parent newsletter here:

https://www.telfordsend.org.uk/info/1/home/109/send_news

Parent Workshop!

We are holding our first parent workshop for SEND focussing on SEND provision at our school and SEND processes for getting support for children and families.

Please come along to learn about the support on offer and where you can gain advice and guidance!

Tuesday 9th December
2pm

Support Services

Local offer: <https://www.telfordsend.org.uk/site/index.php>

PODs: <https://www.podstelford.org/>

Interoceptive Awareness

Self-regulation

Self-regulation is the ability to moderate or control emotions and actions in order to function effectively and get along with others. In the classroom, self-regulation supports students to engage in learning activities, participate in social interactions and minimise disruptive behaviour. There are many complex factors which influence our ability to self-regulate including sensory processing, emotional development, cognitive development, socioeconomic circumstances, and our environment.

Self-management

Self-management is the ability to manage your behaviours and actions to support your body being in balance (homeostasis). This balance could be biological (such as eating, drinking and voiding waste) or situational (such as managing stress in different environments).

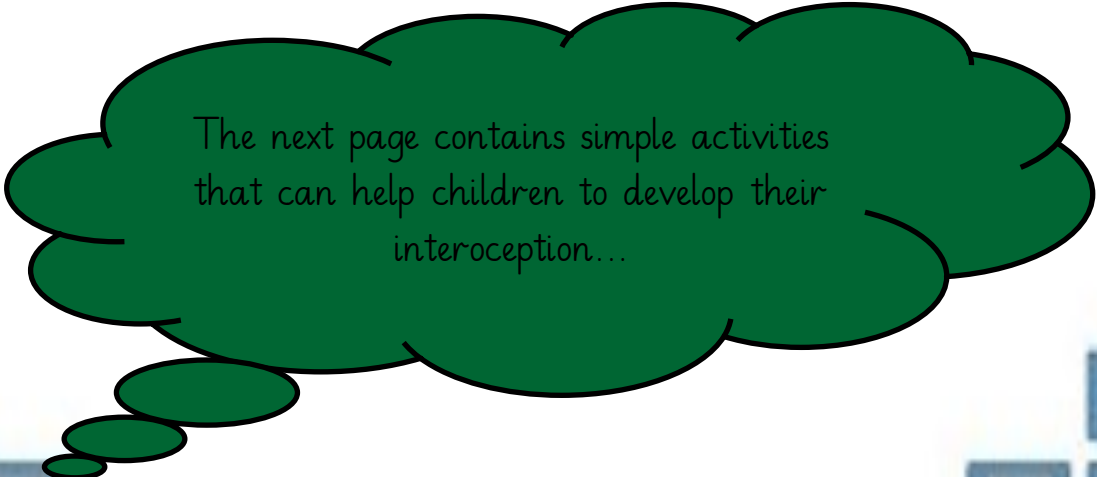
Interoception

Interoception is thought to be a precursor for self-regulation. It can be thought of as 'mindful body awareness' and is one of our eight sensory systems. Rather than being an external sense (like sight or hearing), interoception is the perception, recognition and understanding of the internal physical states of the body. These body signals can be understood as emotions and/or feelings which can then be responded to.

For example, someone who is skilled in interoception can tell when their heartbeat is signalling fear versus excitement. This is because they can notice and recognise all the other internal bodily signals they are experiencing which help them to process and respond to their overall emotional state.

Interoception skills are required for a range of functions such as knowing when to go to the toilet, being aware of the physical signs that you are becoming angry or upset and managing your emotions proactively.

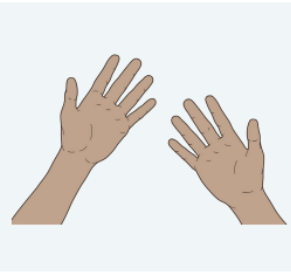
Interoception can also help us to understand how the information we process through our external senses can have an impact on our internal body states, feelings and emotions. For example, hearing loud noises might make your heart rate quicken or your muscles tense. As interoception is a sensory system, these responses to external stimuli are not necessarily cognitive and might happen automatically.



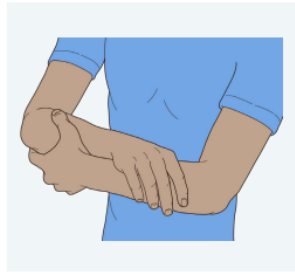
The next page contains simple activities that can help children to develop their interoception...

Activity 6: Feeling temperature #1

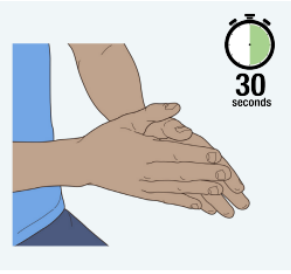
Video demonstration



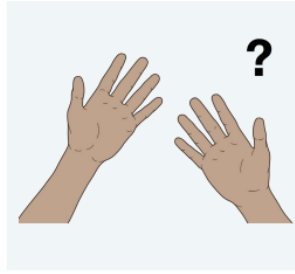
1. Standing still, bring your attention to how your hands feel.



2. Now, touch your arms with your hands. Are your arms warmer or cooler than your hands?



3. Now rub your hands together really fast for 30 seconds.



4. Stop after 30 seconds. Do your hands feel warmer or cooler than before? Touch your arms with your hands. Are your arms warmer or cooler than your hands?
5. Repeat steps 1-4 but at step 4 touch your face with your hands instead of your arms.

Activity 4: Feeling muscles – legs

Video demonstration



1. Standing up, put one foot in front of the other with both feet facing forward and legs hip-width apart, both feet flat on the floor.



2. Now move the front foot so that it only has the heel touching the floor. Where can you feel something? You may feel your muscle stretching on the back of your calf.



3. Now point your toes on that front foot so only your toes are touching the floor. Can you feel something in your foot as well as your leg? Is this the same as before or different?

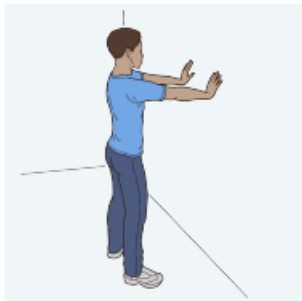


4. Put your feet back flat on the floor and change which leg is in front, then repeat the heel touch and toe touch. Does it feel the same or different?

5. Now repeat steps 1-4, focusing on one of the parts of your feet or legs where you felt the stretch in your muscles during the heel/toe walking.

Activity 3: Feeling muscles – arms

Video demonstration



1. Standing up, put your hands flat on the wall and hold them there.



2. Now push the wall as hard as you can for 30 seconds.



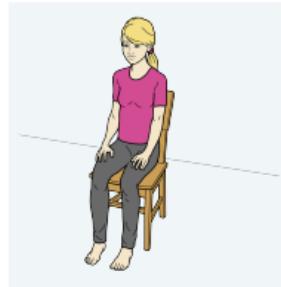
3. Stop pushing and rest your arms by your side. Your arms should now be relaxed.

Where could you feel your muscles when you were pushing against the wall?

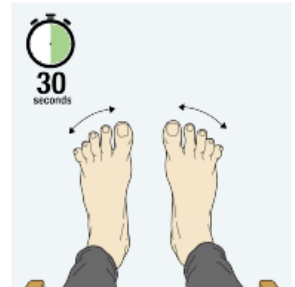
4. Now repeat steps 1-3, focusing on one of the parts of your body where you felt the stretch in your muscles during the wall push.

Activity 2: Feeling muscles – feet

Video demonstration



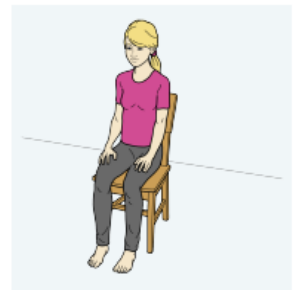
1. Sitting down, rest your feet flat on the floor.



2. Now stretch your toes as wide apart as possible and hold them stretched out like that for 30 seconds.



3. Now curl your toes under and hold them curled for 30 seconds.



4. Rest your feet back again, flat on the floor. Now they should be relaxed.

Where could you feel your muscles when your toes were stretched and where could you feel it when they were curled?

5. Now repeat steps 1-4, focusing on one of the parts of your feet or legs where you felt the stretch in your muscles during the toe stretch/curl.



CHRISTMAS DINNER MENU

17th DECEMBER 2025

Traditional Christmas Roast to include:

Roast Turkey with pigs in blankets, stuffing and gravy

or

Festive Loaf ✓

Roast potatoes, mashed potatoes

Seasonal vegetables: cauliflower, Brussel sprouts, carrots

Ice-cream

and

Festive biscuits



Please note there will be NO school sandwich service available

The cost is £2.90 for children in KS2, if not in receipt of Free School Meals



Online Safety Newsletter

December 2025

AI Chatbots and companions

A simple search of "AI Chat" within the App store highlights the number of AI apps already available, many are rated as 18+ so it is important to speak to our children about them and the risks associated with them. Examples of AI chatbots that your child may have heard of are Character.AI (18+) and My AI from Snapchat (13+).

What are the risks?

- Over reliance on AI companions, for example they may replace 'real life' friendships or over reliance on using them for homework or problem solving.
- Exposure to inappropriate content.
- Privacy/data risks.
- Misinformation as not all information shared is correct and can be biased.

How can I protect my child?

- Check age ratings of any apps or websites that your child accesses.
- Discuss the risks of AI chatbots with them and have open conversations about why they may be using them.
- Set up appropriate parental controls on their devices/ broadband.
- Chat to your child regularly and ensure your child knows that they should talk to you or another trusted adult if anything concerns them.

Further information

<https://www.esafety.gov.au/newsroom/blogs/ai-chatbots-and-companions-risks-to-children-and-young-people>

New Technology

As some children may be receiving new technology or related games at Christmas, here is a quick reminder of the importance of setting up appropriate parental controls.



Games/Consoles

- Check age ratings: look at the PEGI rating of any new games. *Remember, PEGI rates the gameplay so whilst it is important to review age ratings, you must also check to see if it has any communication elements.*
- If a game does allow your child to communicate with others, then adjust or disable the settings as appropriate to your child.
- On the device itself, set up applicable controls such as restricting spending limits. Follow the links below to find out how to set up Parental Controls for popular devices here:

Xbox: <https://www.xbox.com/en-GB/family-hub>

PSS: <https://www.playstation.com/en-gb/support/account/ps5-parental-controls-spending-limits/>

Nintendo Switch: <https://www.nintendo.com/en-gb/Hardware/Nintendo-Switch-Parental-Controls/Nintendo-Switch-2-Nintendo-Switch-Parental-Controls-2873385.html>

Tablets/Smart phones

Set up parental controls on the device to prevent purchases, restrict content viewed and adjust privacy settings. Furthermore, remember to check any apps your child requests to check that they are suitable for their age. Follow the links below to find out more:

iPhones/iPad: <https://support.apple.com/en-gb/105121>

Android Device: <https://support.google.com/googleplay/answer/1075738>

Further information

<https://www.internetmatters.org/parental-controls/>

The Safety-First Smartphone

The Other phone is a new smartphone, which includes "SafetyMode" software. The software automatically blocks nudity, profanity, and bullying language in real time. You can find out more here: <https://otherphone.co.uk/>.

Smart Phone Free Childhood also list some alternatives that you could consider here: <https://www.smartphonefreechildhood.org/alternatives>.

Please note, that the inclusion of these models does not constitute an endorsement or recommendation. While these devices may provide a 'safer' alternative to traditional smartphones, there are still potential risks associated with children using any type of phone.

Roblox

Following a recent ITV investigation*, which found extremist content on Roblox, we thought we would provide a reminder of what you need to be aware of. Roblox is a platform consisting of a collection of games. Players can either create games or play games that other users have created. It is free to download (however subscription options and in game/app purchases are available) and can be played across numerous devices. A lot of the content is user generated, which means not all games will be suitable for your child to view/play. If your child is playing Roblox, it is important to monitor what your child is accessing and set up appropriate parental controls. PEGI rate Roblox with a Parental Guidance label, this is because it is considered a platform with a huge level of user generated content.

What should I be aware of?

Game content – as mentioned, users create games so the content/themes may not be appropriate for your child. Roblox label content based on the type of content rather than by age. The labels are Minimal, Mild, Moderate and Restricted.

Chat Facility - Players can chat with each other (users under the age of 13 need parent permission to access certain chat features though). You can turn communication off completely or add restrictions, such as only able to communicate with friends.

Virtual Currency - Players can buy Robux (their virtual currency) to buy in-game upgrades or accessories.

How do I report abuse and block users?

This article outlines the different reporting facilities:

<https://en.help.roblox.com/hc/en-us/articles/203312410-How-to-Report-Rule-Violations>

What else can I do?

Chat to your child regularly about what they are doing online and remind your child that if anything is worrying them, then they should talk to you or another trusted adult.

Further information

<https://parentzone.org.uk/article/roblox>

[*Source: <https://www.itv.com/news/2025-11-14/mosque-attacks-and-far-right-skins-roblox-teens-exposed-to-extremist-content>]

Discord

Discord is a social networking app originally designed for gamers but is now used by lots of different people to chat to each other online. The minimum age to access Discord is 13. The App store rates it as 17+.

Discord is made up of servers, which are spaces for groups to chat, upload files and share images etc. Anybody can set up a server, and they can either be public or private. Users can video call and send direct messages to other individuals or groups. Children who play online games such as Fortnite may use Discord to chat whilst playing the game (rather than using the game's own chat facility). In-app purchases are available through Discord's subscription service called Nitro.

How can I make it safer?

Discord have created a Family Centre, which provides further information about what Discord is, as well as information about different safety settings available:

<https://discord.com/safety-family-center>

As always, we would encourage you to chat to your child to see why they use Discord and ensure that they know how to block users and what to do if they see any inappropriate content. It is important to be aware that Discord does include video/voice calling which cannot be filtered. Discord is used by an array of users and therefore adult content can be found on Discord as well as inappropriate language. Discord have produced this article, which answers frequent questions: <https://discord.com/safety/360044149591-answering-parents-and-educators-top-questions>

Would you like to read this newsletter in a different language? You can use the translate tool on our web version: <https://www.knowsleyclcs.org.uk/deceember-2025-primary/>

Signal Private Messenger

Signal is rated as 13+ on the App store. It is a messaging app, where users can text, send voice messages and photos plus participate in group chats and calls. There are no parental controls currently available. As with all messaging apps, the risks can include bullying and viewing inappropriate content. Find out more here: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/chat-apps/>

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NEWS FROM BASE 5 - SEALS



Maths

In our times table fluency we have completed doubles and the 2 times table. We can use these facts to know the inverse as well ($18 \div 2 = 9$). We are now



focusing on our square numbers as the brain only needs to relate 2 numbers together to learn the fact. Once we have mastered the square numbers we will know

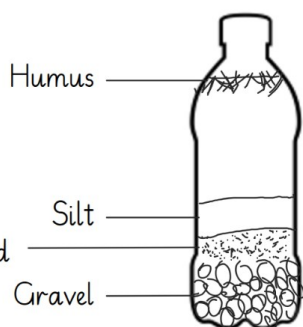
facts for times

15 out of 36 essential tables. Keep practicing on TTRS to stay fluent with these facts!

$2 \times 2 = 4$					
$3 \times 2 = 6$	$3 \times 3 = 9$				
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$			
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$		
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$	
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$
				$9 \times 8 = 72$	$9 \times 9 = 81$

Science

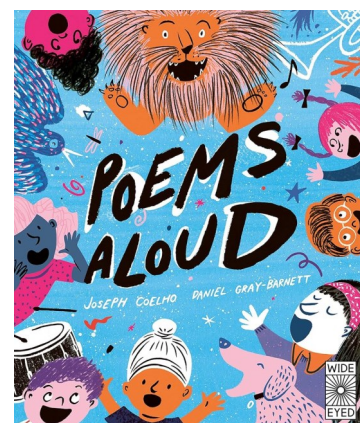
We have been learning about soil as part of our Rocks unit. We made observations and learned that soil contains air, is a mixture of different parts such as humus, silt, clay and gravel. We are looking forward to our visit from the Shropshire Discovery Centre for the Fantastic Fossils Workshop.



Draw a diagram and label to show what happened to the soil.

Literacy

We have been focusing on different styles of poems. So far we have looked at Riddles and Tongue twisters. We have been having a go at writing our own and hope you enjoy the examples of our work during the Christmas show!



What a great term we have had! The children have worked hard on so many different things and I'm really proud of the progress they have made.

Thankyou to all the family and friends that are coming to the Church to support our Christmas show! We hope you enjoy it as much as we loved putting it together. I look forward to seeing you all at parents evenings— Mrs Thomas

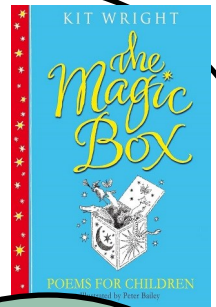




Swordfish

English

In English, we have started looking at poetry. We have created our own poem inspired by 'The Magic Box'. We thought about what could go in our box, and what our box is made of.



A bottle full of
happiness—Arnesh

A colossal dragon
breathing fire—Retal

Crisp snow-
flakes falling
gently—Jaz

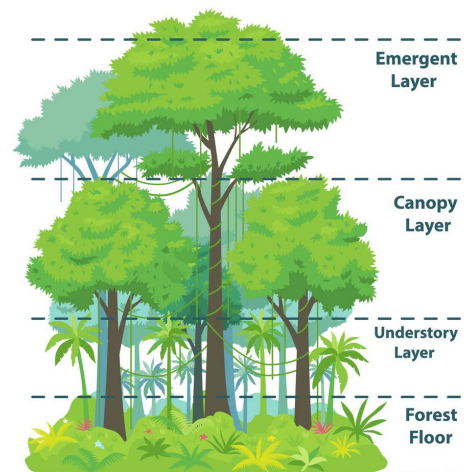
Computing

On Monday, with Mr Smith, we created our own stop-frame animation using iMotion. We animated a boat sailing down the Amazon River.

Geography

In Geography, we have looked at the human and physical features of Brazil such as Sugarloaf mountain and Christ the Redeemer statue. We have also explored the four layers of the Amazon rainforest, discussing what the climate is like in each layer and what animals live there.

RAINFOREST LAYERS



Science

In Science, we conducted a number of investigations to observe a variety of rocks. We looked at the durability and permeability of obsidian, sandstone, mudstone, slate and quartz. We then used our results to decide which rock would be best to build a roof.



This week in Belugas...

This week has been assessment week!

Everyone should feel very proud of their hard work and achievement!

Christmas Production!

We have been busy working hard behind the scenes this week, rehearsing songs, practicing our lines and putting the finishing touches to our props and costumes ready for our big show to parents on Wednesday 10th December, 9:30am at Wombridge Church. We can't wait for you to join us!



Music



In music we have been continued learning about jazz.

We have even been improvising on the glockenspiel and on our recorders!

Design & Technology

We have made a great start researching and planning our ideas for our wintry cottages and castles! We explored making different kinds of circuits and investigated which type of switch we would like to use in our own models. Thank you to everyone who has supplied us with cardboard boxes and an assortment of recycling pieces ready for us to make our models!



Poetry ~

We have enjoyed starting our new literacy unit this week on poetry. We are focusing on Winter poems!

In our first lesson, we read a range of Cinquain poems. We identified the patterns and rules for these types of poems, chose our favourites to perform and talked about how the poems made us feel.





This week in Octopi...

We have had another fantastic week in Base 8! It has been assessment week and all of the children have tried their best, worked hard and have shone! Well done Base 8!

In literacy we have completed our learning on Biography writing. We have researched the author of our reading book - Philippa Pearce - and have used the research to write a biography about her. Below are some examples of our fantastic writing...

Biography of Anne Philippa Pearce

Philippa Pearce was born on the 22nd January 1920. Her birth was in a village called Great Shelford in Cambridgeshire, England. She has brown eyes and greyish hair her hair is very short. She has a bright white smile. She likes canoeing, fishing, swimming and skating. She has a husband called Martin Christie and a daughter called Sally. Her pets were a great pony, cat, dog and hens all living together in harmony.

Early life

Pearce wrote a lot of interesting fun books. Her most known book is 'Tom's Midnight Garden'. When Pearce was young she lived in a flower mill where her dad worked. She had three siblings and she was the youngest. Her least known book is 'The little garden'. The 'Tom's Midnight Garden' book she wrote is 'Tom's Midnight Garden'.

Career

Her books were very hard to read and very detailed. She used a lot of her time to make sure her books always make enough sense for people to read.

Philippa Pearce

Philippa Pearce is a famous world renowned children's author inspiring people around the planet. Throughout her career, Philippa has published so successful books, in total with the help of some illustrators. She brought imaginations to life making her storybooks magical and out of this world. To this day, Philippa (the former author) is still remembered as a creative person who changed the way people put creativity in their books.

Early life

Philippa was born the youngest of 4 children, leading for her to have 3 siblings. She was born on the 22nd of January, 1920, but due to her illness, she had to start school a little late at 8 years old. Once she had recovered, she started an all girls school called the 'Pearse School' in a tiny village called Great Shelford in Cambridgeshire, England. Since she was the most educated in her family, she won a special scholarship to Girton college to study English and History.

Career

Philippa Pearce

Philippa Pearce is a world renowned children's author. She is most well known for her best selling books: 'Tom's Midnight Garden' is one of her most selling books and popular books. Throughout her career, she wrote books which inspired children and she brought their imaginations to life.

Early life

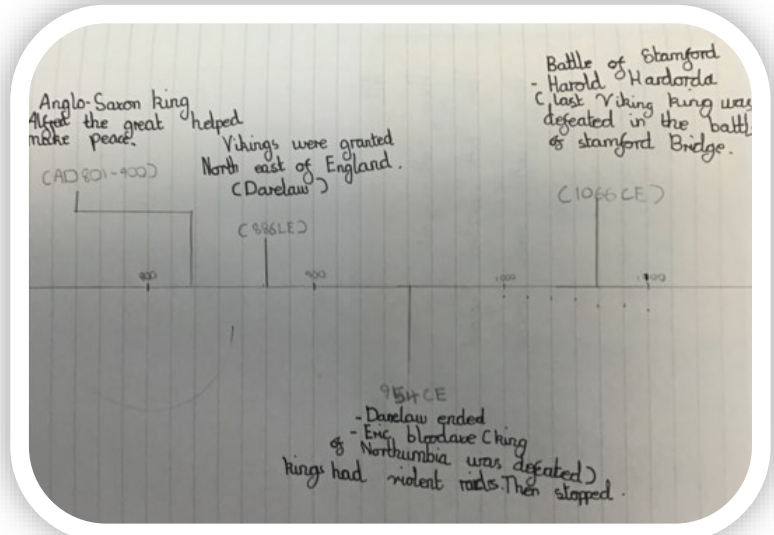
In a Philippa Pearce life, she was the youngest of four children. She grew up in a village called the great 'Shelford' in Cambridgeshire, England. Her family home lived at Mill house, right by the river Cam. She started school when she was eight because she was so ill by that time.

Career

After college, she moved to London and she also worked for the government when she was in the BBC where she also created radio shows for schools.

In science we have been learning about dissolving. We have set up an investigation to find ways to recover dissolved substances.

In history we have been learning about the Anglo-Saxons and Vikings and have been creating timelines. Here is an example:



PINs Project

This year we are taking part in the PINs project. PINS stands for 'Partnerships for Inclusion of Neurodiversity in Schools' and it is a national programme that brings specialist health and education professionals and parents and carers into mainstream primary schools to:

- Help shape whole-school special educational needs and disabilities (SEND) provision
- Provide early interventions at a school level
- Upskill school staff
- Support the strengthening of partnerships between schools and parents and carers

Through this project we will be working closely with a range of outside agencies including PODs, Occupational Therapy and Haughton Outreach. The project will include training for staff, developing provision across the school and PODs are delivering Parent/Carer meetings.

PODs have delivered two parent/carers meetings so far and the feedback from these has been very valuable in supporting the school to adapt and improve. The dates of these are included in each newsletter. We welcome feedback on the days and times that these have been held. If you would like to attend but have not been able to due to the day and time they have been held, please let us know and we will see if we can change these moving forward.

We are all enthused by this project and developments have already been started to improve provision for all children.

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

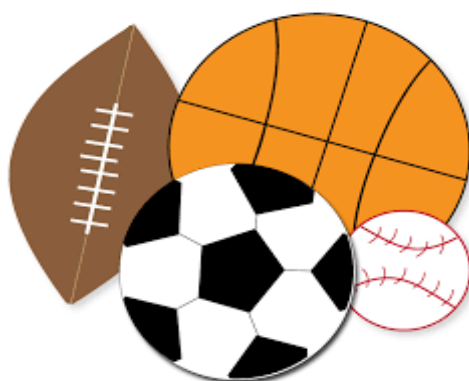
Turtles	Elizabeth	Oakley
Starfish	Savannah-Grace	Panjami
Seahorses	Evelyn	Greyson
Dolphins	Logan	Oliver
Seals	George	Simran
Swordfish	Dexter	Jasmine
Belugas	Theo	Erin
Octopi	Ismail	Ellie



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	River
Starfish	Obie
Seahorses	Daria
Dolphins	Willow
Seals	Holly
Swordfish	Matilda
Belugas	Max
Octopi	Sakina



Friday Awards

Our Awards Assembly takes place on a Friday 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	Caroline	Isobel River	Harrison Ryley	Victoria Lily	Szymon	Polly	Noah
2	Amelia	Amelia Mehar	Marcel Remy	Sadan Adam	Obie	George	Artemis
3	Antoni	Verity Arlo	Zhaire Winter	Tommie Daria	Rory	Noah	Lottie
4	Lilly	Paisley Iyla	Rahniah Amrita	Iris George	Anna	Jacob	Ashton
5	Dominic	Ellie Theo	Leyla Sohaib	Nathan Gunveer	Jacob	Olivia	Enzo
6	Harriet	Tymo Matilda	Gabriella Tianna	Michelle Alaya	Teddie	Thaigo	Retal
7	Koray	Brayan Phoebe	Charmaine Elizabeth	Maya Indi-Rae	Arjan	Riley	Harry
8	Freya	Macey Halimat	Karla Emma	Freddie Simran	Harry	Ivy	Leo

Best class attendance this week:

KS1 - Dolphins - 99% - fabulous!

KS2 - Seals - 96% - Super!





Picture News

TAKEHOME

8th - 14th
December



**How might
challenges
help us
grow?**



In the news this week

An adventurer named Darren Edwards, who is paralysed from the chest down, is preparing to travel 137 miles across Antarctica using a sit-ski. If he succeeds, he will break the world record for the longest sit-ski journey to the South Pole. Darren hopes his challenge will raise money for charity and show that his injury does not limit what he can achieve.

Things to talk about at home ...

- How do you think Darren will feel at each stage of his challenge (before, during, and after)?
- What kinds of challenges do you think can help you grow the most – something physical, emotional, or trying something new?
- Can you recall a challenge you have set yourself and achieved? Ask others at home about their experiences.

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss

