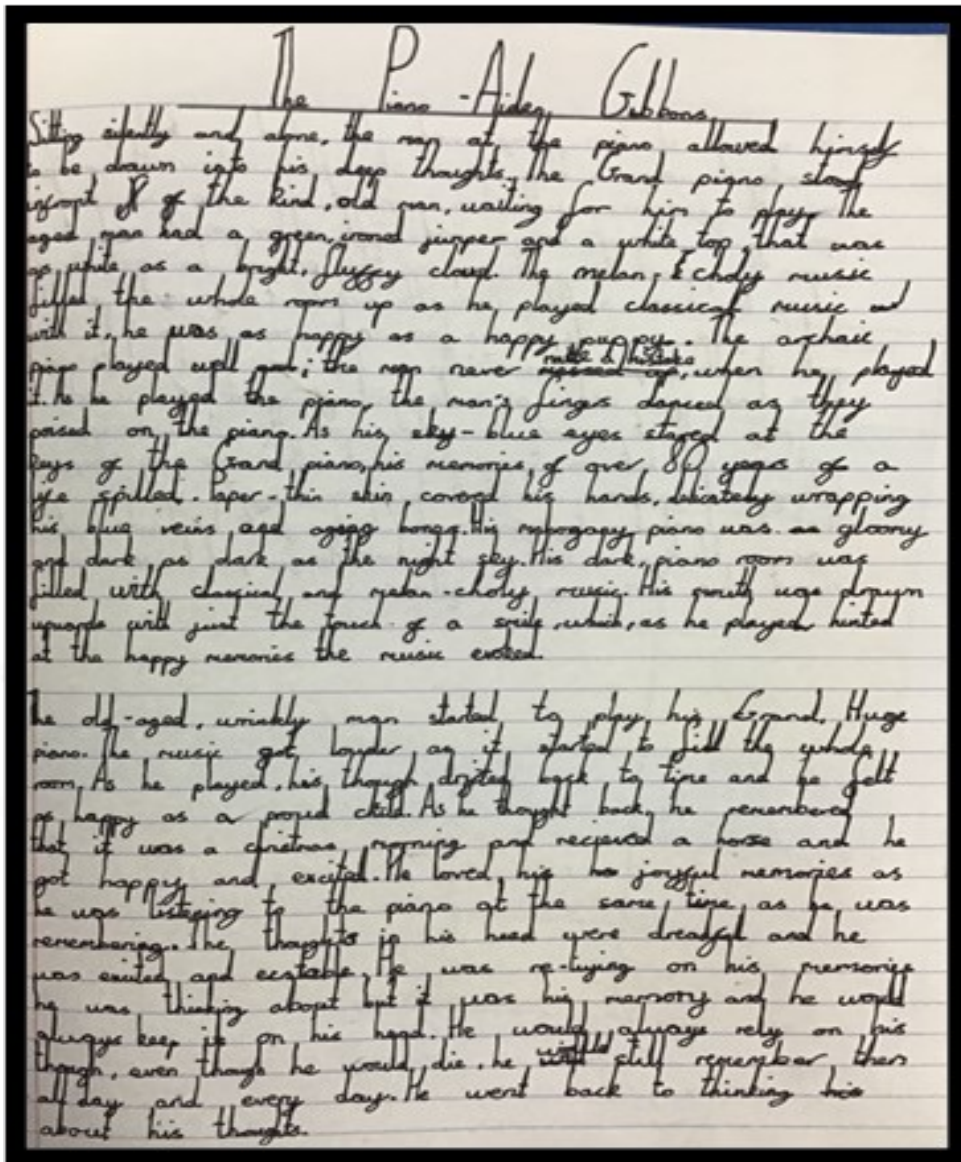




# Friday Newsletter

## Outstanding Work of the Week



Dominic ~ Base 9

29th November 2024



# TEAGUES BRIDGE PRIMARY

## THE BEATING HEART OF THE COMMUNITY

Dear Parents and Carers,

### CHRISTMAS PERFORMANCE:

Christmas performances are fast approaching and tickets will go on sale on Tuesday 3rd December on Parent Pay. Each ticket will cost £1.50. you will need a ticket to gain entry to the performances at the church.

9th December ~ Base 1, 2, 3 ~ 9.30-10.00 (Children will be going by coach)

10th December ~ Base 4 and 5 ~ 10.00-10.30 (Children will be walking)

11th December ~ Base 6, 7 and 8 ~ 10.00-10.30 (Children will be walking)

### ROAD SAFETY:

I have had several reports this week of near misses outside school due to road safety issues. Cars travelling too fast and parents trying to cross the road but not being able to do safely because they can't see.

We all need to be responsible outside the school gate, please park away from the school gate and the pathway leading from the alley.

We do not want any accidents outside our school. We all have a duty of care to keep children safe but some road users are putting the children and parents at risk.

I have reported the concerns and we will hopefully have some police presence and also I am involved in a new initiative to address parking issues and promote more active journeys to school through variety of initiatives.

Please can I ask everyone to drive with care and take extra care when crossing the road.

The SAS crew are also going to be organising a road safety competition, where we will be producing posters and leaflets to support safer journeys to school.

### POST BOX:

The post-box will be available from Monday 2nd December for children to post their Christmas cards to their friends. Please ensure they have the child's full name on who they are sending it to and the base they are in. These will be sorted daily and delivered to classes.

### UNIFORM:

Please can I ask that children do not wear leggings as part of the school uniform. It is black or grey trousers or black or grey skirts.

We do have some second hand uniform available if anyone needs any school jumpers or school PE t-shirts. There are limited sizes. If anyone does have any uniform that your child has outgrown we would be happy to take it and find it a good home.

### READING:

Please can I ask that children are reading regularly at home. Reading skills are needed for all areas of the curriculum and that daily diet of reading really makes a difference. Reading to parents at home and also parents reading stories to children are great ways to support the improvements in fluency in reading.



## CHRISTMAS DINNER 2024



### CHRISTMAS DINNER MENU

18<sup>th</sup> December 2024

*Traditional Christmas Roast to include:*

Roast Turkey with chipolata sausage, stuffing, and gravy

or

Vegetable Layer loaf ✓

Roast Potatoes, Mashed Potatoes

Seasonal vegetables: Cauliflower, Brussels Sprouts, Carrots

Ice-cream

and

Festive biscuit



*Please note there will be NO school sandwich service available*

*The cost is £2.60 for children in KS2, if not in receipt of Free School Meals*



# Online Safety Newsletter

Dec 2024

## Talkie AI App

This app is rated as 17+ by the App store and 12+ by Google Play.

Talkie is an AI chatbot app. Users can use the app to create and interact with AI characters.

You should also be aware that this app includes in app purchases ranging from £4.99 - £49.99.

Talkie does offer a Teenager Mode; however, the content still may not be appropriate for your child. Bark reviews this app here, and recommend that your child should not be using this app:

<https://www.bark.us/app-reviews/apps/talkie-app-review>

## Tips to help you talk about cyberbullying

Internet Matters have collated their tips to help you talk about cyberbullying with your child based on different age categories. The information is divided into four sections:

1. Before you start the conversation
2. Things to talk to them about such as how to deal with cyberbullying
3. What to do next
4. Where to get further help

<https://www.internetmatters.org/issues/cyberbullying/cyberbullying-conversation-starter-guide>

## New Technology

With Christmas nearly here and with some children receiving new technology or related games, 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 and managing who they can communicate with. Follow the links below to find out how to set up Parental Controls for some devices here:

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

PS5: <https://www.playstation.com/en-gb/support/account/ps5-parental-controls-spending-limits/>

Nintendo Switch: <https://www.nintendo.co.uk/Hardware/Nintendo-Switch-Parental-Controls/Nintendo-Switch-Parental-Controls-1183145.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>

### Why is it important?

Parental controls are important to help provide a safer experience for your child by reducing/preventing access to inappropriate content, cyberbullying, communication with strangers and restricting purchases.

### Further information

You can find out more about parental controls here:

<https://www.childnet.com/help-and-advice/parental-controls/>



# Roblox

You may have seen the recent investigation about Roblox by Hindenburg, which highlights very worrying concerns about the content that can be seen on Roblox, even when users have listed their age as under 13. You can read the full report here: <https://hindenburgresearch.com/roblox/>

## What is Roblox?

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 may mean 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 difficult to rate due to the 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.

**Chat Facility** - Players can chat to each other. You can turn communication off completely or add restrictions, such as only communicate with friends.

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

## Age Categories

This article discusses the difference in accounts based on age (under age 13 and aged 13 – 17):

<https://en.help.roblox.com/hc/en-us/articles/30428367965460-What-happens-as-I-get-older-on-Roblox>

## Roblox accounts with Parental privileges - NEW

Roblox have just launched a new system to manage your child's experience on Roblox through 'Roblox accounts with parent privileges.' The new format allows you to view and update parental controls from your own device. Controls include setting content restrictions, managing screen time and setting a spending limit. You can find out more here:

<https://en.help.roblox.com/hc/en-us/articles/30428248050068-Parental-Controls-FAQ>

## Content Labels - NEW

Roblox have begun labeling experiences based on the type of content rather than by age. You can set limits on which content labels are accessible in parental controls. The labels are Minimal, Mild, Moderate and Restricted. You can find descriptions of each here:

<https://en.help.roblox.com/hc/en-us/articles/30428310121620-Parental-Controls-Overview>

## 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 as always, remind your child that if anything is worrying them then they should talk to you or another trusted adult.

## Positively online

The NSPCC have published six tips to help you improve your family's online wellbeing. They also provide you with a guide on how to talk to your child about what they are doing online as well as a quiz that you can play together. You can find out more here:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-wellbeing/positively-online/>

## The 'Add Everyone' Explicit WhatsApp Group

The INEQE Safeguarding group have issued an alert regarding a WhatsApp group known as 'Add Everyone.' Find out more here:

<https://ineqe.com/2024/10/31/safeguarding-alert-add-everyone-whatsapp-group/>



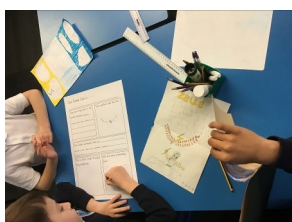
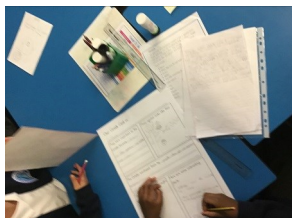
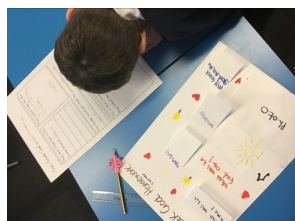
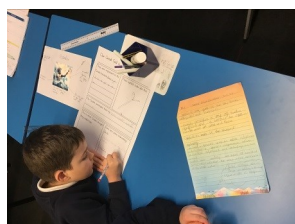
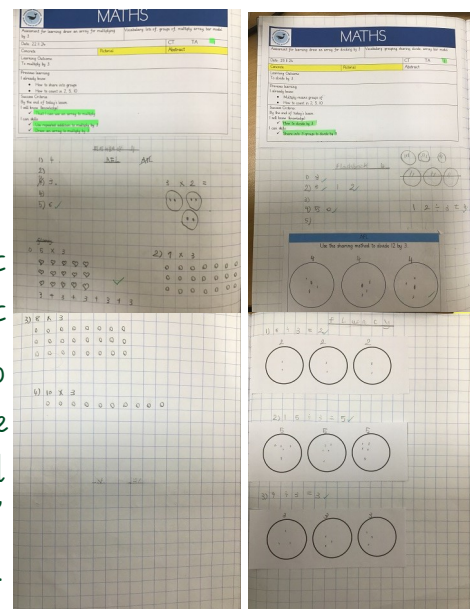


# NEWS FROM BASE 5 - SEALS



## Maths

We are learning our 3, 4 and 8 times tables over the next couple of weeks and revising ways of multiplying and dividing pictorially. We have used arrays to multiply and used groups to divide equally. Use TTRS at home to support your child if they do 20 to 30mins a week they will be fluent in no time. Use the QR code or google "TTRS login" and login using the details in your child reading record.



## History

Huge Well Done to all those who had a go at researching over half term. We pooled all of our knowledge together and created fact about each of the gods that were researched. Now we are focusing on the Greek Army looking into what their soldiers wore and what strategies they used to make them so successful.

## PE

We have been practising on our throwing and catching skills in PE this half term. We are focusing on basketball and have learned about the different ways to pass the ball. We have also been focussing on our agility and moving around the court. We can't wait to apply these skills to lots of different sports.





# This week in Swordfish.....

## English

Last week, we were immersed into our new text 'Ocean Meets Sky'. The children have enjoyed reading about Finn sailing to new, magical lands such as Library Island and Giant Shell Island. Next week, we will be writing our own narrative creating our own exciting lands for our character to explore.



## History

This week in History we learnt about the ancient Greek Olympic games. We discovered how athletes competed in events such as running, wrestling, discus, long jump and chariot racing over 2000 years ago! We discussed the similarities and differences between the ancient games and the modern Olympics. Children then designed posters to advertise these historic games. The children always have so many questions about ancient Greek life and it is wonderful to see them so engaged.

## French

In French we have been learning how to say and write months of the year as well as numbers 1-10. We have played a number of memory games to practice this new vocabulary. It has been great to see everyone become more confident each week. Très bien tout le monde!



## Science

We have continued to explore states of matter in science. Children were given a range of everyday materials to sort into solids, liquids and gases. It was great to see children discuss their reasoning using scientific vocabulary we have learnt in previous weeks.



# This week in Belugas...

## Literacy

This week in Literacy we have moved on to a new genre of book looking at myths and legends. One legend we have looked at is the story of Robin Hood. We will be studying the features of myths and legends and learning the techniques to write our own legend stories including figurative language (similes, metaphors, personification,) setting and character descriptions, dynamic verbs, fronted adverbials and dialogue. The children will then be prepared to write their own legends and who knows... maybe they will get passed on for centuries too...

## Maths:

In Maths we have finished learning how to compare, add and subtract fractions of varying amounts together. It has been great to see their perseverance shine through in what is always a tricky topic to tackle. Next we will be moving on to multiplication using column method and short division (sometimes known as bus stop method.) These skills will further enhance the children's knowledge of how large numbers are used in every day life.

		2	9	
	×	6	5	
	1	4	5	← This is 29 × 5
1	7	4	0	← This is 29 × 60
1	8	8	5	← This is 29 × 65

$$186 \div 6 =$$

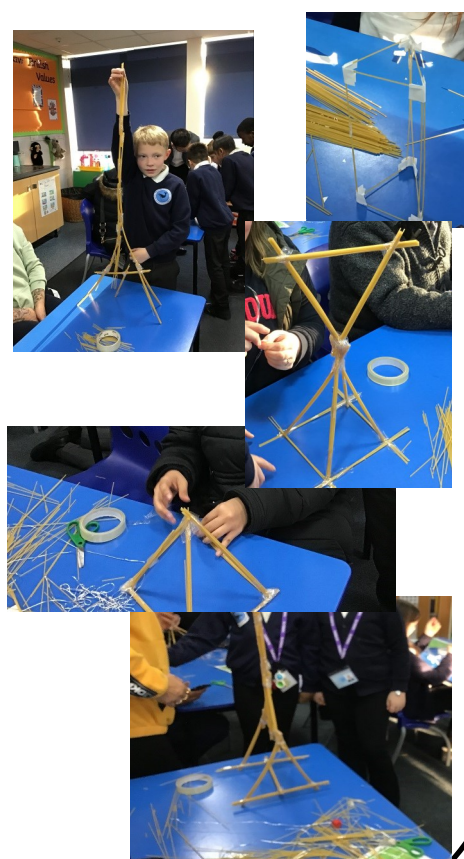
0	3	1	
6	1	8	6

no groups of 6 can be made       $1 \times 6 = 6$   
 $3 \times 6 = 18$

## Design Technology

In DT we will be learning about bridges and structures. The children in Base 7 have had a memorable experience using spaghetti to try and build freestanding structures. We were even privileged to have the help of parents to join in the success and failures of trying to build a strong spaghetti structure. This knowledge will help the children as they learn to make their own structures throughout the topic

Please Note - We will need cardboard tubes (toilet rolls etc.) in a couple of weeks time so if the children can save these at home and bring them to school when needed that would be greatly appreciated. Thank you.



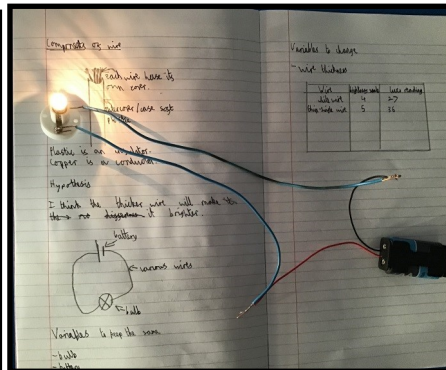
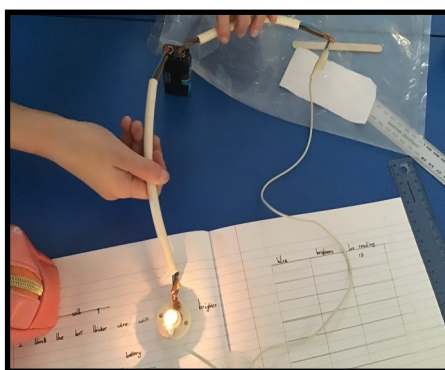
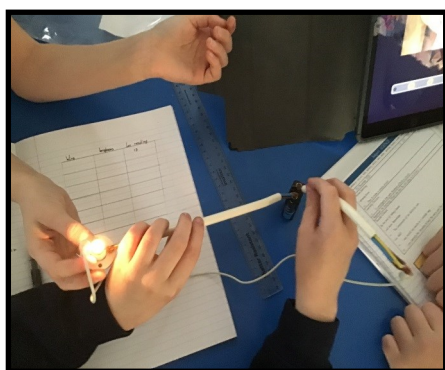


# This week in Octopi...

An exciting few weeks here in Octopi Class...

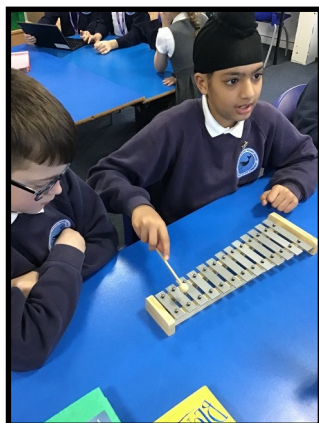
We began by having a great time at the Shropshire Hills Discovery Centre. The children enjoyed pond dipping and a variety of other classification activities including meadow and field work.

This week in Science we have begun investigating how the thickness of a wire effects the brightness of a bulb. The children enjoyed exploring this through the use of a practical activity. Prior to the experiment we wrote predictions about what we thought may happen to the bulbs in the circuit when using different wires. It was interesting to compare our predictions to our end results, before writing our hypothesis.



This week in music, the children have enjoyed learning some new notes on the xylophones. They focused on learning the notes A, C, D, E, F and G and practised putting them into some basic tunes. Over the next few weeks they will continue to build on this knowledge and move onto playing more complex songs and tunes.

Furthermore, we enjoyed another fantastic workshop with Mr Smith from Amazing ICT. The



children learnt how to input information into a data base and researched and recorded the population information that linked to different flags and countries.



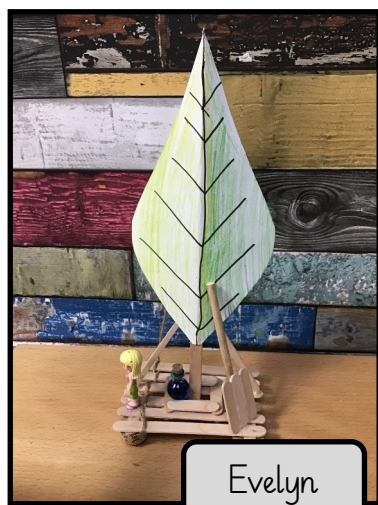
# This week in Sharks .....

Over the last two weeks, we have been looking at fractions in maths. We first looked at adding and subtracting fractions, before moving onto multiplying and dividing. Over the last few days, we have been calculating fractions of amounts.

Last week, we braved the snow to go out on an educational visit to the Shropshire hills discovery centre in Craven Arms. We thoroughly enjoyed the trip, which focused on environments, habitats and the wildlife that lives there. As part of the trip we made our own fossils of mini beasts that we found in the local environment. Here are some of our examples:



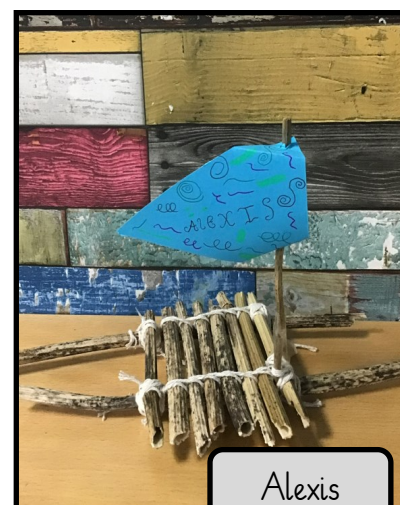
As part of our work on rivers and design/ technology, we designed our own rafts from wooden materials for homework. We thought about the structure of the raft and how to hold the wood together. We made some great examples, here are some of them;



Evelyn

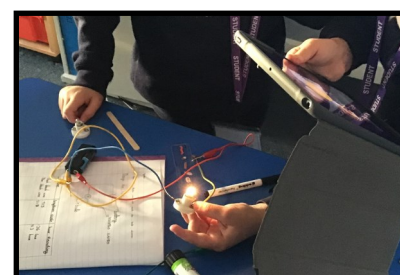
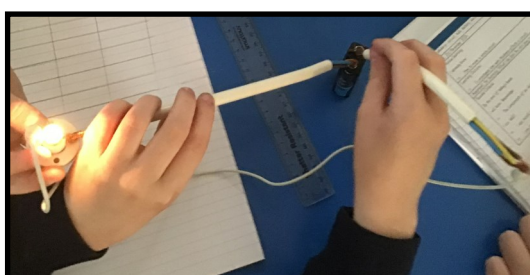
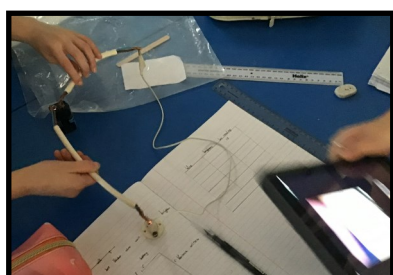


Michel



Alexis

In science, we are continuing our work on electricity. This week, we investigated the effect that wire thickness would have on the brightness of a bulb in a circuit. Here are some of our circuits, using different wires.



## *Homework of the week award*

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

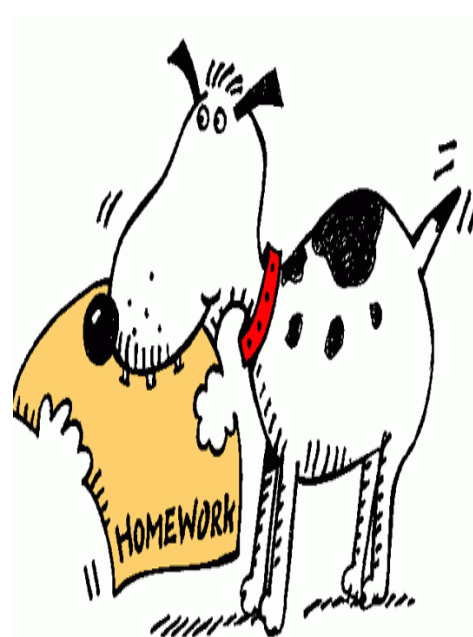
This is in recognition of the fabulous homework most of our children produce. It is also to show the importance of doing homework.

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

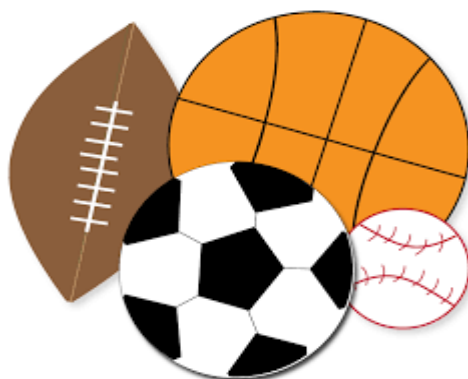
Turtles	Hope	Savannah-Grace
Starfish	Verity	Ashton
Seahorses	Anna	Paisley
Dolphins	Maya	Leyla
Seals	Retal	Brayan
Swordfish	Oliver	Theo
Belugas	Leo	Blake
Octopi	Alfie	Audrey
Sharks	Evelyn	Alexis



## 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	Zirwa
Starfish	Molly
Seahorses	Nathan
Dolphins	Jacob
Seals	Jaxson
Swordfish	Tymon
Belugas	Leo
Octopi	Luke
Sharks	Sienna



## 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	Casper	Leon Miran	Daria Zhaire	Heidi Matei	Remy	Reggie	Freddie
2	Maria	Greyson Roman	Molly Ellie	Millie Lottie	Neda	Lilly	Neda
3	Aniya	Holly Sienna	Eric Emilia	Clark Willow	Iris	Ava	Tyler
4	Chloe	Enzo Willow	Jasmine Toby	Harry Sophie	Jenson	Aria	Archie
5	Carter	Lillian Gabriella	Tianna Jaxson	Joey Alan	Harrison	Lexi	Leon
6	Karla	Corbyn	Riley Ivy	Olivia Jack	Charmaine	Jared	Phoebe
7	Reuben	Ella Logan	Sakina Keerat	Harrison Simran	Erin	Jairaj	Rosie
8	Kyra	Louie Luke	Tola Grace	Clim Darwin	Junior	Sean	Jayden
9	Ajai	Isabella Annie	Maizey Sienna	Navraj Thomas	Phoebe	Oceane	Britney

Best class attendance this week:

KS1 ~ Dolphins ~ 100% ~ FANTASTIC

KS2 ~ Sharks ~ 97% ~ SUPER


## Friday Awards



**Mathematician of the MONTH**

One person is nominated from each base for excellent composition, grammar, and handwriting.  
 November 2024+

Turtles	George
Starfish	Charlie
Seahorses	Oscar
Dolphins	Michelle
Seals	Jenaya
Swordfish	Tymon
Beluga's	Pradeep
Octopi	Aryan
Sharks	Bella-Rose




**WRITER of the MONTH**

One person is nominated from each base for excellent composition, grammar, and handwriting.  
 November 2024+

Turtles	Antoni
Starfish	Mathias
Seahorses	Aikya
Dolphins	Heidi
Seals	Alaya
Swordfish	Indi
Beluga's	Sakina
Octopi	Koen
Sharks	Lucas




**READER of the MONTH**

One person is nominated from each base for regularly reading at home  
 November 2024+

Turtles	Yuvraj
Starfish	Rahniah
Seahorses	Oliver
Dolphins	Sohaib
Seals	Nicholas
Swordfish	Max
Beluga's	Harry
Octopi	Iris
Sharks	James





# Picture News

## TAKEHOME

2nd - 8th  
December



What does  
it mean  
to feel  
included?



## In the news this week

The Football Association (FA) has laid out new plans aimed at raising awareness and increasing participation in disability football. The strategy, called Football Without Limits, includes growing the Comets programme for young people aged 5-11. The FA says Comets will be the most inclusive format of the sport and will provide a safe and supportive space for children to start playing football.

### Things to talk about at home ...

- Share your thoughts about the FA's plans to increase awareness of disability football.
- Can you think of a time when you have felt like you belonged (perhaps in a team or group)? What was it that made you feel included? Ask the same questions to someone at home.
- Ask people at home whether they, or someone they know, have benefitted from a similar programme.

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

