



TEAGUES BRIDGE PRIMARY
THE BEATING HEART OF THE COMMUNITY

Friday Newsletter

Outstanding Work of the Week



Miran ~ Starfish

12th December 2025



TEAGUES BRIDGE PRIMARY

THE BEATING HEART OF THE COMMUNITY

Dear Parents and Carers,



CHRISTMAS at the CHURCH

Christmas at the church was fabulous! There was such a lovely, friendly atmosphere. The children really enjoyed performing in a different setting and were extremely well behaved and respectful. Thank-you to all the parents and carers that joined us, you were also amazing and so were the younger children in the audience. Thank-you to all the staff for the effort they put in to sharing this with parents. I hope we managed to bring some happiness to you all. Thank-you to all the children who took part - you were AMAZING! There are photographs of all the performances in the newsletter. A big thank-you to our head and deputy pupils who helped take the tickets at the Church - Thank-you!

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.

OLYMPICS FESTIVAL

Year 5 children in base 8 took part in an Olympics event today at Lilleshall. They were truly superb and had a really enjoyable morning. They did the school proud. Thank-you to Mr Crump for taking the children to this event. Next week is Mr Crump's last week with us as he is going to be taking some time out to travel. He has been a great asset and we would all like to thank him for everything he has done for the children at Teagues Bridge.



DATES:

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

19.12 - Christmas non-uniform day - No charge

19.12 - Break-up for Christmas

7.1.26 - Children return to school Wednesday 7th January 2026 (we have 2 PD days 5th and 6th January 2026)



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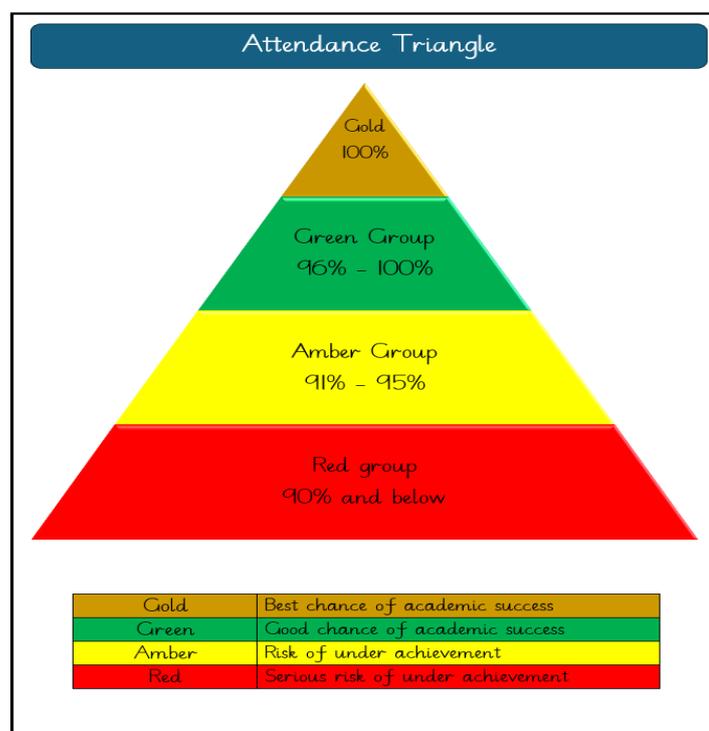
ATTENDANCE:

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 December 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!

Parent Workshops and coffee mornings

Thank you to those who attended the parent workshop.

Moving forward, we will be hosting more workshops, focussing on a range of different areas including supporting children with sensory needs, sleep and anxiety so keep a look out for further dates!

We will also be hosting coffee mornings for parents to come together and support each other! Look out for the dates of these!

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

Support Services

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

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



Helping children to tie shoe laces.

Activities

- Post different size buttons through a slot made in the lid of a cardboard box. (the box will catch the buttons).
- Cut out a slot in a piece of card and post the buttons through the slot.
- Sewing cards, threading beads on laces.
- Make a buttonhole on a square of material. Sew a large button onto another piece of material with elastic thread. Practice threading the button through the buttonhole and out again using the two pieces of material. Use bright colours for material and make the separate colour that highlights it i.e. red and yellow.
- Make the same again but with a smaller button and buttonhole.
- Use garments of the child and practice buttoning whilst placed in front of him on the table.
- Use garments of the child, whilst he is wearing them and practice buttoning.
- Make an oversized waistcoat with large buttons, and grade buttons accordingly as child becomes more proficient.

SUGGESTED ACTIVITIES TO IMPROVE TYING OF SHOELACES

- Provide the child with different coloured shoe laces. For example, buy one black and one white lace, snip the end off and sew them together. You will then have one long lace in two colours. This will assist the child to see what is happening with each lace, visually, so that they do not get the two laces confused during the process.
- Allow him to practice with the shoe in his lap before expecting him to tie the laces with his foot in the shoe.
- Demonstrate the activity from a position next to him, not opposite as the actions are easier to copy from this position.
- Ensure the child is sitting correctly on a stable, firm chair. (Hips, knees and ankles should be ideally at 90°). Or the child should be seated in a supported manner on the floor.
- Elevate the foot with the shoe on a low surface, to improve his vision of the laces that are being tied and to reduce the distance that he has to bend down to reach his laces.

- Use shortened laces to encourage the child to pull the laces tighter and to make it easier for him to handle.
- Break down the process into steps, ensuring that he masters one step before moving on to the next.
- Allow the child to start the activity while an adult completes it. More steps should be given to him to do independently until he is able to tie his own shoelaces.
- Tying Process
 1. Make sure they tie the lace over the other lace TWICE before they begin to make bows, otherwise the knot will come loose and the bows will fall apart.
 2. Make a loop with one piece of lace (call this the "tree").
 3. Wind the other piece of lace (the 'rabbit') around the 'tree' (loop) and through the hole.
 4. Take hold of the rabbit and the tree and make one quick hard tug movement away from each other.

Tips for helping children with dressing.



Forward Training

This means that the child starts the task, e.g. putting on sock and adult helps with later stages the child cannot achieve. The child needs to be motivated to begin this himself.

Backward Chaining

Here the adult begins the task with the child only doing the last step. Gradually the adult does less so the child has to perform more steps. This way the child always has the reward of finishing the task, e.g. adult picks up jumper, places over the child's head, helps put arms through, but the child pulls it down. Always go at the child's pace and give lots of positive feedback.

Types of Clothing

- Use 'loose fitting' lightweight clothing. Avoid lots of layers and difficult fastenings.
- Use wide neck holes and wide sleeves to make it easier to locate these. Cuffs can be elastic or have a button attached with elastic thread, so it stretches open when put on.

- Use elastic waistbands on trousers and shirts if buttons and buckles are difficult.
- Velcro / zips can be used instead of buttons or buckles e.g. on a coat, use Velcro and sew buttons on the top flap.
- To avoid shoelaces, Velcro fastening or slip on shoes can be worn initially.

SOME PROBLEMS ENCOUNTERED

POOR BALANCE

Suggestions:

Sit the child on a bed or chair with his feet supported or sit him on the floor if it is easier for him to reach his feet in this way, rather than bending down to his feet. Alternatively sit him against a wall or in the corner of the room or standing with the wall or a chair for support.

CHILD NOT GRIPPING CLOTHES TO PULL ON

Suggestions:

Use adults hand over the child's hand to grip underneath adult's fingers. Roll up clothing to create 'more' to grip e.g. roll up edge of jumper before putting up. Put elastic around the cuffs or waist to ease gripping. Use quilts, place them over arms / legs as a game, pulling them off with the

other hand. Use hoops to step into and pull up over the body.

CHILD LOSES ARM AND HEAD HOLES

Suggestions:

Lay clothes flat in front of the child with arms showing. Place arms into garment first so they can't be lost. Then put head in.

CHILD PUTS CLOTHES ON INSIDE OUT

Suggestions:

Use contrasting linings – different colours and textures from outside to inside. Use contrasting sleeve linings from the rest of the lining. Draw child's attention to clothes that are the wrong way round. Use labels inside clothes. Wear T-shirts and sweatshirts that have a picture on the front.

CHILD PUTS ON CLOTHES BACK TO FRONT

Suggestions:

Lay garment flat down on table or floor, front down. With bottom edge rolled up to give a good grip and to reveal a special mark on the inside, bottom, front

To indicate the front of the garment. There can be a different mark on the back. Use patches of material or different textures for front and back and right and left sides.

CHILD TWISTS SOCK HEEL TO FRONT OF FOOT

Suggestions:

Do not use tight socks. Use marked coloured toes and heels. Use loop on back edge of sock for child to hold as he pulls up sock. Mark top of sock with ribbon threaded through.

CHILD FINDS BUTTONS DIFFICULT

Suggestions:

It is easier to do up and undo buttons on someone else's clothes. Start with larger buttons, working down to smaller ones. Use pockets with rewards inside. Practice out of dressing times. Child needs to be able to use a pinch grasp before starting buttoning skill development.

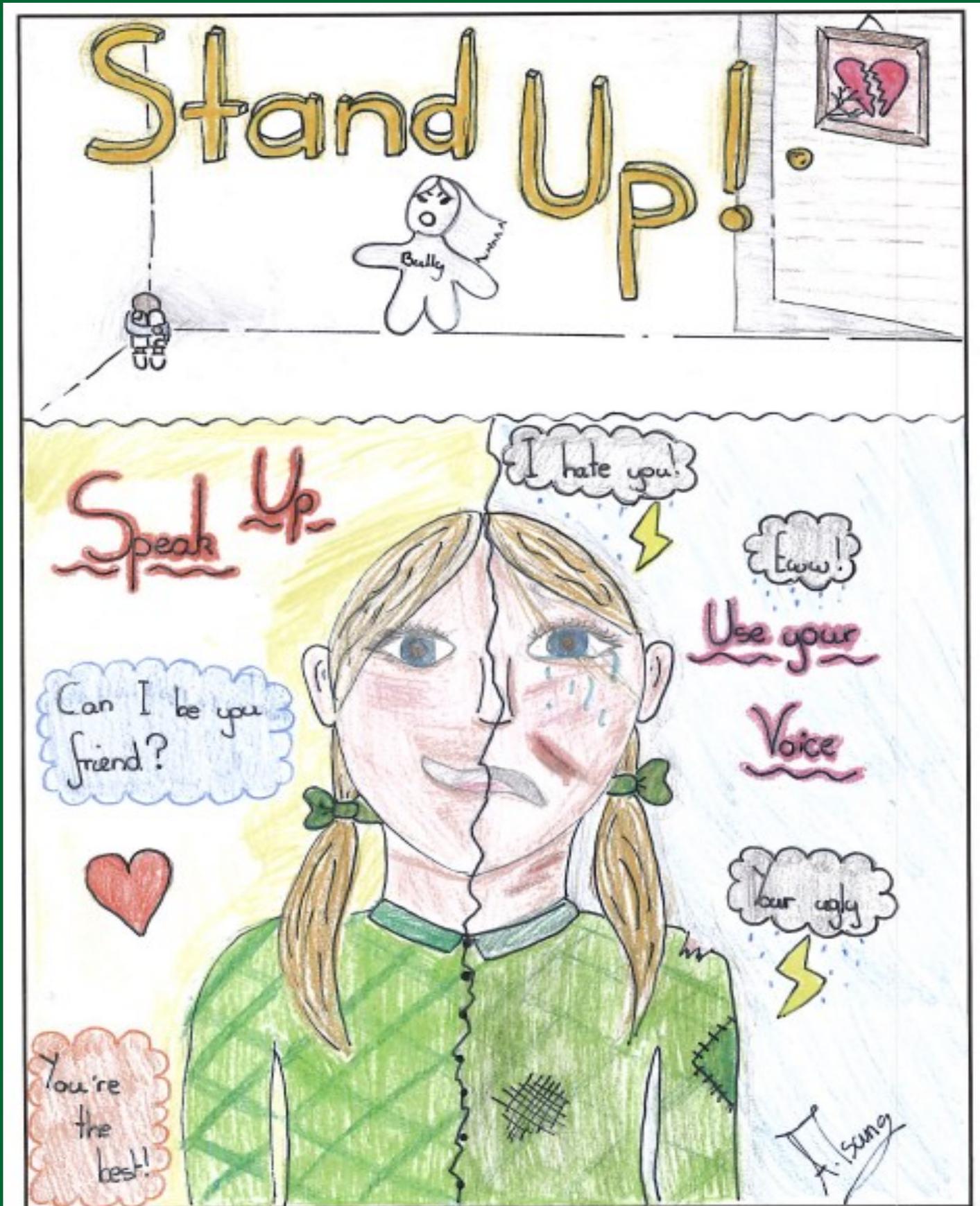
SUGGESTIONS ON HOW TO IMPROVE FASTENING BUTTONS

- Start with large buttons and progress to smaller ones.

- Use backward chaining to teach the skill – e.g. start with the last part of the task first – child pulls button through buttonhole that you have pushed through first.
- Encourage general fine motor development, e.g. picking up small items and posting them into holes.
- To reduce initial frustration replace buttons with Velcro fastenings until the skill is learnt.
- Add elastic to buttons at cuff so button can remain buttoned while sleeve is slipped on/off.
- Buttons are easier to grip if flat or textured. Be sure buttons and buttonholes are large enough for buttoning ease.
- Teach buttons at the front, then side and then back.
- Give direction slowly, clearly. Demonstrate first the guide the child, then allow independent practice. Intervene if he is frustrated or else he will lose motivation.
- Emphasise verbal directions; through push in, pull out.

Anti-Bullying Poster

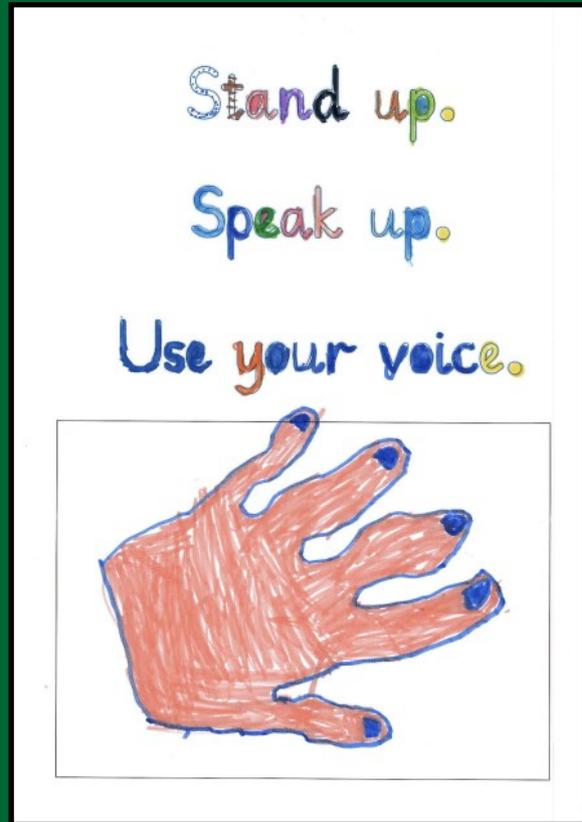
Overall Winner - Audrey B9



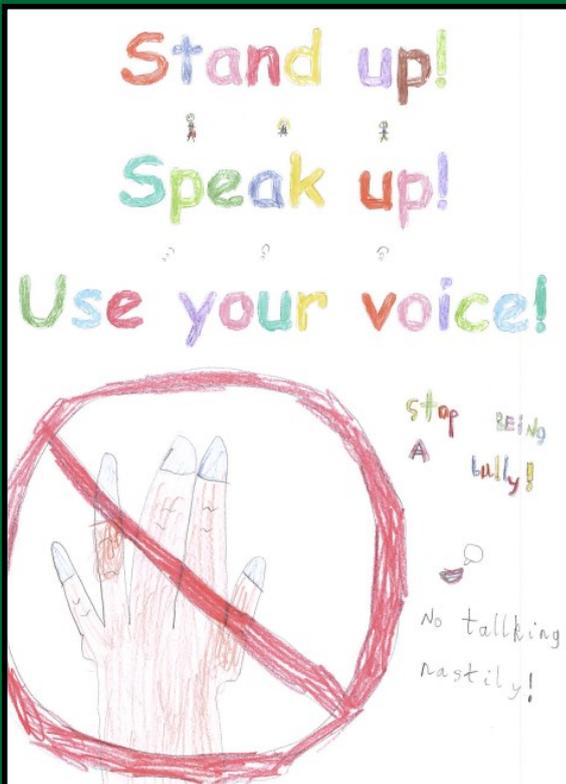
Class Winners



Polly - B1



Obie - B2



Evelyn - B3

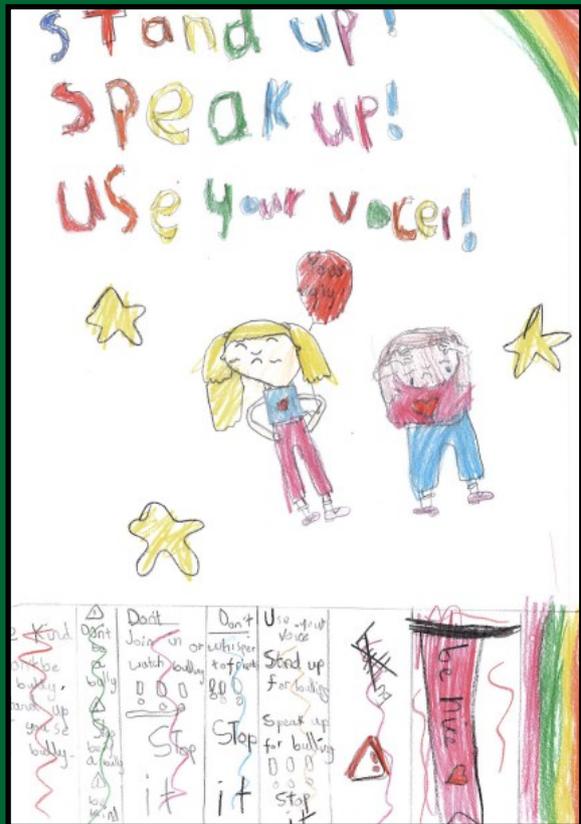


Molly - B4

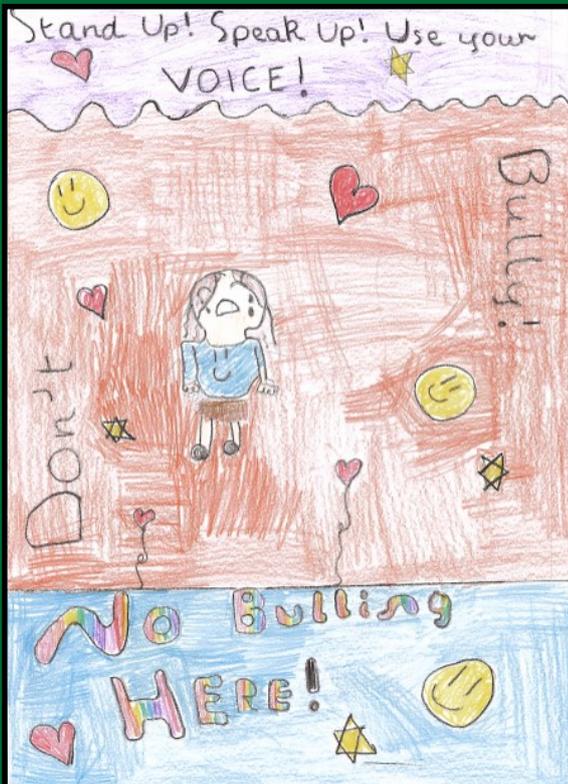
Class Winners



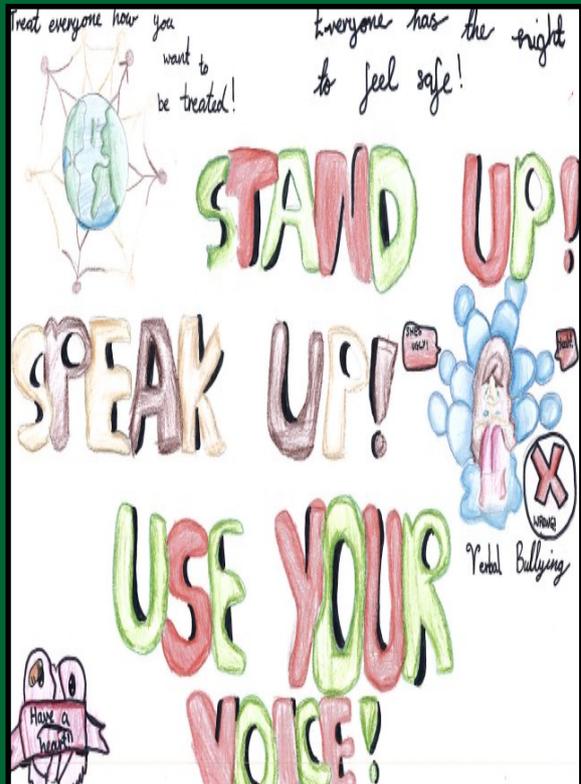
Olivia - B5



Heidi - B6



Erin - B7



Sakina - B8

Mental Health Newsletter



Welcome to mental health newsletter page

Supporting mental health this Christmas

As we approach the festive season, we know that Christmas can be a time of great joy – full of light, love and togetherness – but it can also bring challenges for many families. At Teagues Bridge we continue to support the wellbeing of our community – both children and parents. Christmas can be a wonderful opportunity to reconnect, reflect and celebrate the blessings in our lives. However, it is also important to recognise that the season can feel overwhelming for some. Routines change, expectations rise, and emotions run high. Taking time to care for your mental health, and that of your children, helps everyone enjoy the season in a calm and balanced way.

Why some children struggle more at Christmas

Understanding these challenges helps us support children with empathy and calm, helping them feel safe and secure

Change in routine – The structure of school disappears, which can increase anxiety and tiredness.

Family stress or conflict – Financial pressure or tension at home can affect children's sense of security.

Social comparison – seeing 'Perfect Christmases' on TV or social media can make children feel left out or different.

Loneliness or loss – Christmas can remind children of loved ones who are no longer here.

Sensory overload – Bright light, noise, and busy environments can feel overwhelming, especially for neurodivergent children.

Less access to help – Teachers, and Inclusion mentor may not be available during break.



LOOK AFTER YOURSELF

"You can't pour from an empty cup"

Parents' wellbeing matters at Christmas – caring for yourself helps keep your family happy and allows you to stay calm, strong, and present for your children.

1. Take moments of quiet, even five minutes with a cup of tea, a walk, or a prayer can help.
2. Don't aim for perfection, children remember laughter and love, not how tidy the house was.
3. Ask for help if you need it, talk to a friend, family member, or professional support.
4. Sleep, rest, and nourishment are essential, not optional.

If you ever feel your mental health is declining, please reach out. Seeking help early can make all the difference.



Supporting Children's Mental Health Over Christmas

Keeping a gentle routine

Maintain familiar mealtimes and bedtimes where possible.

Reducing pressure

Focus on togetherness over perfection.

Providing calm spaces

Give children somewhere quiet to reset.

Staying connected

Encourage friendships and open conversations

Talking about feelings

Let children know it's okay to feel a mix of emotions.



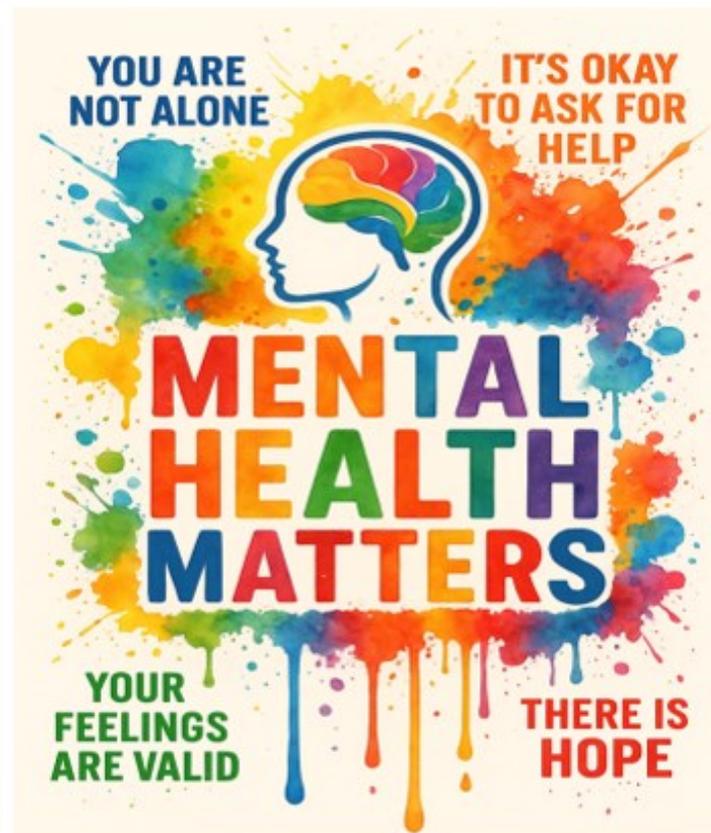
RETURNING TO SCHOOL AFTER CHRISTMAS

The transition back to school can bring mixed feelings, excitement, nervousness, or tiredness.

You can help by:

Reintroducing routines a few days early like regular bedtimes and school-day rhymes make mornings easier.

- Talking positively about school and what they are looking forward to.
- Acknowledging worries and offering reassurance that it's okay to take time to settle.
- Encouraging rest and balanced routines in the first week back.
- Staying in touch with teachers if your child finds adjustment tricky.



Well-being AT TEAGUES BRIDGE



Our Mental Health and Well-being vision

Teagues Bridge will establish an environment and maintain an ethos where children feel safe, secure and HAPPY. If they don't, we encourage them to speak up. If they are feeling scared or anxious, they must speak up, don't suffer in silence.

Our **vision** is to provide culturally competent, holistic, and wellness focused services that promote children's social-emotional development, prevent development of **mental health** challenges, and address social-emotional problems that currently exist.

At Teagues Bridge we will ensure all staff have up to date Mental health training. The children's Mental well-being and happiness is paramount, and we will ALL be committed to ensuring children are happy and resilient in our ever changing and stressful world.

Well-being Leads



Mrs Abdulla - Head
teacher



Mrs Woods - Deputy
head

Shropshire Hills Discovery

This week, Base 5 and 6 were visited by the Shropshire Hills Discovery Centre and they learned lots about fossils! They started by observing some rocks from the ground behind the Discovery Centre from around 350 million years ago. They learned how the three different types of fossils – cast fossils, body fossils and trace fossils – are formed. They replicated the process of a cast fossil by leaving an impression in clay then filling it with Plaster of Paris. Finally, they looked at 7 different fossils – ammonite, belemnite, trilobite, crinoid, urchin, fossilised coral and fossilised wood.

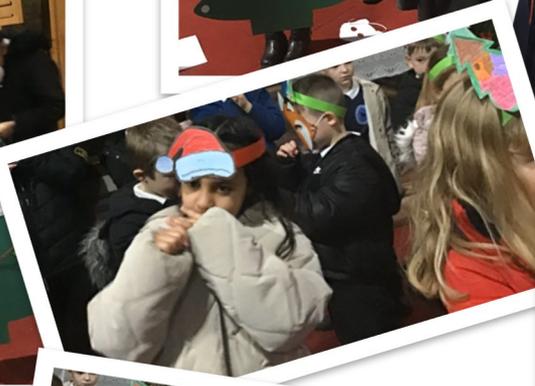


Little Robin Red Vest



Base 1, 2 & 3

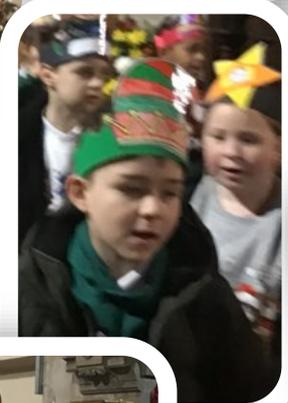
The tree that was meant to be



Base 4 and 5



Joy to the World



Base 6, 7 & 8





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



This week in Turtles Class.....

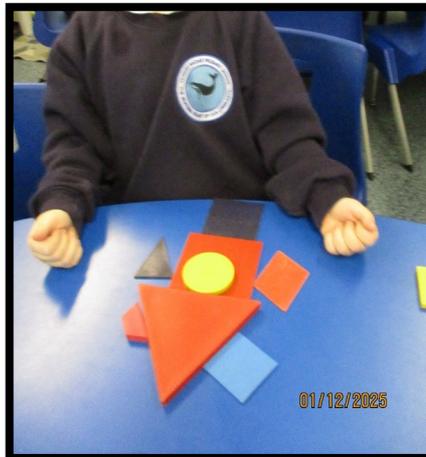
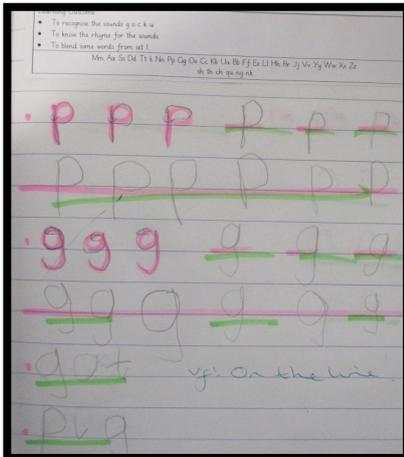


The children have been really enjoying their topic called 'Journeys'. We really enjoyed our Christmas performance this week and we painted our own Tomtes.



In Read Write Inc this week we have been learning our new sounds from set 1.

In maths we are exploring numbers 1-8. In ten town we have been looking at the number 7. We have been learning about the properties of 2D shapes and making arrangement with shapes.



In Literacy we have been enjoying the story 'We're Going on an Elf Hunt' - we had to free our class elf from some ice and then we took him on an elf hunt!





This week in Starfish.

The story we have been reading in literacy is 'We're going on an Elf Hunt. We have ordered the story and are beginning to re-write it, using finger spaces, capital letters and full stops. We orally rehearsed our sentences before writing them. We have been looking at how we can make our sentences longer by using the conjunction 'and'.



In Base 2, our Elf got stuck in the ice from the North Pole! (Like the elf in the story.) We communicated our ideas about how this might have happened through clearly formed sentences. We then used a lot of tools to try and get him out to warm him up!



In Maths, we have been recapping addition and subtraction. We have been using our knowledge to find missing numbers in a number sentence.

Thank you to those who were able to attend our Christmas Performance. We loved it and hope you did too!



This week in Seahorses

RE

In RE the children have been learning about advent and created these wonderful little wreaths to spread the message of hope, love, peace and joy.

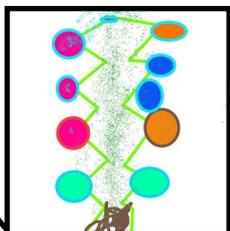
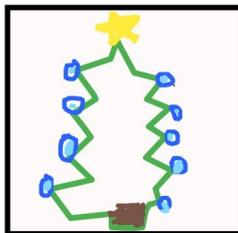
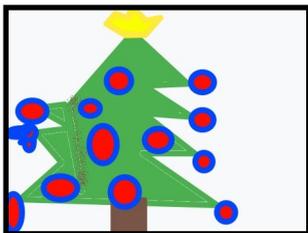


Design & Technology

In D&T, we have been busy learning how to sew! The children cut out their templates for their stockings and used paperclips to line up and cut out the correct shapes. We then punched holes in ready to sew our stockings together and completed them with a running stitch, before adding some cotton wool to finish off our designs.

Computing

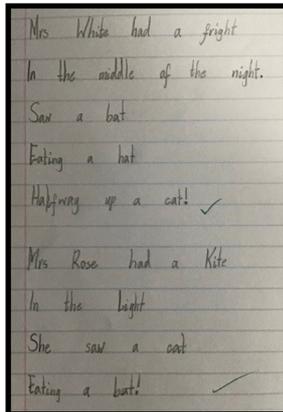
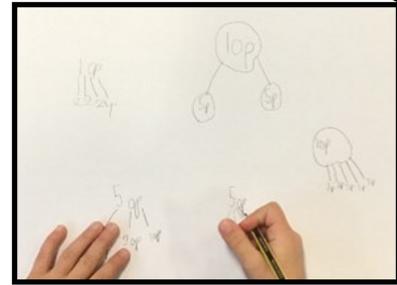
This week in computing we completed our lessons in creating digital artwork. We voted on whether we preferred creating digitally or through physical art and real life paintings won! The children then created their own little Christmas tree designs.





This week in Dolphins.

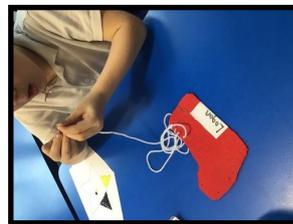
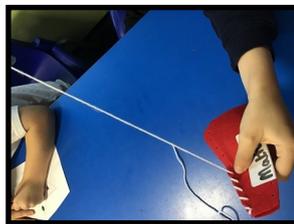
In Maths, we have been learning all about money. This week we have been focusing on working out the difference between two amounts to help us calculate change up to £1.



In literacy this week, following on from acrostic poems, we have been looking at rhyming poems. We have had fun exploring rhyming couplets and created some fantastic poems!

Aikya

In D&T we have continued our stocking project. This week we have added our stitch to secure the two parts together. Dolphins were very patient to make sure they were completing the correct stitch.



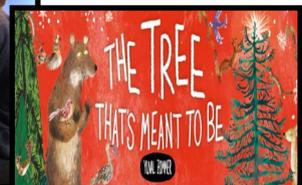
Alfie

lyla



We had Mr Smith come and visit us this week. We were discussing whether we preferred our physical artwork or our digital artwork. We then had a go at editing our paintings on the iPads. We couldn't believe the changes we could make by changing the brightness, saturation and contrast!

We had so much fun performing our story about The Tree That's Meant To Be at the church this week. Thank you to all the parents for coming, we hope you enjoyed it as much as we did!



Homework of the week award

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

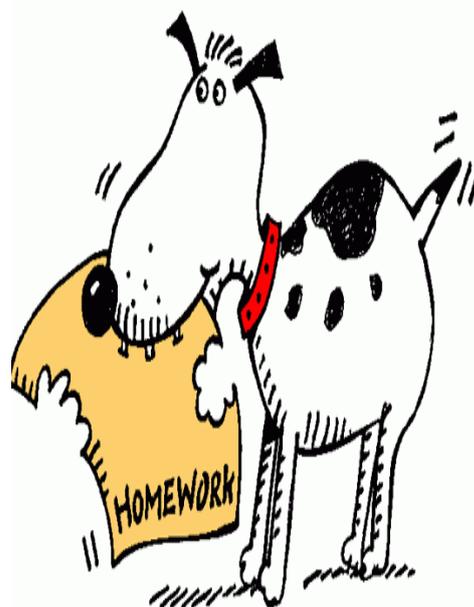
This is in recognition of the fabulous homework most of our children produce. It is also to show the importance of doing homework.

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

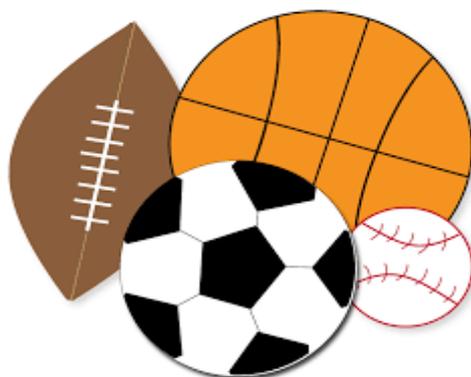
Turtles	Noah	Szymon
Starfish	Savannah-Grace	Miran
Seahorses	Noah	Hope
Dolphins	Ava	Cooper
Seals	Aria	Sohaib
Swordfish	Luna	Michelle
Belugas	Jaskarn	Phoebe
Octopi	Daniel	Sakina
Sharks	Louie	Nikola



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	Caroline
Starfish	Miran
Seahorses	Tommie
Dolphins	Cooper
Seals	Holly
Swordfish	Teddie
Belugas	Charmaine
Octopi	Eloise
Sharks	Jessica



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	Isobel	Sklyar Lizzie	Koby Lily	Polly Bashir	Luca	Oakley	Ryley
2	George	Himmat Artemis	Marcel Amelia	Mehar Archie	Panjami	Gabriel	Eleanor
3	Millie	Heidi Maria	Daria Ellie	Antoni Zirwa	Verity	Winter	Finley
4	Iyla	Oliver Neda	Alfie Charlie	Logan	Ashton	Emilka	Jacob
5	Holly	Willow Harnoor	Chloe Dominic	Ashton Thywill	Simran	Preston	Harry
6	Retal	Harriet Alaya	Alan Jenaya	Leon Arnesh	Heidi	Dexter	Matilda
7	Poppy	Elizabeth Carter	Lewis Tymon	Samavia Charmaine	Koray	Indi-Rae	Olly
8	Ivy	Annabelle Leo	Mathias Macey	Logan Halimat	Eloise	Blake	Ella-Rose
9	Jessica	Audrey Natalia	Harrison Kyra	Mannaseh Iris	Kendall	Ollie	Clim

Best class attendance this week:

KS1 - Dolphins - 97% - Fabulous!

KS2 - Seals - 99% - Super!





Picture News

TAKEHOME

15th - 21st
December



In the news this week

This winter, a charity called Small Acts of Kindness has sourced, packed and distributed over 10,000 'Warm in Winter' gift bags across Hertfordshire and Bedfordshire. Each bag includes things to keep people warm, like blankets, socks and hot drinks. The project aims to bring comfort to elderly and vulnerable people in the colder months. It shows that small acts of kindness can make a big difference in someone's life.

Things to talk about at home ...

- Talk to someone at home about the campaign.
- Can you think of a time someone was kind to you? How did it make you feel?
- Do you believe helping others can make us feel happier too? Why?
- What are some small acts of kindness we can do at home, at school, or in our community?



What does kindness look like?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss

