



TEAGUES BRIDGE PRIMARY  
THE BEATING HEART OF THE COMMUNITY

# Friday Newsletter

Outstanding Work of the Week



Grace ~ Sharks

7th March 2025



# TEAGUES BRIDGE PRIMARY

## THE BEATING HEART OF THE COMMUNITY

Dear Parents and Carers,

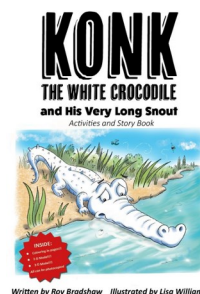
### BASKETBALL:



This week the children have been taking part in lots of engaging and motivating activities. KS2 children all attended the basketball workshops, they were all enthusiastic and participated well. The coach said what a wonderful school Teagues Bridge was, clean, tidy and smart and he commented on how outstanding the children were, he said their behaviour was outstanding and a pleasure to work with. Well done KS2 children. Pictures can be found further on in the newsletter.

### VISITING AUTHOR:

Also, this week we had a visiting author, Roy Bradshaw. He delivered workshops with base 3, 4, 5 and 6 around his book 'Konk the white crocodile'. The children made model crocodiles and explored the story. All the children were having a wonderful time and were animated and engaged. See photos further on in the newsletter.



### DATES:

Dates for week commencing 10th March 2025

- 11th March - Base 1 and Base 3 - Little Steps - Green cross code and walking with an adult.
- 12th March - Base 2 - Little Steps
- 13th March - Base 1 and 2 - Visit to Enginuity
- 13th March - Base 3 - football festival - 10 children
- 14th March - Base 5 - football competition - 10 boys
- 14th March - Base 7 - Open afternoon for parents 2.30-3.00.
- 17th March - Road Safety assembly
- 18th and 19th March - Konflux theatre
- 21st March - World Poetry Day
- 21st March - Comic relief - dress up in red for £1.00.

### WORLD BOOK DAY:

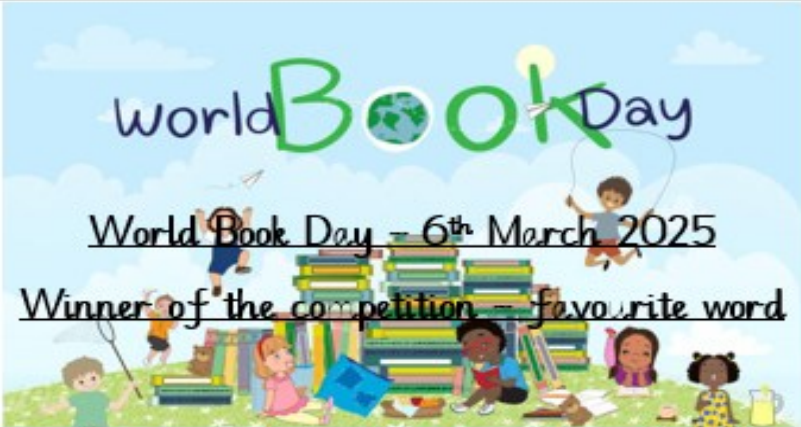
Thursday 6th March World book day - dress up as your favourite word was a great day. I do believe every child dressed up and there were some great costumes and well thought out words. There was a winner from each class and the winners can be found further on in the email. A great day was had by all!




# TEAGUES BRIDGE PRIMARY

## THE BEATING HEART OF THE COMMUNITY

Winners from World book day - 'favourite word'.



| Base | Name              | Word             |
|------|-------------------|------------------|
| 1    | Hope              | Dalmatian        |
| 2    | Charlie<br>Millie | Space<br>Heroine |
| 3    | Willow            | Magic            |
| 4    | Theo              | Comradery        |
| 5    | Nicholas          | Puzzle           |
| 6    | Charmaine         | Red              |
| 7    | Rosie             | Dance            |
| 8    | Aryan             | Maths            |
| 9    | Evelyn            | Steampunk        |





WORLD  
**BOOK  
DAY**

6 MARCH 2025

# World Book Day

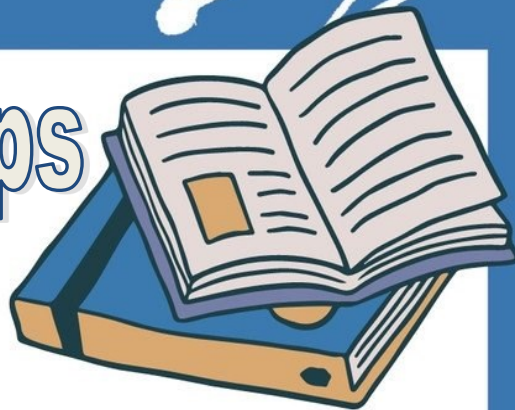
Here are some of the highlights from our World Book Day Celebrations. Children took part in lots of fun filled activities throughout the day! Well done to everyone who dressed up as their favourite word!





# Author Workshops

This week Roy Bradshaw came into school to work with base 3, 4, 5 and 6. He read the children one of his stories called, 'Konk the White Crocodile and His Very Long Snout,' which is about a crocodile who has no colour but wants to be colourful like his friends. The children then got to create their own Konk the crocodile by colouring and forming a 3-D model to take home. The key message from the workshop was 'Never give up on your dreams!'





# Basketball Wow Day

On Tuesday 4th March, Mark Waters came back into school and delivered basketball workshops with Bases 5-9! It was another high energy morning where children enjoyed taking part in a range of challenges and learnt lots of new skills. Here are some highlights from the day!



# Online Safety Newsletter

March 2025

## The impact of smartphones



There is a growing concern on how excessive use of smartphones can affect our children.

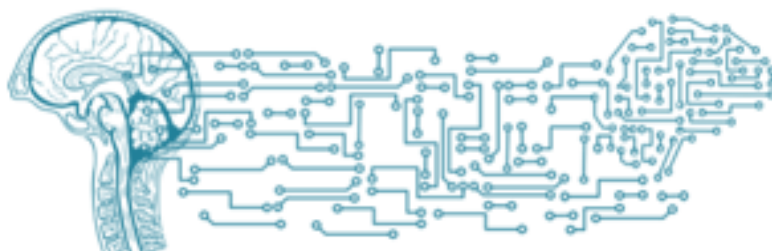
In addition to the effects of seeing inappropriate content online, the risk of cyberbullying and grooming, it is important that we also highlight the effects of smartphone use on our children's mental health.

If your child is using a smartphone then please try to ensure they maintain a healthy screentime limit.

According to King's College London, "two new studies of smartphone habits in teenagers have identified links between problematic smartphone use and depression, anxiety and insomnia." You can read more about these studies here: <https://www.kcl.ac.uk/news/teens-with-problematic-smartphone-use-are-twice-as-likely-to-have-anxiety-and-many-are-eager-to-cut-down>

Compass have published an article as well on what effects mobile phones have on children here: <https://www.compass-uk.org/services/compass-changing-lives/what-effects-do-mobile-phones-have-on-children-and-young-peoples-mental-health/>

## Artificial Intelligence (AI)



### What is AI?

AI is when a computer/machine can learn and perform tasks like a human. Its popularity continues to increase, and examples include:

- **Virtual assistants** like Alexa and Siri.
- **Chatbots** such as ChatGPT and My AI from Snapchat

### Potential Risks of AI?

- **Chat apps** - A simple search of "AI Chat" within the App store highlights the number of apps already available and just scrolling through, you can see that they are not suitable for children with many rated as 17+.
- **Image manipulation** - there are AI tools that can be used to digitally remove clothes from photos, which clearly raises serious safeguarding and privacy concerns.
- **Deepfakes** - there are also AI tools that create realistic, fake videos which can be used to spread misinformation or cause harm.

Child Rescue Coalition discuss the dangers in more detail here: <https://childrescuecoalition.org/educations/the-dark-side-of-ai-risks-to-children/>

### How can I protect my child?

As always, to keep your child safe online, it is important to:

- Develop your child's digital literacy by highlighting the risks of AI and showing them how important it is to verify what they see online.
- 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

For further information, the NSPCC and Internet Matters provide useful guides on their websites:

- <https://www.nspcc.org.uk/about-us/news-opinion/2025/artificial-intelligence-safety-tips-for-parents>
- <https://www.internetmatters.org/resources/parent-guide-to-artificial-intelligence-ai-tools/>

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# TikTok

**You must be over 13 years of age to use TikTok.** TikTok is a social media platform for sharing and watching short video clips. Some of the videos may not be appropriate for your child to view and there is also the risk of strangers contacting your child. If your child is using TikTok then make sure appropriate security/privacy settings are applied.



## Account set up

It is important that when setting up an account, your child enters their real date of birth as accounts are tailored by age e.g., Direct Messaging is disabled for accounts aged 13-15. In addition, advertisements are tailored by age. By default, accounts for people under 16 are set to private and we would recommend keeping it as this. This means your child must approve follower requests. You can read more about the other settings available, such as switching off comments and restricted mode here: <https://support.tiktok.com/en/account-and-privacy/account-privacy-settings/privacy-and-safety-settings-for-users-under-age-18>

## Family Pairing

This allows you to link your own account to your child's account. You can then set controls such as restricted mode. You can find out more here: <https://support.tiktok.com/en/safety-hc/account-and-user-safety/family-pairing>

## Inappropriate content, themes and challenges on TikTok

Whilst against TikTok's guidelines, explicit and inappropriate content can be found on this platform, for example nudity/sexual content and hate speech. Some of the songs available to lip sync to may contain inappropriate lyrics or adult themes. We often see viral challenges on social media, some of which can be dangerous. If your child is using TikTok, chat to them regularly about what they are viewing.

## Stranger contact

Talk to your child about who is following them online and ensure that they understand that people may not be who they say they are when online. It is important that children understand not to share personal information.

## Refresh your feed

You can refresh your "For You" feed to update the content recommended: <https://support.tiktok.com/en/account-and-privacy/account-privacy-settings/refresh-your-for-you-feed>

## Blocking and Reporting

Ensure your child knows how to use the safety features available to them, including how to report comments, direct messages and another user.

## Further information

- <https://parentzone.org.uk/article/tiktok>
- <https://safeguarding.thekeysupport.com/factsheets-and-briefings/child-safety-tiktok-parent-factsheet/>

## Talk PANTS with the NSPCC

Talk PANTS was developed to help you have conversations with your child to help them understand that their body belongs to them.

You can find out more here as well as a further link to helpful questions:

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

## LEGO Arcade

Are you looking for games for your child to play online? LEGO have a selection of fun games including Lego Ninjago and Lego Friends:

<https://kids.lego.com/en-gb/arcade>

## Stars Messenger App

The Stars Messenger App is rated as 4+ on the App store. It is a free messaging and video app designed for children to use. Users need their friend's username as well as their unique private Friend Code to add each other. There is also an optional Parent View available for a monthly charge.

South West Grid for Learning provide a full guide to staying safe on this app as well as safety considerations:

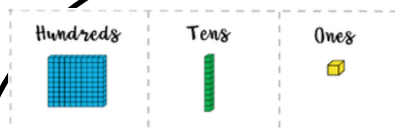
<https://swgfl.org.uk/magazine/a-guide-to-staying-safe-with-the-stars-messaging-app/>





# In Base 5...

## Maths



We have been learning how to add and subtract using the written method with exchanges. We have used practical methods to see how the exchanges regroup and borrow. We have learned to set out the method with hundreds tens and ones in their correct column.



## Workshop - Author Roy Bradshaw

Local author of Barley's Biscuit and Konk: The white crocodile with the long snout kindly came in and did a workshop around his book Konk. He read us the story of the crocodile who wanted to be colourful and we made 3D models of Konk that we decorated with as many colours as we could!



## Workshop - Basket Ball

We really enjoyed Mark Waters coming in for our session this week. We practised dribbling, shooting, teamwork, communication and had so much fun! Some of us even got to balance the ball on our finger!



WORLD  
BOOK  
DAY

We loved the words the children came dressed as! We made bookmarks with our favourite word on them and shared our favourite books. We look forward to hearing about the new book they choose with their book voucher!



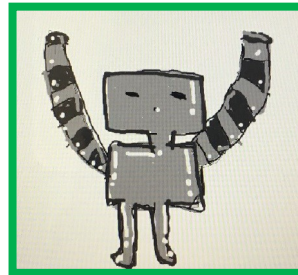
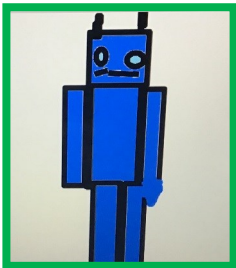


# This week in Swordfish.....

This week we have had a very busy week in Swordfish!

## Computing

To start the week off, we had Mr Smith come into Base 6 to teach us how to make digital art. We learnt how to use different tools on 'Paintz' to create our own robot and alien characters. Here are some of our creations.....



## Basketball

On Tuesday, we had a professional Basketball coach teach us different techniques such as dribbling, shooting, chest pass and most importantly, how to work in a team.



## Author Workshop and World Book Day

This week we have also celebrated World Book Day. We were visited by Roy Bradshaw, a children's author. He read us one of his books 'Konk the White Crocodile'. We then created our own 3D model of the main character. It was also great to see the children dressed up as their favourite words!







# This week in Belugas...

## Literacy

This week in Literacy we have started our new class reading book... The BFG. We have already used the book to find great examples of subordinate conjunctions and phrases, as well as relative clauses using relative pronouns. Using these devices help us to vary our sentences when writing creating a more enjoyable experience for the audience. When combining this new learning with our previous knowledge, such as similes, personification and metaphors, the children have been able to come up with some fantastic setting descriptions for the Giants Cave. As we continue to build on our knowledge of writing devices, I am excited to see even more progress!

## Maths:

In Maths we have spent some time learning about negative numbers and how they correlate with normal positive numbers in real life contexts like thermometers and sea levels. We then moved on to column multiplication method which uses so many individual calculations that sometimes it is easy to make a mistake. However, the children have persevered and I have been so proud of their progress in learning. We have been focused on 4 digits x 2 digits so any extra help at home would be amazing. Next week we will be focusing on short division (bus stop) method.

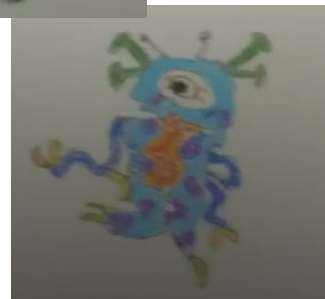
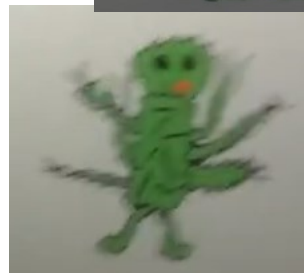
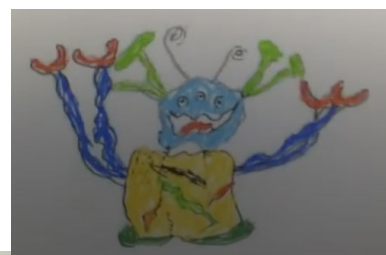


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## Computing

In computing we were able to utilise our new school laptops complete with touch screens and stylus'. We had a visit from another Mr Smith who showed us how to use paintz to create digital art. We were then introduced to 'Demo Lab AI' that let us upload our digital art and bring it to life!

There is a link attached that shows the great creations the class were able to make so please have a look and ask your child about it.




[https://drive.google.com/file/d/1B-9KRU32nHTEzw5Hcjxu\\_0UmKUgfl0v3/view?usp=drivesdk](https://drive.google.com/file/d/1B-9KRU32nHTEzw5Hcjxu_0UmKUgfl0v3/view?usp=drivesdk)



# This week in Octopi .....

In Octopi we have been learning about writing relative clauses, focused around our book, Journey to Jo'Burg. We learnt how to use a relative pronoun at the start of the sentence and how to punctuate them using punctuation for parenthesis. As part of a whole school writing project, we applied what we learnt in literacy, to write a narrative for the short film clip 'The Bridge' from the perspective of the bear character. Here are some of our examples

*Assess Place*  
Write a retelling of the story from the Bear's Point of View



**BRIDGE**

On a sunny spring Saturday, I was going to the supermarket (three miles away) to buy a few tins of tomatoes and herbs. I decided to go shopping because it was sunny, warm, a perfect day for a picnic and we were also out of food. I live in a nice, gleaming, new house with my family. I have got a playmate with two machines identical to him and a lovely, friendly brother. Every Sunday or Saturday, my partner (who is called Mr. Muffin) forces me to go shopping for roller skis. It's raining, snowing or thundering, week after week, to go to the shops. I have to cross a messy, wooden bridge with no railings on the sides. I was more happy to do this because it was a nice clean sky. The bridge squeaks every time I walk. It was normally quiet so I did not think anyone would stroll across it.

I started walking and to my surprise, a moose (who had antlers as tall as the trees) stood directly on the opposite side of the wobbly wooden bridge. We both slowly and carefully stepped towards each other until we reached the middle point. I knew the anger in his eyes and I think he knew the anger in my eyes. I started in frustration and so did he. Unrespectfully, he pushed me (like he was the boss). He yelped out of my way and I exclaimed, I exclaimed.

Suddenly, I felt a little paw against my back. It felt like a soft, delicate brown leg. Hello, can I get past without a fight and with no racoon. I moved awkwardly at first. I was about to explain so I grabbed it. It was on the head several times and through ten where he belonged. As soon as the racoon hit the dashboard, there was an audible, cream-like rabbit. He popped over to the racoon. Hello, Hello! Can you please please stop hitting me so I can cross? begged the bird-like rabbit.

Shut up! ordered the bird-like rabbit.

The moose ignored it's ears and looked at like a football to the start of the long, unsteady, wobbly bridge. The short, energetic bunny screeched. The delicate voice across the ground.

Both of the little creatures started growling and snarling. The racoon (which was holding its belly holding the bridge). The moose and me glared at each other in fear. We pleaded and but that was not pay back.

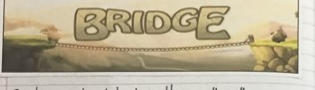
As ahhhhhh, we both said, hugging each other.

Heehee, ha ha ha, giggled the racoon.

They were laughing for quite a while. Finally, they started walking on the bridge.

Audrey

*Assess Place*  
Write a retelling of the story from the Bear's Point of View



**BRIDGE**

One day, one day which began like any other, the weather was sunny and with no clouds in the light soft sky. After work I always get tired and at my house I pass a brown, long bridge. As I get near it I close my eyes, gear up to look how high I was and I yell, but I yell much better when I get there. Every step I took it was some either walking or running side to side. I and 'g' I yell it would take hours to day which I hate.

Suddenly, there was a plain, light brown moose on the other side and I had to get to the other side better him, but he had the same idea and we met in the middle of the bridge. I walk on this every day so of back now? I exclaimed gratefully.

But he completely ignored me.

This is not your bridge, he muttered under his breath while talking in a deep voice. I started pushing so he will have enough room and go back so I can get past. But nothing, nothing work.

I got something when I was about to put my paws on his head and he turned around.

He got even more angry because it stopped him from what he was doing and it was a not important racoon. As the racoon was speaking I aggressively grabbed it by the neck and started lifting it to the head and through it to the other side. A white rabbit started pushing the moose more to get it's attention and then wanted him to go to the start but he didn't care and grabbed it by the ears and kick it.

A few moments later, the bunny and the racoon looked as a turned up and the moose and I were gone to space. The bridge started shaking and looked to the bunny which was cheering on it and to the moose which started and they fell into the growing water.

When they looked up in the sky they saw the bunny and the moose went in to the middle and the racoon like the same. They both saw what happened so the racoon got down lower than the bunny knew what to do. She jumped over and waved goodbye goodbye to each other.

Lilly

On Tuesday, we were visited by a basketball coach to teach us different skills and team work. We worked on our dribbling, shooting and also our self-esteem. Here are a few pictures of us in action.....



On Thursday, we all took part in world book day by dressing up as our favourite word from a book. Some of us dressed in sporting kits and some of us used our favourite activities. Here is a picture of members of our class enjoying some quiet reading time in our book corner, with our favourite books. We all loved dressing up and are looking forward to world book day next year!



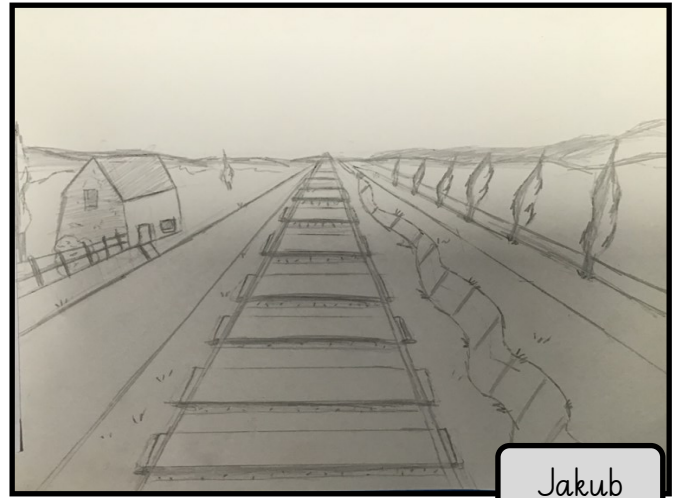


# This week in Sharks .....

This week in Sharks, we have been working hard on maths and literacy. In maths, we have been exploring algebra, learning how to substitute into equations and making our own formulae. In literacy, we have started looking at the short film Alma. We have explored writing descriptive sentences and expanding our sentence structures. In art, we have started exploring one point perspective. We looked at a scene and sketch the image in one point perspective.



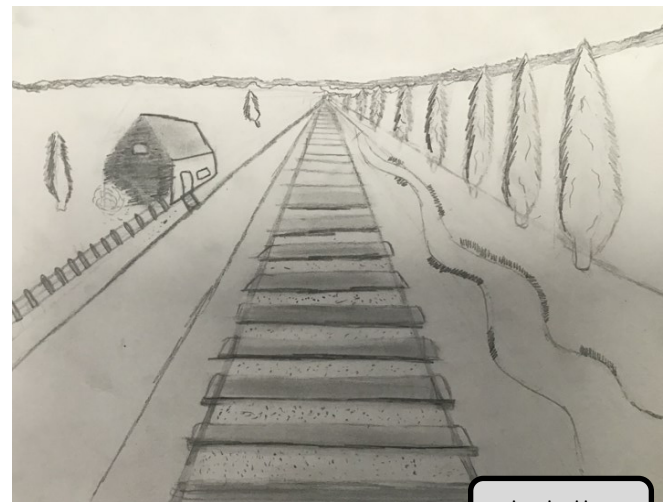
Isla



Jakub



Grace



Isabella

For world book day we all dressed up as our favourite word from a book. We had words such as 'The', 'creativity', 'swift', 'Steam Punk' and sporty.

Here we all are as a class in our words...



## *Homework of the week award*

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

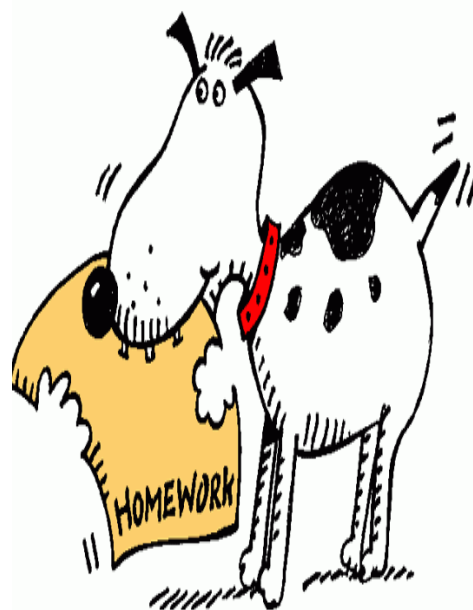
This is in recognition of the fabulous homework most of our children produce. It is also to show the importance of doing homework.

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   | Arya     | Casper    |
| Starfish  | Winter   | Charlie   |
| Seahorses | George   | Tyler     |
| Dolphins  | Tymo     | Theo      |
| Seals     | Alan     | Elizabeth |
| Swordfish | Jack     | Maya      |
| Belugas   | Lacey    | Erin      |
| Octopi    | Lilly    | Nikola    |
| Sharks    | Isabella | Betul     |

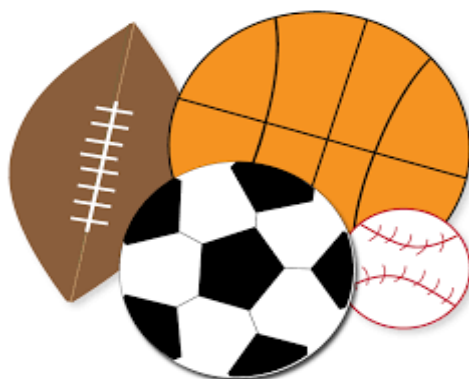




## Star Player of the week award

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   | Daria     |
| Starfish  | Roman     |
| Seahorses | Paisley   |
| Dolphins  | Gabrijela |
| Seals     | Joey      |
| Swordfish | Jax       |
| Belugas   | Rosie     |
| Octopi    | Natalia   |
| Sharks    | Callum    |



## 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    | Freddie          | Remy<br>Hope       | Daria<br>Miran       | Adam<br>Zhaire     | Reggie             | Artemis        | Obie            |
| 2    | Mathias          | Marnie<br>Molly    | Neda<br>Roman        | Mathias<br>Ashton  | Arlo               | Maria          | Evelyn          |
| 3    | Iyla             | Aikya<br>Nathan    | Gunveer<br>Brendan   | Jacob<br>Anna      | Ava                | Oscar          | Holly           |
| 4    | Willow           | Harry<br>Gabrijela | Jenson<br>Preston    | Enzo<br>Ellie      | Jasmine            | Arnesh         | Lexi            |
| 5    | Jenaya           | Jazmine<br>Luna    | Harriet<br>Ebony     | Alaya<br>Thiago    | Nicholas           | Leon           | Lexi            |
| 6    | Erin             | Tymon<br>Corbyn    | Phoebe<br>Jaskarn    | Essa<br>Layton     | Theo               | Olivia         | Jax             |
| 7    | Lilly            | Pradeep<br>Halimat | Amelia<br>Freddie    | Simran<br>Freya    | Rosie              | Keerat         | Eloise          |
| 8    | Luna             | Jaiton<br>Kyra     | Clim<br>Layla        | Alfie<br>Ollie     | Emily              | Audrey         | Jayden          |
| 9    | Evie             | James<br>Isla      | Annie<br>Oceane      | Sienna<br>Phoebe   | Ajai               | Dominic        | Sufyan          |

Best class attendance this week:

KS1 - Seahorses- 99.5% - FANTASTIC

KS2 - Swordfish 99% - SUPER





# Picture News

## TAKEHOME

10th - 16th March



### Is it important to feel proud of where you come from?



## In the news this week

The Princess of Wales has recently shared pictures, drawn by herself, Prince George, Princess Charlotte, and Prince Louis, of each other. The artworks, shared on social media, are part of the Shaping Us campaign, which highlights how we develop skills to connect with others from a young age. The pictures also aim to raise awareness of an exhibition, launched by The Princess, at the National Portrait Gallery in London, encouraging children to explore their relationships and feelings.

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

- Share your thoughts on the drawings. Have you ever drawn a portrait of someone? Do you think this type of activity could help build connections with others?
- Can you think of any other ways you can connect with others around you?
- Talk to someone at home about some of the people you are connected to.

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)



Alisa and James are doing the walk for autism awareness and would really appreciate any support. 'We are fundraising for Autism Initiatives while increasing autism acceptance and understanding, we'd love it if anyone was able to sponsor us! Every pound donated will make a positive impact in the lives of those living with autism in the UK.'



**ALISA**

**Is fundraising for Walk for Autism!**

I will be walking 10,000 steps for 8 days from 26th March to 2nd April to raise autism acceptance, understanding and funds for autistic children and adults!



**Scan here to donate!**

When people don't have any cash handy supporters can scan this code and donate directly to your fundraising page using this QR code. This is really useful when you are organising fundraising events like 'Name a Star', 'Cake Sales', 'Afternoon tea' and 'The Treasure Map' and also your 'Sponsorship form'!

