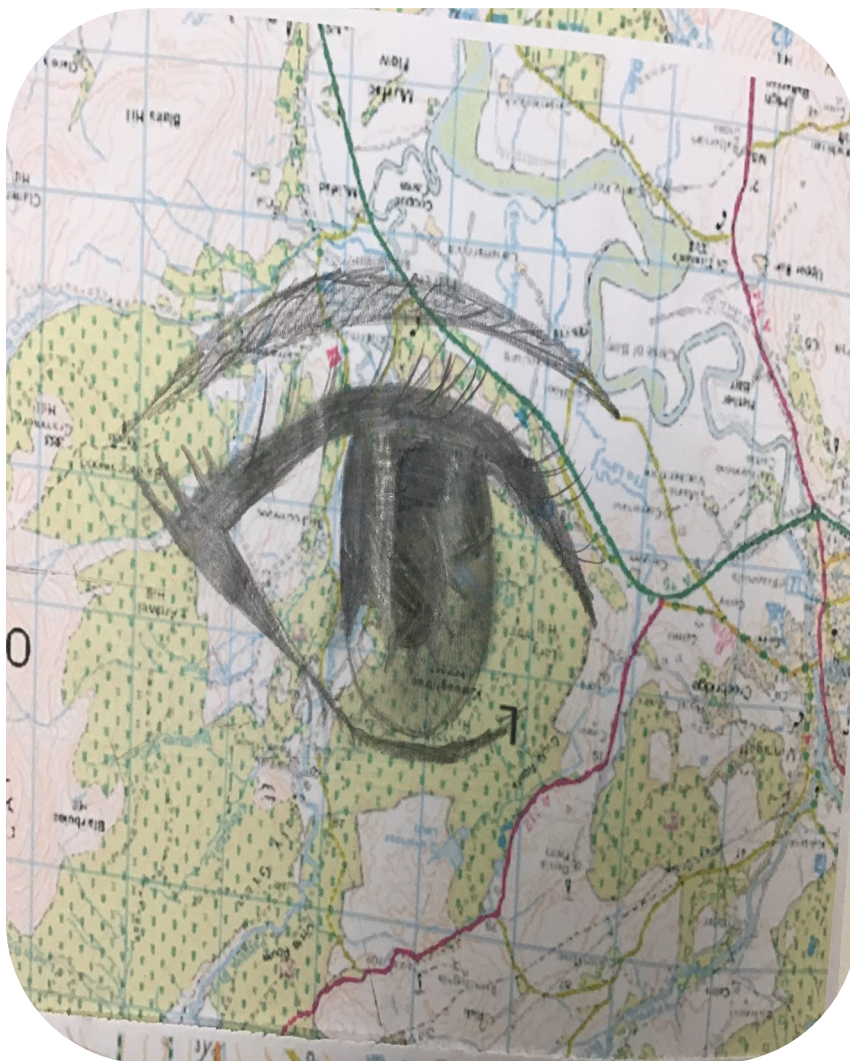




TEAGUES BRIDGE PRIMARY
THE BEATING HEART OF THE COMMUNITY

Friday Newsletter

Outstanding Work of the Week



Natalia ~ Sharks

3rd October 2025



TEAGUES BRIDGE PRIMARY

THE BEATING HEART OF THE COMMUNITY

Dear Parents and Carers,

FREE SCHOOL MEALS:

What is Free School Meals?

Your child, or children, may be eligible to claim Free School Meals if you are on a low income and receive a qualifying benefit. Children in Reception, Year 1 and Year 2 can receive universal infant free school meals, and this is not linked to your income. If you receive one of the qualifying benefits, your child's school can receive Pupil Premium funding. Even if you don't want your child (or children) to receive the meals or they receive universal free school meals and you receive one of the qualifying benefits, it is still important to make an application to Free School Meals. This will allow your child's school to receive extra funding, which could then be used to support them.

Who is eligible?

Your child, or children, may qualify for Free School Meals if you meet the following criteria:

- you or your partner (if you have one) have a child for whom you receive Child Benefit and who is attending a school or college in Telford and Wrekin, and you get any of the following:
 - Universal Credit and your household income is less than £7,400 a year (after tax and not including any benefits you get),
 - Income Support,
 - Income-based Jobseeker's Allowance,
 - Income-related Employment and Support Allowance,
 - Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190),
 - Pension Credit (Guarantee Credit),
 - Support under Part VI of the Immigration and Asylum Act 1999.

How do I apply?

<https://webforms.telford.gov.uk/form/118>

SCHOOL PARLIAMENT REPRESENTATIVES

Each class have carried out the votes for School Parliament. Two children have been chosen by their peers and received the most votes. They will receive their badges in assembly on Friday. School Parliament Representatives are:

Base 1 ~ Oliver/Polly

Base 2 ~ Obie/Miran

Base 3 ~ Winter/Arlo

Base 4 ~ Oscar/Aikya

Base 5 ~ Willow/Toby

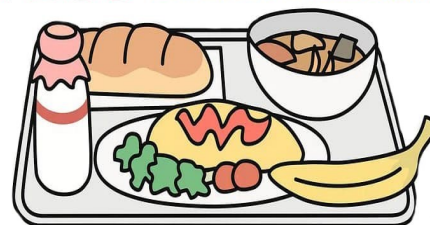
Base 6 ~ Jazmine/Tymo

Base 7 ~ Theo/Lillian

Base 8 ~ Rosie/Harry

Base 9 ~ Audrey/Iris

Free School Meals



Are you entitled?





TEAGUES BRIDGE PRIMARY

THE BEATING HEART OF THE COMMUNITY

Dear Parents and Carers,

DATES:

Dates for week commencing 6.10.25

6.10 ~ World Space week

9.10 ~ Base 2 open afternoon for parents ~ 2.30pm-3.00pm.

10.10 ~ Base 3 open afternoon for parents ~ 2.30pm-3.00pm.

13.10 ~ PANTS assembly

13.10 ~ Base 9 to sporting event am

15.10 ~ Base 4 Athletics event am

17.10 ~ Base 4 open afternoon for parents ~ 2.20pm-3.00pm

Safeguarding

Safeguarding is of paramount importance to us at Teagues Bridge and we would like to remind you to please report anything concerning to us, even if it takes place outside of school and in the community.

Following on from the message sent out yesterday as a result of the stranger danger concern we had raised; we would like to urge you to be extra vigilant. The police have visited school today and have met with Mrs Abdulla and Mrs Woods. Please be reassured that the police are dealing with the incident and are taking it very seriously.

We will continue to do work at school around safeguarding and stranger danger, so children are aware, it will all be age appropriate. Their safety is the most important thing.



Online Safety Newsletter

Oct 2025

Risks of using AI for mental health

AI chatbots and wellness apps are becoming increasingly popular, which may lead to your child accessing them to support their mental health.

What should I be concerned about?

- The information/advice given may not always be accurate.
- Privacy concerns of how data is collected and used.
- Children may use these apps rather than seeking help from an adult.

What can I do?

- Chat to your child regularly about what apps and websites they are using and why.
- Remind them AI is a tool and not a substitute for qualified professionals who provide tailored advice/support.
- Talk to them about how they should fact check information.
- Check age ratings.

Further information

<https://stigmafreementalhealth.com/blog/supporting-youth-mental-health-with-ai-a-guide-for-parents-and-caregivers/>

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

YouTube

YouTube is one of the most popular platforms, available across many different devices - phones, tablets and Smart TVs etc. **YouTube is intended for users over the age of 13**, however, younger children can still access YouTube with consent from a parent/ guardian. There are different options available to access YouTube, depending on your child's age:



1. YouTube Kids – a separate app that includes a smaller selection of videos based on the age category you select: Preschool (ages 4 and under), Younger (ages 5–8) or Older (ages 9–12).

2. Supervised accounts – a parent-managed version of YouTube that allows you to control the content your child can access. You can select one of the following options:

- **Explore** - Generally for viewers aged 9+.
- **Explore more** - Generally for viewers aged 13+
- **Most of YouTube** - This setting includes almost everything except for videos marked as 18+.

Find out more: <https://support.google.com/youtube/answer/10315420>

What do I need to be aware of?

Whilst YouTube can be educational and fun, it is important to be aware of the potential risks, such as:

- **Inappropriate content**
- **Excessive Screen time** – particularly due to the autoplay feature.
- **Unwanted contact / cyberbullying** – particularly via comments if your child is sharing videos.
- **Algorithms** – algorithms influence what we see to keep us engaged. This can lead to a user being exposed to large amounts of content about one topic/theme, which may not be helpful if it is negative.
- **Adverts** that may not be aimed at or suitable for your child's age.

What can I do?

- Set up appropriate parental controls.
- Show your child the reporting and blocking tools available.
- Watch YouTube together or supervise use.

Further information

<https://www.internetmatters.org/parental-controls/entertainment-search-engines/youtube-app/>

WhatsApp

WhatsApp is incredibly popular with young people and is used for group chats, voice messages and video calls. **Users should be at least 13 years old to use WhatsApp.**

We frequently receive reports of children using WhatsApp inappropriately, such as sharing images to embarrass others, sending hurtful messages, spreading rumours, or excluding people from group chats to make them feel left out. Since WhatsApp lacks parental controls, it is important to think about whether it is really the right platform for your child. For example, you should consider if your child has the critical thinking skills to recognise bullying. Furthermore, do they understand how to manage peer pressure and refrain from joining in on hurtful behaviour?

What should I be aware of if my child is using WhatsApp?

- **Group chats:** Everyone within a group, even if they are not one of your child's contacts, will be able to see all messages within that group. If your child is added to a group with someone that they have previously blocked, that person can still see their messages and send them messages within the group chat.
- **Inappropriate content:** users can be exposed to content that is not suitable for their age.
- **Location sharing:** talk to your child about the potential danger of sharing their location.
- **Chat lock/secret code:** users can lock chats as well as apply a secret code setting so a chat does not appear in the main chat.
- **Screentime due to addictive nature**
- **AI:** WhatsApp includes Meta AI.

What can I do?

- Check privacy settings, for example check who can add them to groups.
- Ensure your child understands that they can leave a chat at any time, Find out more here: <https://faq.whatsapp.com/424124173736394>
- Show your child how to block and report other users. Find out how here: <https://faq.whatsapp.com/1142481766359885/>
- Use parental controls such as screentime controls or do not disturb to reduce alerts.
- Talk about who they are chatting with, encourage them to think carefully about the messages they send and how they might be received by others. Talk about positivity and not saying anything hurtful. Ask them to think about whether they would say what they are messaging, face to face.
- Chat to your child about the groups that they belong to.

Further information

Find out more here:

- <https://www.bbc.co.uk/bitesize/articles/zc8vvg8>
- https://faq.whatsapp.com/773166357950949?helpref=faq_content

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Italian Brainrot

Have you heard of Italian Brainrot? It is a viral trend consisting of AI generated characters featuring in memes and videos. It originally started on TikTok but can now be seen on other platforms such as YouTube and Instagram. There are also lots of spinoff content including a game on Roblox.

Whilst the content is generally nonsensical and children will find some of it funny, some content can include inappropriate/offensive language and content that might not be suitable for your child's age.

iOS 26

Apple have released their new operating system – iOS 26. Protect Young Eyes have published an article detailing the changes relating to your child's safety, including content filtering in Safari. Find out more here:

<https://www.protectyouneyes.com/blog-articles/a-parents-guide-to-ios-26>

Managing Digital Spending

Parent Zone have created a guide to help teach your child how to manage their online spending. You can read it here:

<https://parentzone.org.uk/article/managing-digital-spending-guide-parents>

ADHD, Screen Time, and Healthy Boundaries

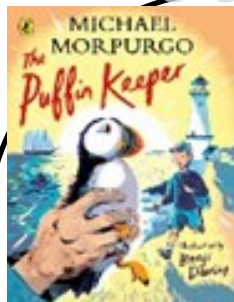
Bark have created this guide for parents of children with ADHD to support you in helping your child create a healthy relationship with technology. You can access it here:

<https://www.bark.us/blog/adhd-kid-and-tech/>



In Base 5

Literacy



We have been writing a newspaper report about the storm in chapter one of the Puffin Keeper. We have also been looking at how to write good paragraphs and the rules for them.

Science



This half term we will be learning about animals including humans with a focus on diet, skeletons and muscles. Our learning questions is: How do animals including humans use energy to move?



National Fitness Day

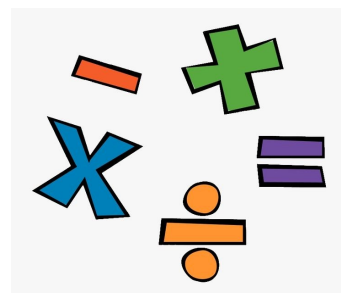


We participated in National Fitness Day, and we ran to see if as a school we could run to Arthog! We managed to add 332 of laps of the field total. We were all very tired by the end of it!

2	x	1	=	2
2	x	2	=	4
2	x	3	=	6
2	x	4	=	8
2	x	5	=	10
2	x	6	=	12
2	x	7	=	14
2	x	8	=	16
2	x	9	=	18
2	x	10	=	20

Maths - Number Sense, Addition and Subtraction

In maths we have been revisiting addition and subtraction. This year we will be learning to use the written method for both up to 3-digits. We will also be strengthening our mental maths fluency.



We have completed our fluency on the doubles and will be moving on to use that knowledge to become fluent in the 2 times table.

We have a PE after break on a Monday and PE after lunch on a Friday.
—Mrs Thomas

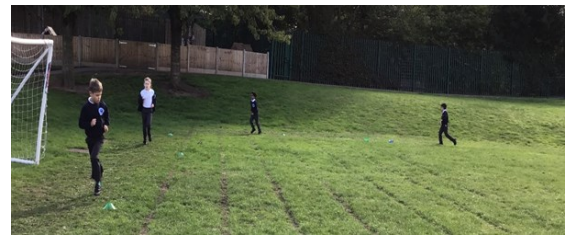


This week in Swordfish.....

English

In English, we have practiced writing character descriptions using expanded noun phrases and fronted adverbials. We have also started to look at the use of inverted commas.

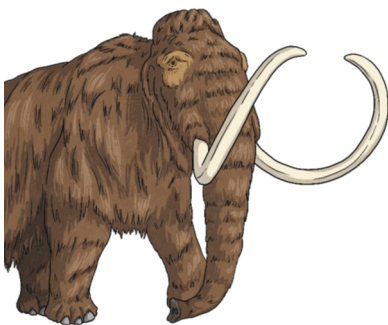
For National Fitness Day, we saw how many laps of the school field we could run. Base 6 managed many laps!



History

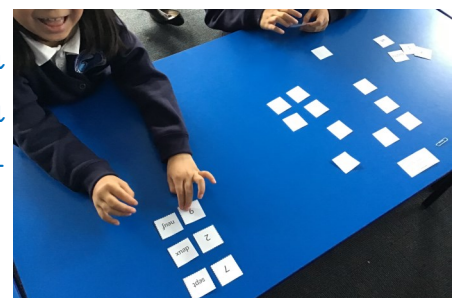
Last week, we explored how Stone Age people survived in their environment. From hunting and gathering to making tools, we gained insight into their daily lives — and even designed our own Stone Age survival kits!

This week, we compared the different types of shelters people lived in and discussed how these changed over time. It's been fascinating to imagine what life was like thousands of years ago!



French

In French, we have been practicing counting to 10 both forwards and backwards! We practiced by learning a song and then playing a memory game with our partner.



Music

This half term our song focus has been 'Let Your Spirit Fly' by Joanna Mangona. We have discussed the style of music as well as what instruments were used to create it. We are currently practicing to perform the song with our recorders.



This week in Belugas...

Literacy

In Literacy we have been focusing on similes. Pupils have enjoyed learning about the different style of sentence and making their own similes sentences to describe how the policeman was feeling in their story 'Danny the Champion of the World' by Roald Dahl.

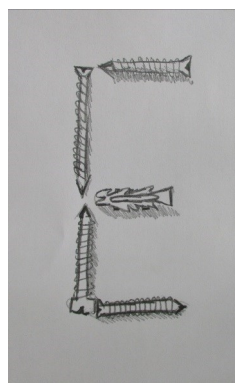
Pupils have wrote their own sentences to describe a photo/setting before focusing their similes on the story.

Maths:

In Maths we have been focusing on place value. This week we have learnt to round up and down to the nearest 1000. Pupils learnt a rhyme to help them focus on rhyming up or down and understood they needed to look at the hundredths, tens and ones column to help them round effectively. We also began to add ones, tens, hundreds and 1000s to a given number.

Art

In Art, we have been learning about typography. This week pupils used sticks, screws, bolts and washers to create letters. They then sketched the designs into their books.



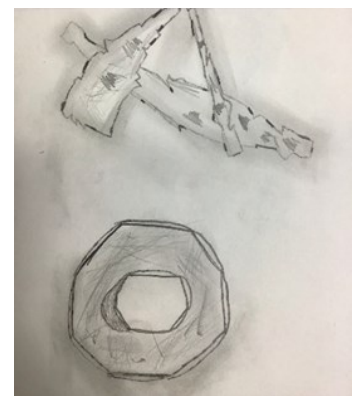
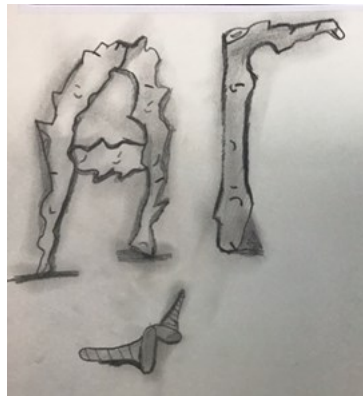
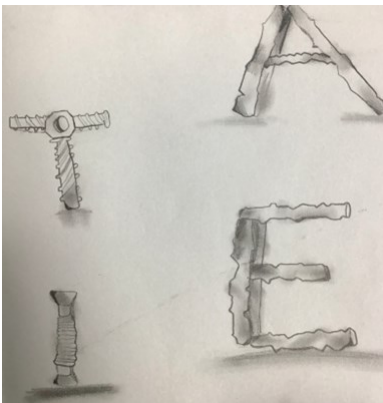


This week in Octopi...

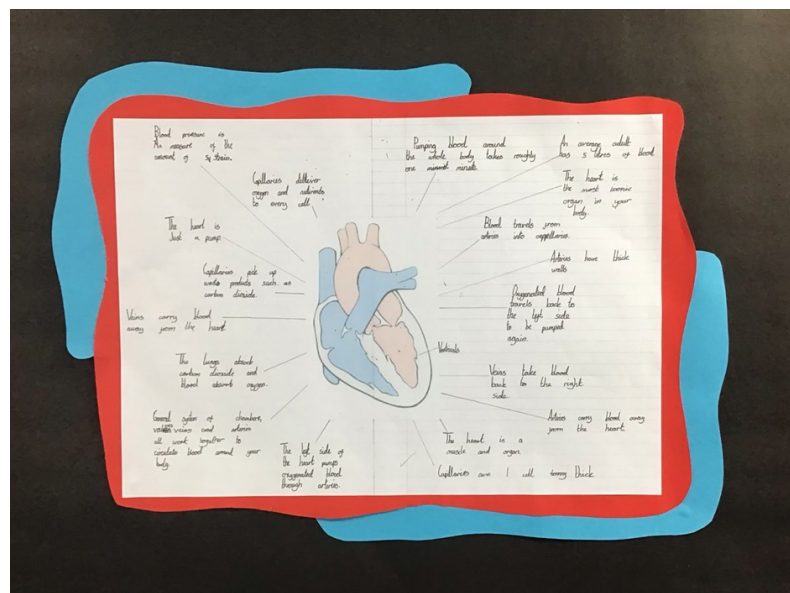
This week in Octopi, we have been working hard in all subject areas. In maths, we have started to explore addition and subtraction. First thinking about our mental strategies and place value knowledge before moving on to written column methods.

In Literacy, we have continued work around our book, *The Song of the River* by Gill Lewis. We are writing rich descriptions of settings to support us to write our own chapter next week! We have been exploring how to enhance our writing using expanded noun phrases, powerful adjectives, fronted adverbials and relative clauses.

In Art, we have continued our focus on typography. This week we looked at pencil grades and the use of pressure on the pencil to create different shades. We drew pencil sketches using real life twigs and screws as our stimulus. Here are some of our amazing examples.



This week in Science, we have been creating a fact file about the heart. We started by re-capping the components of blood and the vessels that make up the circulatory system. We read some information, discussed and watched a video that went into great depth. We picked up key and interesting facts to create a fact file to support our future learning. Here is a beautifully presented example.





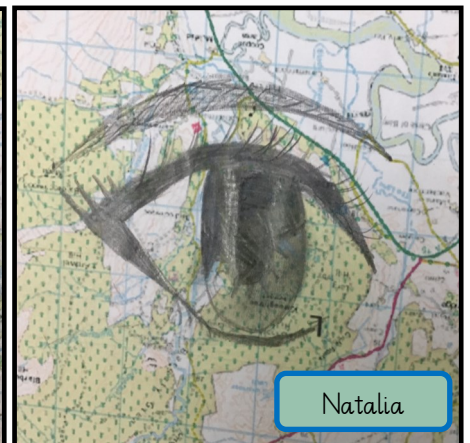
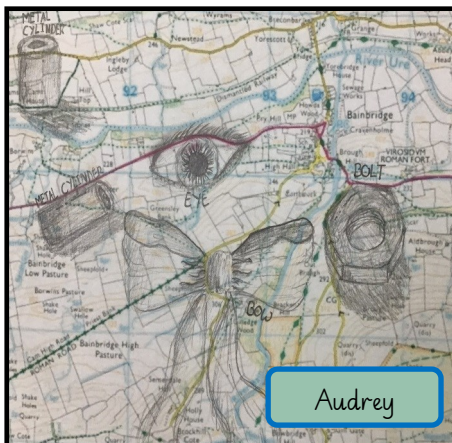
This week in Sharks

This week in Sharks, we have been working hard in all subject areas. In maths, we have started to explore multiplication. First looking at factors and multiples before moving on prime, square and cubed numbers.

In Literacy, we have continued to work in our novel, *The Tale of Truthwater Lake* by Emma Carroll. We have written our own versions of Chapter 6, exploring how to enhance our writing using expanded noun phrases, speech and adverbs.



In Art, we have continued our focus on maps and typography. This week we looked at strong lines and use of pressure on the pencil to create different shades. We drew pencil sketches on-top of maps to highlight this stronger drawing technique. Here are some of our examples.



This week in Science, we have been exploring the lungs. We started by looking at the parts of the lungs and the role they play in oxygenating the blood so that it can be pumped, by the heart, around the body to our brain and Muscles. We made models of the lungs to simulate how they work in our bodies. Here are examples of some of our models.



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

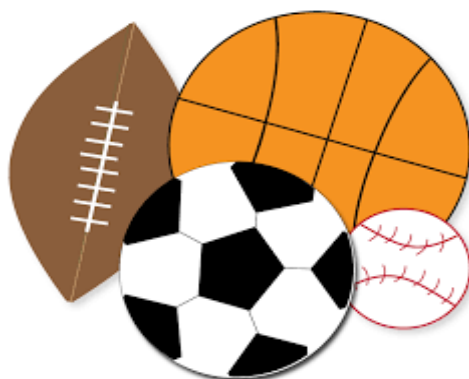
Turtles	Elizabeth	Archie
Starfish	Savannah-Grace	Jack
Seahorses	Winter	Ellie
Dolphins	Oscar	Anna
Seals	Enzo	Chloe
Swordfish	Maya	Jasmine
Belugas	Harry	Arjan
Octopi	Ella	Dara
Sharks	Jairaj	Jaiton



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	Szymon
Starfish	Casper
Seahorses	Greyson
Dolphins	Oscar
Seals	Harnoor
Swordfish	Jaxson
Belugas	Olivia
Octopi	Simran
Sharks	Lilly



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	Lilly	Isobel Bashir	Harrison Polly	Syzmon	Victoria	Skylar	Oliver
2	Remy	Mehar Archie	Yuvraj Himmat	Eleanor Sadan	Idera	Artemis	Marcel
3	Greyson	Zhaire Zirwa	Hope Noah	Maria Matei	Heidi	Antoni	Tommie
4	Iris	George Charlie	Brendan Cooper	Jacob Ava	Eric	Logan	Oliver
5	Preston	Alfie Enzo	Ellie Leyla	Noah Harry	Jaipreet	Olivia	Willow
6	Arnesh	Lexi Sophie	Leon Retal	Tymo Harriet	Michelle	Charlie	Alan
7	Maya	Carter Koray	Indi-Rae Erin	Theo Poppy	Max	Corbyn	Olivia
8	Jack	Rosie Pradeep	Ellie Freya	Harry Simran	Ismail	Erin	Halimat
9	Kendall	Natalia Nikola	Iris Louie	Lilly Kyra	Lilly	Bella	Harrison

Best class attendance this week:

KS1 - Starfish - 100% - fabulous!

KS2 - Belugas - 97% - Super!





Picture News

TAKEHOME

6th - 12th
October

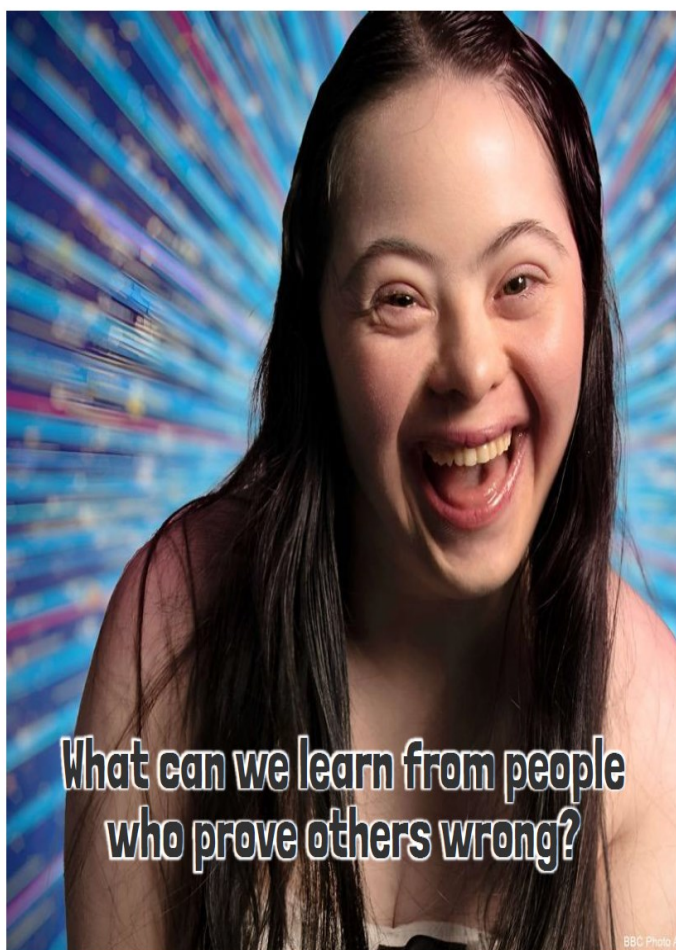


In the news this week

Ellie Goldstein, a 23-year-old model from Ilford, has been announced as a contestant on Strictly Come Dancing. She is the first person with Down's syndrome to take part in a full series of the show, having already made history as the first model with Down's syndrome to appear on the cover of British Vogue. Ellie says she's excited for the challenge and hopes to show that people can do amazing things, even when others don't expect them to.

Things to talk about at home ...

- Have you ever seen Strictly Come Dancing on TV? Do you enjoy watching programmes that show competitions? Ask others at home whether they do.
- Why do you think Ellie decided to take part? Is it something you would like to take part in?
- Can you remember a time when you were told you couldn't do something? E.g., finish a puzzle or reach the top of a climbing frame. Share how you felt, and what happened.



What can we learn from people
who prove others wrong?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



Teagues Bridge Primary School Term Dates and Holidays 2025/2026

September 2025							
WK	Mo	Tu	We	Th	Fr	Sa	Su
36	1	2	3	4	5	6	7
37	8	9	10	11	12	13	14
38	15	16	17	18	19	20	21
39	22	23	24	25	26	27	28
40	29	30					

October 2025							
WK	Mo	Tu	We	Th	Fr	Sa	Su
40			1	2	3	4	5
41	6	7	8	9	10	11	12
42	13	14	15	16	17	18	19
43	20	21	22	23	24	25	26
44	27	28	29	30	31		

November 2025							
WK	Mo	Tu	We	Th	Fr	Sa	Su
44						1	2
45	3	4	5	6	7	8	9
46	10	11	12	13	14	15	16
47	17	18	19	20	21	22	23
48	24	25	26	27	28	29	30

December 2025							
WK	Mo	Tu	We	Th	Fr	Sa	Su
49	1	2	3	4	5	6	7
50	8	9	10	11	12	13	14
51	15	16	17	18	19	20	21
52	22	23	24	25	26	27	28
	29	30	31				

January 2026							
WK	Mo	Tu	We	Th	Fr	Sa	Su
1				1	2	3	4
2	5	6	7	8	9	10	11
3	12	13	14	15	16	17	18
4	19	20	21	22	23	24	25
5	26	27	28	29	30	31	

February 2026							
WK	Mo	Tu	We	Th	Fr	Sa	Su
5							1
6	2	3	4	5	6	7	8
7	9	10	11	12	13	14	15
8	16	17	18	19	20	21	22
9	23	24	25	26	27	28	

March 2026							
WK	Mo	Tu	We	Th	Fr	Sa	Su
9							1
10	2	3	4	5	6	7	8
11	9	10	11	12	13	14	15
12	16	17	18	19	20	21	22
13	23	24	25	26	27	28	29
14	30	31					

April 2026							
WK	Mo	Tu	We	Th	Fr	Sa	Su
14			1	2	3	4	5
15	6	7	8	9	10	11	12
16	13	14	15	16	17	18	19
17	20	21	22	23	24	25	26
18	27	28	29	30			

May 2026							
WK	Mo	Tu	We	Th	Fr	Sa	Su
18					1	2	3
19	4	5	6	7	8	9	10
20	11	12	13	14	15	16	17
21	18	19	20	21	22	23	24
22	25	26	27	28	29	30	31

June 2026							
WK	Mo	Tu	We	Th	Fr	Sa	Su
23	1	2	3	4	5	6	7
24	8	9	10	11	12	13	14
25	15	16	17	18	19	20	21
26	22	23	24	25	26	27	28
27	29	30					

July 2026							
WK	Mo	Tu	We	Th	Fr	Sa	Su
27			1	2	3	4	5
28	6	7	8	9	10	11	12
29	13	14	15	16	17	18	19
30	20	21	22	23	24	25	26
31	27	28	29	30	31		

August 2026							
WK	Mo	Tu	We	Th	Fr	Sa	Su
31						1	2
32	3	4	5	6	7	8	9
33	10	11	12	13	14	15	16
34	17	18	19	20	21	22	23
35	24	25	26	27	28	29	30
36	31						

PD Days 2025/2026

1st September 2025

2nd September 2025

5th January 2026

1st June 2026

20th July 2026

	PD Day
	School Day
	School Holiday
	UK Bank Holiday

Dates for the Diary - Autumn term 2025

Dates	Event	Who
SEPTEMBER		
8.9	ICT morning	Base 8 and 9
15.9	ICT morning	Base 7 and 6
15.9	School Parliament canvassing begins	Whole School
22.9	ICT morning	Base 5 and 4
24.9	National fitness day	Whole school
26.9	School parliament elections - voting at the polling station (in school)	Whole School
26.9	European languages day	Whole School
29.9	ICT morning	Base 2 and 3
30.9	Safeguarding assembly - meet the DSL's	KSI KS2
OCTOBER		
1.10	Individual Photographs	Whole School
1.10	Flu Vaccine	Whole School
1.10	Black History month	Whole School
2.10	National Poetry Day	Whole School
3.10	Open afternoon for parents 2.30-3.00	Base 1
6.10	World Space week	Whole School
6.10	ICT morning	Base 9 and 1
7.10	NSPCC PANTS assembly	Whole School
8.10	SAS crew assembly - Keeping ourselves safe in and around water	Everyone
9.10	Open afternoon for parents 2.30-3.00	Base 2
10.10	Open afternoon for parents 2.30-3.00	Base 3
13.10	ICT morning	Base 7 and 8
13.10	NSPCC PANTS workshops	Whole School
14.10	Athletics	Base 9
15.10	Athletics	Base 4
15.10	Harvest Festival	Whole School (no parents)
17.10	Open afternoon for parents 2.30-3.00	Base 4
20.10	Talk PANTS week	Whole school
20.10	ICT morning	Base 5 and 6
21.10	PANTS workshops - NSPCC - Pantosaurus visit	Whole School
21.10	Diwali	Whole School
22.10	Hockey	Base 8
24.10	Open afternoon for parents 2.30-3.00	Base 5
24.10	Break-up for Half Term	Whole School
NOVEMBER		
3.11	Return to school	Whole school
3.11	Remembrance whole school theme week	Whole School
5.11	Bonfire night themed lunch	Whole school

7.11	Open afternoon for parents 2.30-3.00	Base 6
10.11	ICT morning	Base 3 and 4
10.11	Anti-bullying week	Whole School
11.11	Remembrance 1 minutes silence	Whole School
13.11	World Kindness Day	Whole School
13.11	Kwik Cricket	Base 6
14.11	Open afternoon for Parents	Base 7
17.11	ICT morning	Base 1 and 2
17.11	Road safety week	Whole School
21.11	Open afternoon for parents 2.30-3.00	Base 8
21.11	Children in need - Dress up day Special Lunch	Whole School
24.11	ICT morning	Base 8 and 9
28.11	Open afternoon for parents 2.30-3.00	Base 9
DECEMBER		
1.12	Tomte whole school winter theme	Whole school
1.12	Arthog	Year 6
1.12	ICT morning	Base 6 and 7
1.12	Assessment week	Whole school
8.12 9.30-10.00	Christmas in Church	Base 1, 2 and 3 Parents invited
8.12	ICT morning	Base 4 and 5
9.12 9.30-10.00	Christmas in Church	Base 4 and 5 Parents invited
10.12 9.30-10.00	Christmas in Church	Base 6, 7 and 8 Parents invited
12.12	Christmas Jumper Day	Whole School
15.12	ICT morning	Base 2 and 3
15.12 3.30-7.00	Parent's consultation - Via TEAMS If you cannot access TEAMS please request a face-to-face appointment (these will be limited)	Parent's
15.12	Christmas Party	Base 1 and 2
16.12 3.30-5.00	Consultation Via TEAMS	Parent's
16.12	Christmas Party	Base 3 and 4
16.12	Christmas Pantomime - Peter Pan	Whole School
17.12	Christmas Dinner	Whole School
17.12	Christmas Party	Base 7, 8, 9
18.12	Christmas Party	Base 5 and 6
19.12	Christmas Non-Uniform Day	Whole School
19.12	Break-up for Christmas	Whole School
JANUARY		
5.1	PD day	Teachers only
6.1	PD day	Teachers only
7.1	Children return to school	Everyone

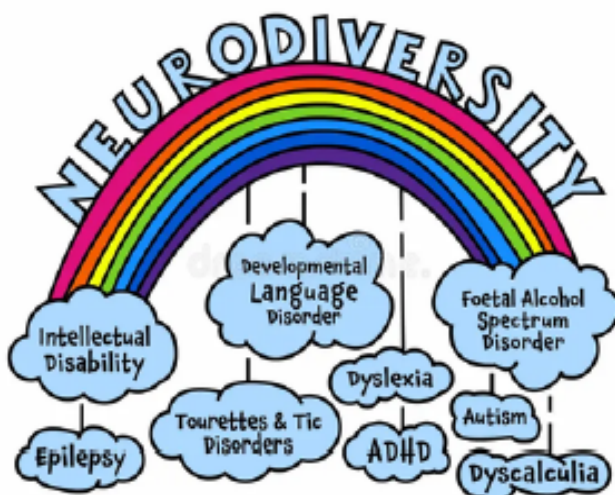
PODS Parent Carer Forum and Teagues Bridge School PINS Project "Cuppa & Cake Session"

PINS (Partnership for Inclusion of Neurodiversity in School)

**Join us to talk about NeuroDiversity and
what support is available for your child**

Share your experiences.

**Find out what is happening in school to
support your child.**



9am on:
Tue 17th June
Wed 24 Sept
Wed 28 Jan