



TEAGUES BRIDGE PRIMARY  
THE BEATING HEART OF THE COMMUNITY

# Friday Newsletter

Outstanding Work of the Week



Audrey ~ Sharks

23rd January 2026



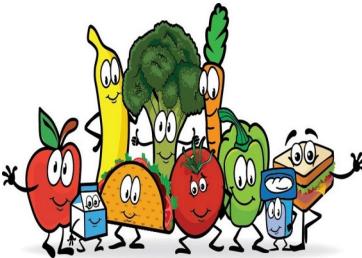
# TEAGUES BRIDGE PRIMARY

## THE BEATING HEART OF THE COMMUNITY

Dear Parents and Carers,

### ARRIVAL AT THE SCHOOL GATES

Just to remind everyone that children who walk on their own should not be arriving at the school gates before 8.45am. This ensures they safely enter the premises as soon as the gates open.



### SCHOOL DINNERS:

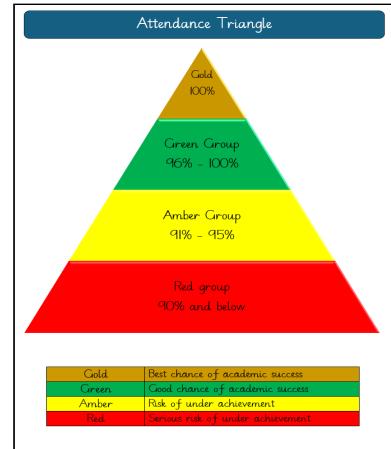
We have been informed by Telford and Wrekin Council Catering that the price of a school meal will be increasing from 1<sup>st</sup> February 2026. From this date, the new price will be £3.05 per meal.

If you think your child may be eligible for free school meals please visit <https://www.telford.gov.uk/schools-and-learning/school-meals/free-school-meals/>

### ABSENCE:

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.
- If we don't have any contact the office will contact you.
- If there is not a response we are advised to ask our education welfare officer, Alison Pike to make a home visit, this is called a welfare check.



### MOBILE PHONES:



Just a reminder about mobile phones. Children in primary school do not need to have their mobile phone in school, unless they are walking home alone. If they do have it in school, it needs to be handed in as soon as they arrive in school and we also need consent from the parent. Parents must complete the mobile phone contract otherwise they will not be able to bring them in and we will ask parents to collect the device from the office.

### DATES:

- 26.1 - SAS crew to work with mental health lead to plan a whole school assembly
- 27.1 - Year 6 to attend Dodgeball competition (8 children from base 5 and 6)
- 28.1 - KS2 cricket lessons
- 29.1 - Base 2 open afternoon for parents - 2.30-3.00pm
- 30.1 - Base 3 open afternoon for parents - 2.30-3.00pm
- 2.2 - Story telling week
- 3.2 - Basketball workshops - EYFS and KS1
- 5.2 - Mental health workshop for parents - 2.00pm



# TEAGUES BRIDGE PRIMARY

## THE BEATING HEART OF THE COMMUNITY

Dates	Event	Who
<b>JANUARY</b>		
5.1.	PD day	Teachers
6.1.	PD day	Teachers
7.1.	Children return	Whole School
7.1.	Take one picture theme week	Whole School
8.1.	Archery competition	Base 7
12.1	Height and Weight with nurse	Year 6
13.1.	Basketball competition	Base 9
14.1.	KS2 Cricket lessons	KS2 (Base 5, 6, 7, 8 and 9)
16.1	Great Fire of London workshop	Base 3 and 4
20.1	Loudmouth theatre - Online safety	Base 8 and 9
20.1	Martin Luther King Day	Everyone
23.1	Open afternoon for parents - 2.30-3.00	Base 1
26.1	Mental health lead to plan assembly with children	SAS Crew
29.1	Open afternoon for parents	Base 2
30.1	Open afternoon for parents	Base 3
<b>FEBRUARY</b>		
2.2	Story telling week	Whole school
3.2	Basketball workshops	EYFS and KSI
5.2	Mental well-being workshop	Parents
6.2	Open afternoon for parents	Base 4
10.2	Safer Internet Day	Everyone
10.2	Basketball workshops	KS2
13.2	Open afternoon for parents	Base 5
13.2	Break up	Everyone
23.2	Children return to school	Everyone
27.2	Open afternoon for parents	Base 6
<b>MARCH</b>		
5.3	World book day - dress up as your favourite book character	Whole School
6.3	Open afternoon for parents	Base 7
6.3-15.3	British Science week	Everyone
12.3	Book Fair	Everyone
13.3	Open afternoon for parents	Base 8
16.3	Assessment week	Whole School
17.3 and 18.3	Konflux theatre	Whole School
18.3	Global recycling day	Whole School
19.3-20.3	Eid Al-fitr	Whole School
20.3	Open afternoon for parents	Base 9
20.3	Red nose day	Whole School
23.3	Easter Art week	Whole School
24.3	Easter assembly Church	Whole school assembly
26.3	Debating society - themed around Easter	Whole School
27.3	Easter Egg competition	Whole School
27.3	Break up for Easter holidays	Whole School
<b>APRIL</b>		
13.4	Return to school	Everyone

# Mental Health Support Team



## Coffee Drop in session

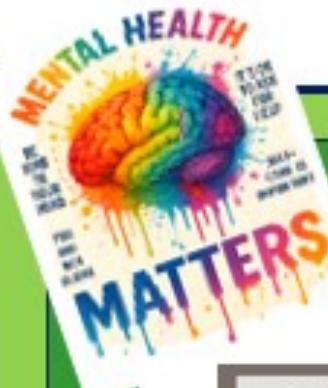
Come along and find out about the support on offer through the Mental Health Support Team. Find out about the service, the support and the workshops that the team will be running in our school!

**Thursday 5th February**

**2pm**



# Mental Health Newsletter



Welcome to mental health newsletter page

Supporting mental health this January

An introduction from our Patron, HRH The Duchess of Cambridge

“ As parents, we all want our children to have the best possible start in life. Encouraging children to understand and be open about their feelings can give them the skills to cope with the ups and downs that life will throw at them as they grow up.

It's important that our children understand that emotions are normal, and that they have the confidence to ask for help if they are struggling.



This is why I am proud to support the *You're never too young to talk* mental health campaign by the Anna Freud National Centre for Children and Families, which is being rolled out across primary schools this autumn.

The campaign's resources are excellent tools to support parents. They demonstrate how we can help children express their feelings, respond appropriately, and prevent small problems from snowballing into bigger ones.

”

## What is mental health?



**We all have mental health.** Mental health is about our feelings, our thinking, our emotions and our moods. Looking after our mental health is important.



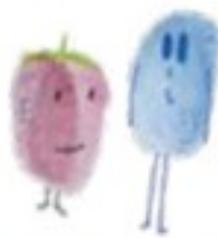
**We all have small feelings every day:** These sometimes feel strong and overwhelming, whether happy or sad, but they go away before too long.



**Sometimes we experience big feelings:** These feel strong and overwhelming for a long time. They stop us doing what we want to in our lives.



**1** **Make conversations about mental health a normal part of life:** Anywhere is a good place to talk; in the car, walking the dog or cooking together. Model everyday talk about feelings such as by talking about a TV character's feelings.



**2** **Give your full attention:** We all know it's horrible to be half listened to. Keep eye contact, focus on the child and ignore distractions.

**3** **Check your body language:** Try to keep it open and relaxed and make sure you come down to the child's level.

**4** **Take it seriously:** Don't downplay what the child is saying or tell them they're "just being silly". Resist the urge to reassure them that everything is fine.

**5** **Ask open questions:** Such as "How did your day go today?" This will help to extend the conversation.



**6** **Calmly stay with the feelings that arise:** It can be our automatic reaction to steer away from difficult emotions.

**7** **Offer empathy rather than solutions:** Show that you accept what they are telling you but don't try to solve the problem.

**8** **Remember we are all different:** Respect and value the child's feelings, even though they may be different to yours.

**9** **Look for clues about feelings:** Listen to the child's words, tone of voice and body language.

**10** **Some ways to start a conversation about feelings might be:**

"How are you feeling at the moment?"

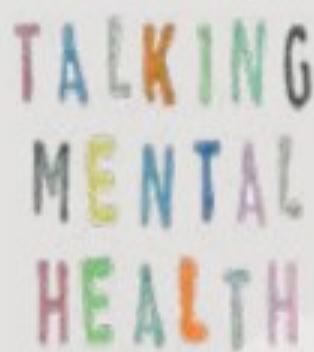
"You don't seem your usual self. Do you want to talk about it?"

"Do you fancy a chat?"

"I'm happy to listen if you need a chat."



## Talking Mental Health Animation



Talking Mental Health is an animation designed to help begin conversations about mental health in the classroom and beyond.

The animation and accompanying resources have been created by a team of animators, children, teachers and clinicians, and is being taught to year 5 and 6 children around the UK.

The animation and resources are freely downloadable from [www.annafreud.org](http://www.annafreud.org)



## Finding support

**ChildLine:** For 18s and under  
0800 1111

**NSPCC:**  
0808 800 5000

**YoungMinds Parent Helpline:**  
0808 802 5544

**Youth Wellbeing Directory:**  
[youthwellbeing.org](http://youthwellbeing.org)

## About the Anna Freud National Centre for Children and Families

The Anna Freud National Centre for Children and Families has developed and delivered pioneering mental health care for over 60 years.

Our aim is to transform current mental health provision in the UK by improving the quality, accessibility and effectiveness of treatment.

We believe that every child and their family should be at the heart of the care they receive, working in partnership with professionals.



# SEN News

Welcome to the SEN newsletter for January 2026. 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](mailto:send.teaguesbridge@taw.org.uk) or via the school office.

Many Thanks, Mrs Woods

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

You can also find a copy of the Telford & Wrekin SEND parent newsletter here:  
[https://www.telfordsend.org.uk/info/1/home/109/send\\_news](https://www.telfordsend.org.uk/info/1/home/109/send_news)

## 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!

## Support Services

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

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

# Co-Production

## What is co-production?

The SEND Code of Practice emphasises that co-production with parent carers means working in true partnership, ensuring their views, wishes, and experiences directly shape decisions and services for children and young people with special educational needs and disabilities (SEND).

## Why does co-production matter?

Co-production leads to...

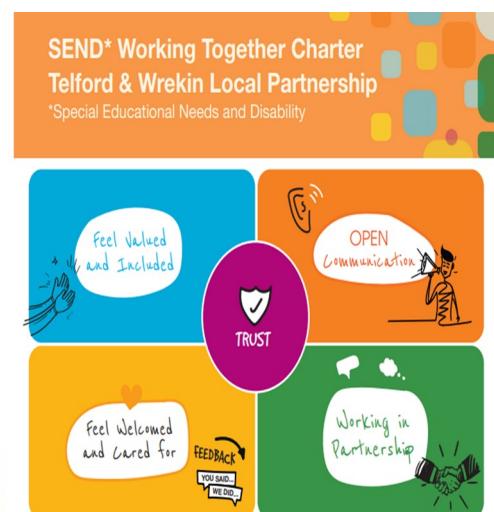
- Empowerment: Parent carers feel respected and valued.
- Tailored support: Services better reflect the lived experiences of families.
- Improved trust: Builds stronger relationships between families and professionals.
- Positive impact: Leads to more effective interventions and better long-term outcomes for children.

## What are we proposing?

Moving forward, we are going to be co-producing Individual Education Plans with our parents.

## What will this look like?

Parents of children with SEND needs will be invited to meet with their child's teacher to co-produce their IEP. This will ensure parents have a full understanding of the support their child is receiving and are part of the decision making.



## Social Stories

### What are social stories?

They provide short descriptions of a particular situation, event or activity, in an accessible and visual format, and include specific information about what to expect in each situation and why. Social Stories are a type of prompt or script used to help individuals understand certain 'unwritten rules' or social conventions they may encounter and therefore plan the appropriate response or behaviour for the situation.

Social Stories provide descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and, sometimes, what to do or say in that situation. Some Social Stories are written on single sheets of paper, others are written in booklets. They should be read regularly to help the reader develop an understanding of the social behaviour.

Our school website contains example social stories that you may find useful at home. If you require a more personalised one, please speak to your child's class teacher and they will be more than happy to help!



# Getting on and Falling Out

Children often fall out with their peers and sometimes, they need support to resolve this. Below are a range of strategies that children can use to help resolve these disagreements.

Feelings such as anger or frustration can make us do or say things we do not mean. When you have fallen out, a good way to start resolving the disagreement is to stop, count to ten and slowly breathe in and out.

Be careful with the words you use. Don't call anyone names or use unkind words.

Listening to others is a good way to help resolve disagreements. Try to listen carefully to what the other person is saying instead of only talking.

Sometimes it is difficult to stay calm when talking about a disagreement. You might find it easier to express your feelings by writing a letter. Remember to still use kind words.

The word 'sorry' is a great way to resolve disagreements. However, using it properly is important as is meaning what you say.

Keep your voice at a low level. Raising your voice may make the situation worse.

Sometimes it can be tricky to resolve a conflict when emotions are strong. It can be good to walk away and discuss it later when everyone feels calmer.

Compromise is needed to find a fair solution. If everyone in the disagreement compromises a little, a fair solution can be found.

Empathy is when you try to understand how another person is feeling. This can help to resolve disagreements.





# This week in Turtles Class....

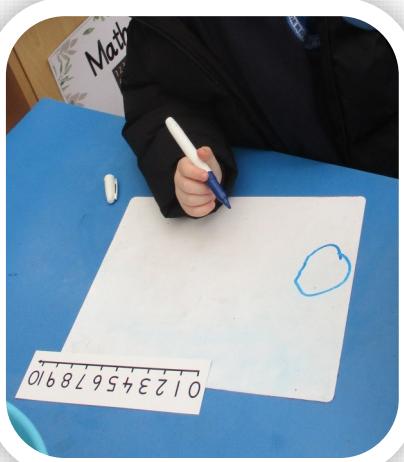
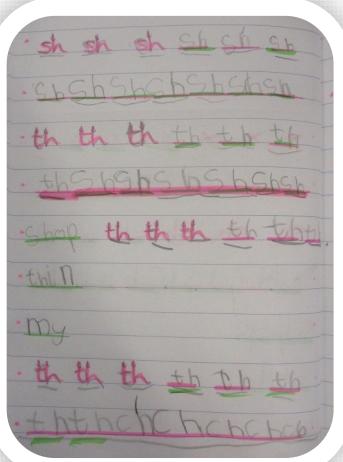


The children have been really enjoying their topic called 'Space' and have loved exploring the new role play and provision in and out of the classroom.



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

In maths we are exploring numbers 1-10. In ten town we have been looking at the number 9. We have explored the number 0 this week and have understood that zero means nothing.



In Literacy we have been enjoying the story 'Whatever Next' by Jill Murphy. We have acted out the story in the role play and have wrote some words about what the bear had at his picnic.

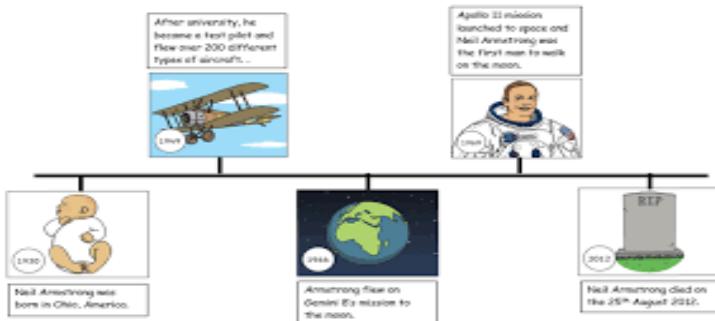




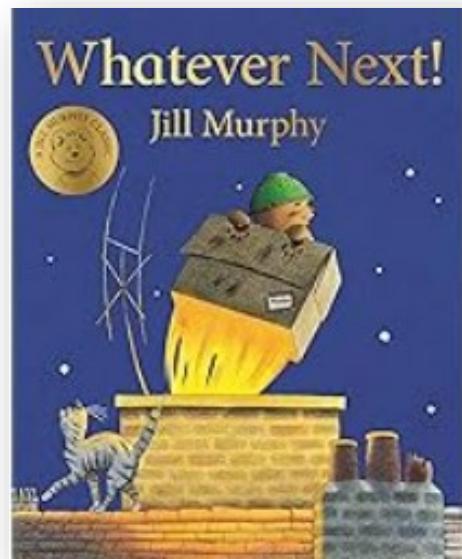
# This week in Starfish...

The story we have been reading in literacy is 'Whatever Next'. This is because our topic is Space. We have used role play to get familiar with the story and we have been using our knowledge of sentences to write our own sentences for the story.

We have been focusing on say our sentences out loud before we write them to ensure we know what we are going to write.



In Maths, we have been learning our numbers to 20. we have learnt the vocabulary 'greater than', 'less than' and 'equal to'. We have been comparing numbers and making numbers past 10, using tens and ones.

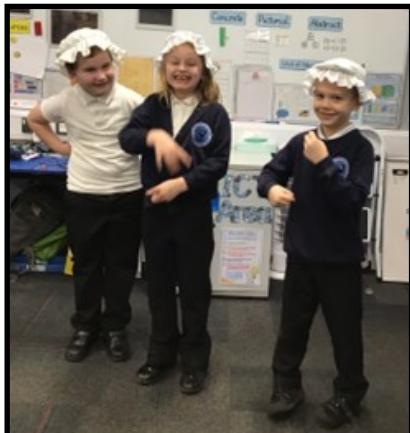


In history, we have been learning about Neil Armstrong. This is because our new topic is 'Space'. We have been ordering a timeline of important events from his life. We also talked about important events in our own lives and how our lives change each day.

# This week in Seahorses

## The Great Fire of London Workshop

The children took part in workshop to immerse into our new history discovery of the Great Fire of London. We had Rupi join us to send us back in time and experience life in London in 1666. The children had a fabulous time pretending to be the people from the past and the raging fire! Now we are super eager to learn about the events that led to it!



## Art

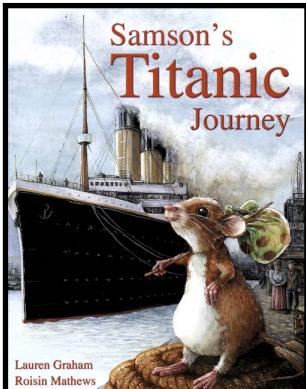
The children have spent the last few weeks creating amazing pieces of Art! Our current artist for this term is Monet and we will be exploring his skills in impressionism whilst experimenting with our own. Below are some of the recreations the children have created of Monet's paintings, 'The Magpie' and 'Impression Sunrise.'





# This week in Dolphins...

In Maths, we have been learning to skip count. We have been practising our 2s, 5s, 10s and 3s!



Skip Count by		
2's	5's	10's
2	5	10
4	10	20
6	15	30
8	20	40
10	25	50
12	30	60
14	35	70
16	40	80
18	45	90
20	50	100

In literacy this week, we have been learning to write short, snappy sentences to help us build suspense. This is going to help us complete our Chance to Shine all about Samson's journey on the Titanic!

In Science, we have started exploring Materials in greater depth. We have started looking at the properties of different materials. We did an experiment to see how effective spoons were made out of different materials. We tried using a wooden spoon, a leather spoon and even a paper spoon!



For our Take One Picture project we recreated Monet's painting of a Magpie. The children worked so hard to use impressionism and short brush strokes to give the same effect.

We were so lucky to have the Freshwater Theatre Company come in and visit us to help us with our new History topic. The children were able to meet eye witnesses from the Great Fire of London and were able to take a stroll down pudding lane allowing them to discover and piece together evidence of how the fire started!



# Homework of the week award

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

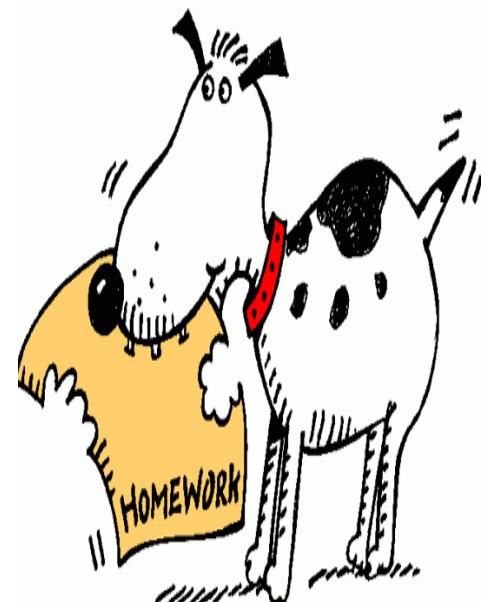
This is in recognition of the fabulous homework most of our children produce. It is also to show the importance of doing homework.

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

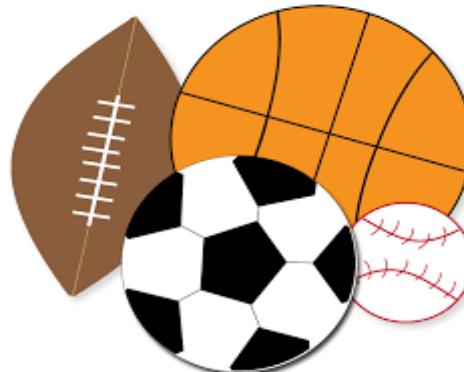
Turtles	Lizzie	Szymon
Starfish	Miran	Himmat
Seahorses	Arlo	Zhaire
Dolphins	Roman	Brendan
Seals	Enzo	Toby
Swordfish	Michelle	Sophie
Belugas	Jared	Arjan
Octopi	Emma	Leo
Sharks	Audrey	Morrison



## 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	Anthonia
Starfish	Amelia
Seahorses	Zirwa
Dolphins	Jacob
Seals	Nathan
Swordfish	Michelle
Belugas	Charmaine
Octopi	Kelly
Sharks	Kendall



## 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	Koby	Skylar Anthonia	Archie Bashir	Caroline Ryley	Lily	Parnika	Aston
2	Obie	Nicholas Jack	Panjami Amelia	Eleanor Savannah-	Mehar	Esmee	Idera
3	Esmae	Evelyn Verity	Maria Noah	Heidi Damian	Daria	Lottie	Millie
4	Brendan	Emilka Alfie	Neda Oliver	Anna Bella	Nathan	Charlie	Lilly
5	Jenson	Olivia Harnoor	Nathan Aniya	Leyla Chloe	Thywill	Dominic	Alfie
6	Tymo	Nicholas Phoebe	Jazmine Teddie	Tianna Alan	Maya	Sophie	Dexter
7	Riley	Koray Charmaine	James Layton	Harry Olly	Phoebe	Indi-Rae	Lewis
8	Ivy	Ella Blake	Pradeep Halimat	Reuben Erin	Macey	Eloise	Daniel
9	Tillie	Lilly Natalia	Kyra Jessica	Aryan Mannesh	Alfie	Koen	Ollie

Best class attendance this week:

KS1 ~ Dolphins ~ 95% ~ Fabulous!

KS2 ~ Octopi ~ 98% ~ Super!

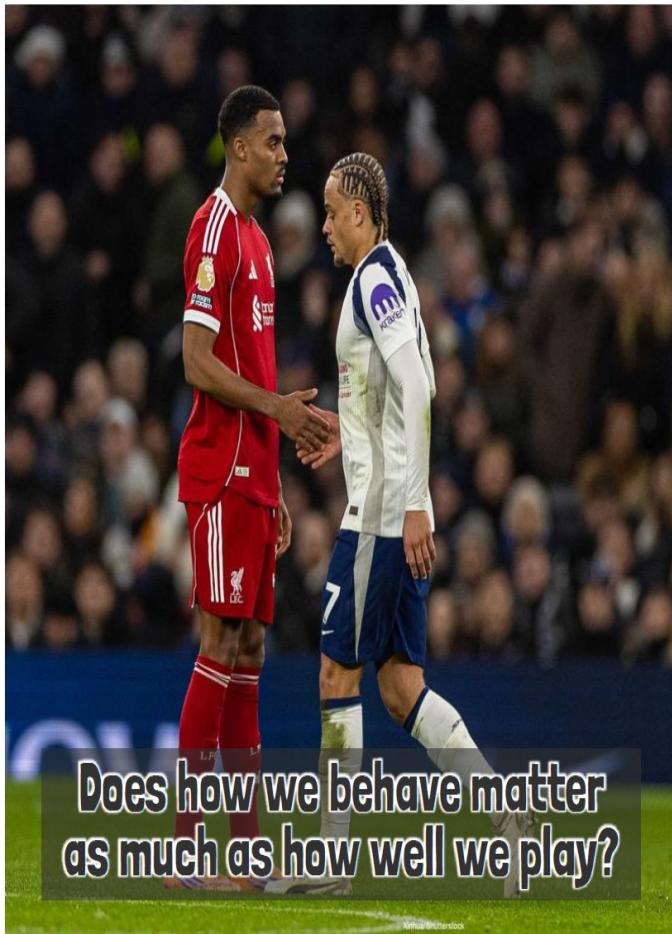




# Picture News

## TAKE HOME

26th January  
- 1st February



## In the news this week

The Football Association (FA) has published a review looking at behaviour in football across England. It wants to ensure football practice and matches are safe, fair, and enjoyable for everyone, including players, referees, and fans. The review encourages all involved in the sport to play their part in supporting and following values of positive behaviour.

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

- Share your experiences of sporting or other competitive events with someone at home. Have you ever felt strong feelings when watching or taking part?
- Do you believe players and fans should have the same rules about respect?
- Discuss what you think might happen if winning becomes more important than respect.

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)

