



TEAGUES BRIDGE PRIMARY
THE BEATING HEART OF THE COMMUNITY

Friday Newsletter

Outstanding Work of the Week



Polly ~ Turtles

30th January 2026



TEAGUES BRIDGE PRIMARY

THE BEATING HEART OF THE COMMUNITY

Dear Parents and Carers,

TRAINERS:

Just to remind everyone that children should not be wearing trainers to school. If you have a reason for your child wearing trainers please ensure you inform the class teacher or email the school office. The school uniform policy clearly states that children should be wearing black shoes. Also, children should not be wearing trainers all day when it is their PE day, they should ensure they bring their school shoes with them. If children do not have their shoes, the school office will give you a ring to ask if you can bring these to school. May thanks for your understanding with this matter.



AMELIA'S BIRTHDAY WISH:

Children in school this week have all signed a card for a little girl called Amelia, she is eight years old and has terminal cancer. She wants to break the record of receiving the most birthday cards and is aiming for £8,000. Nicole Hodgkiss and Aaron Brown organised this, they bought all the cards for every child in school, delivered them to school and then collected them, ensuring Amelia received these. I would like to express my thanks to Nicole and Aaron for making this happen and included Teagues Bridge in making a girl's dreams come true. We all hope Amelia gets her birthday wish.

PARKING:

Just a reminder about parking on the staff carpark. The carpark is for staff use only. Please do not park on here at any time of the day, this includes when you are collecting children from after school clubs. This is for the safety of all.

ARTHOG - Current Year 5

We are inviting year 5 pupils going into year 6 in September, the opportunity to visit Arthog on a residential trip departing from school Monday 21st September and returning to school Friday 25th September 2026.

The cost per pupil will be around £300-£350. We are unable to give a fixed price until we have final numbers of pupils and confirmed transport costs. We are looking for a £50 deposit per pupil to secure their place which needs to be paid by 31st January via ParentPay. Once we have our final numbers, we will confirm the total cost and provide further information via a parent meeting.

DATES:

- 2.2 - Story telling week.
- 3.2 - Basketball workshops - EYFS and KS1.
- 4.2 - Good Mental health drop-in session with AMY from the NHS - 2.00pm for parents (this has changed from the Thursday)
- 6.2 - Parent Open afternoon- Base 4
- 10.2 - Safer Internet Day
- 10.2 - Basketball workshops - KS2.
- 13.2 - Parent Open afternoon- Base 5
- 13.2 - Break up for half term.



Online Safety Newsletter

February 2026

CBeebies Parenting and Apps

CBeebies Parenting is full of useful information from creative activities, recipes and information about the CBeebies apps.

CBeebies apps are free to download with no in-app purchases. Their apps include:

- Playtime Island - Fun Games for Kids App. This app includes 40 free games.
- CBeebies Learn - Early Years Learning App. This app includes games and videos and is based on the Early Years Foundation Stage curriculum.
- Get Creative - Open-ended Creative Activities App. This app is free and includes lots of drawing and painting activities.
- Storytime - Reading Stories App. This app includes interactive story books.

You can find out more here:

<https://www.bbc.co.uk/cbeebies/parenting>

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/february-2026-primary/>

Using AI to alter images

AI image generator and moderator tools are widely available and often used by children. Whilst these tools can be used for creative purposes, we need to ensure our children are aware of the appropriate way in which to use them and the circumstances when they should not be used, even if harm is not intended.

What are AI image generator and moderator tools?

It is when Artificial Intelligence is used to create or modify images, for example it could be used to swap faces, change expressions or for more sinister reasons, such as to remove clothes. These images are often very realistic and therefore difficult to see that they are fake.

Privacy concerns and consent

If your child is using these tools, they need to be aware of potential loss of privacy and the importance of consent. They should know that they should only use images of other people with consent.

What does my child need to know about using these tools?

- Children shouldn't use AI tools to manipulate images of school staff. Even if the child's intention is not malicious, children should not use AI tools to create or edit photos of teachers under any circumstances.
- Manipulation of images of friends or other children – if you are using images of other people, then consent must always be sought.
- The tools should not be used to create images that can embarrass or hurt others - this is a form of online bullying.
- Copyright issues – who owns the copyright? These images could be reused by others, which can affect their own digital footprint.

What should I do?

- Chat to your child if they are using these tools and ascertain the reason why. Ask them to show you the images that they have created.
- Check the age ratings of any apps/websites that your child is using and set up appropriate parental controls.
- Develop your child's digital literacy by teaching them to recognise online risks and to behave responsibly online

Further information

- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-to-children-about-ai>
- <https://oursaferschools.co.uk/2025/02/18/understanding-image-consent-at-schools/>

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. If your child is using TikTok then make sure appropriate security / privacy settings are applied.

Account set up

It is important that 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. 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

Family Pairing allows you to link your own account to your child's account. You can then set controls such as restricted mode or tailor your child's 'For You' feed by selecting keywords that TikTok will use to filter out posts. You can find out more here: <https://support.tiktok.com/en/safety-hc/account-and-user-safety/family-pairing>

What do I need to be aware of?

- Inappropriate content and themes: whilst against 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/themes.
- Challenges: We often see viral challenges on social media, some of which can be risky/dangerous. Sadly, there are reports that children have died whilst attempting online challenges. Children may not yet have developed the skills and ability to critically analyse that what they see online is not always safe for them to replicate.
- Stranger contact: chat to your child about how people may not be who they say they are when online.

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

Show your child how to use the safety features available.

Further information

- <https://parentzone.org.uk/article/tiktok>
- <https://www.tiktok.com/safety/en/guardians-guide>

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Balance screen time tips

Internet Matters have created simple tips to help you develop healthy online habits for your child. They also answer key questions such as "how much screentime is too much" and "is gaming bad for children." Access this information here:

<https://www.internetmatters.org/resources/creating-a-balanced-digital-diet-with-screen-time-tips>

7 Steps to Good Digital Parenting

The Family Online Safety Institute have created seven steps to assist you as a digital parent. Find out more here:

<https://fosi.org/program/7-steps-to-good-digital-parenting/>

Children's Commissioner launches new guide for parents and carers

The Children's Commissioner has released a new guide to help you in managing your child's digital life. The guide was written with direct involvement from children.

It includes advice on setting boundaries such as no devices in the bedroom and how to chat to your child. You can find the guide here:

<https://www.childrenscommissioner.gov.uk/blog/what-i-wish-my-parents-or-carers-knew-childrens-commissioner-launches-guide-for-parents-and-carers-on-managing-childrens-digital-lives/>



TEAGUES BRIDGE PRIMARY

THE BEATING HEART OF THE COMMUNITY

Dates	Event	Who
JANUARY		
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
FEBRUARY		
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
MARCH		
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
APRIL		
13.4	Return to school	Everyone

DODGEBALL

On Tuesday, 8 representatives from Base 8 and 9 attended the Telford and Wrekin Dodgeball tournament at the Telford Tennis Centre



We learnt a lot about the strategy for defending and scoring. We also improved greatly during the morning!

We all played extremely hard and showed great perseverance and teamwork.



This week in Seals...



Amazing ICT

This week we had Mr Smith in to help us look at a coding program and introduce our new History topic. We used Scratch to build a Roman diorama. We looked at how to manipulate characters and change their position. Have a look for yourself it's a free learning tool.



History

We are starting out history topic of How did the Romans change Britian? Following on from our look into the Stone Age, we will see what happened as the Roman Empire conquered Britian.



Cricket

We have been loving our cricket sessions on a Wednesday so far we have learned how to catch and how to bowl.



Literacy

We are starting our focus on writing a diary entry from a characters perspective. We will be using all of the skills we learned to write our summaries last week plus writing in past and perfect past tense.

We have a PE after break on **Mondays** and PE after lunch on **Fridays**. We have Cricket workshops until February half term first thing on **Wednesdays** (please come dressed in school PE kit for an outside session **Wednesdays**)

Mrs Thomas



Swordfish

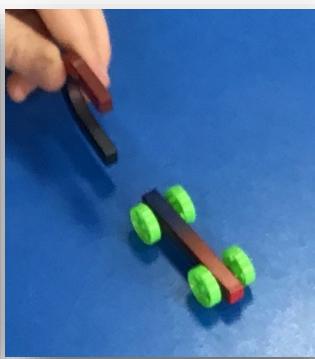
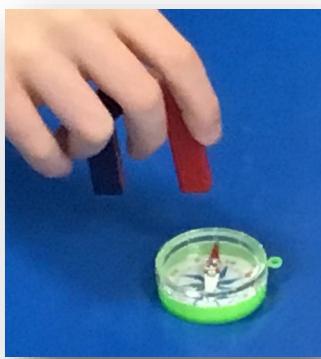
Art

In Art, we have started our new unit on 'Cloth, Paint and Thread'. We explored how artists sometimes combine medias to create a 'multi-media' piece. We looked at and discussed the works of Alice Kettle and Hannah Rae before creating our own research page in our sketchbooks.



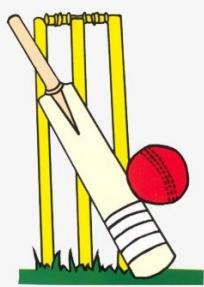
Science

To introduce us to forces and magnets, we undertook a number of investigations.



Cricket

Every Wednesday, the children have been taking part in a cricket workshop. They have been practicing their catching, throwing and bowling skills.





This week in Belugas...

We have had a super week – well done everyone!

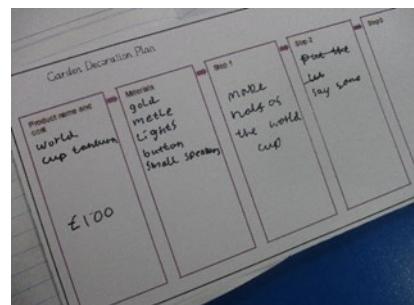
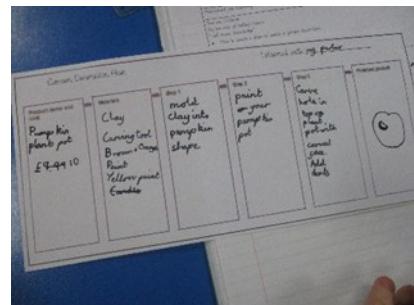
Music!

Our new topic this half term is
'Make You Feel My Love'.

We have learnt what a 'cover version' is, and have been practicing our *listening* and *appraising* skills. We enjoyed comparing Bob Dylan's original version, and Adele's more recent cover version.

Tell someone at home which you prefer, and why!

We are learning to sing the song, and accompany the music on the glockenspiels and recorders.



PSHE—Jigsaw

This term we are learning about hopes and dreams. We have discussed how we can create steps to achieve our dreams and goals and what to do if something goes wrong. We have discussed how we can amend our original plan to continue to work hard to achieve what we wanted to achieve. In this weeks Jigsaw lesson, we have learnt how you can achieve a goal using team work and with a partner. This week we have worked with a partner to design a garden decoration. We have discussed how listening and working together can make a goal seem more achievable and how having a partner can support you when you find something difficult.



This week in Octopi...

The week in Octopi, we have been working hard in all subject areas. In Maths, we started the week with an 'escape room'- type activity to finish off our learning with addition and subtraction, then we moved on to fractions, which is always a popular topic! Here is an example of our work by Ismail.

In Literacy, we have been studying a new text called *Ronan and the Mermaid*, a beautiful story about a young boy who is saved from drowning by a mysterious creature... We have written a setting description and have begun writing about the characters of the story such as Ronan, the little boy, and Brother Declan, the monk who nurses him back to health.

In Art, we have started examining print art. We started by looking at some examples of print art such as *The Great Wave off Kanagawa* by the Japanese ukiyo-e artist Hokusai. We will be looking at monochrome prints this week.

Reasoning

5 Sam and Tommy are finding the sum of $3\frac{3}{10}$ and $\frac{2}{10}$

Sam: $3\frac{3}{10} + \frac{2}{10} = 3\frac{5}{10}$

Tommy: $3\frac{3}{10} + \frac{2}{10} = 3\frac{1}{2}$

Who do you agree with? Explain your reasoning.

6 Tiny is finding the sum of $\frac{2}{9}$ and $3\frac{1}{3}$

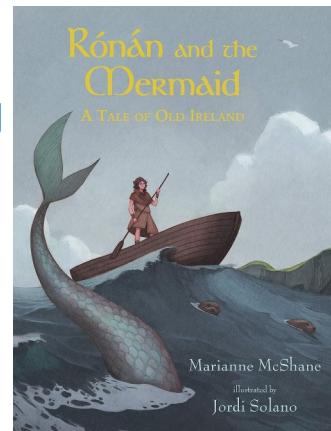
a) What mistake has Tiny made?
b) What is the correct answer?

$\frac{2}{9} + 3\frac{1}{3} = 3\frac{3}{12}$

I agree with both Sam and Tommy because Sam is correct but Tommy has simplified his answer. ✓

a) Tiny has accidentally added the denominator. ✓

b) $\frac{2}{9} + 3\frac{1}{3} = 3\frac{5}{9}$ ✓

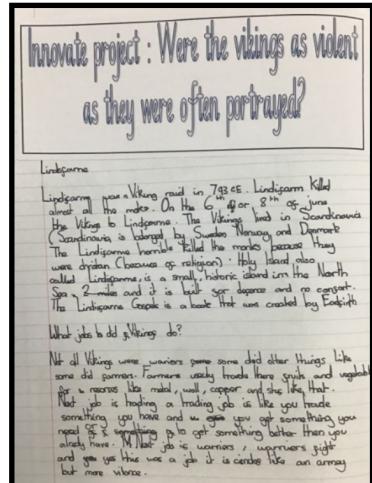
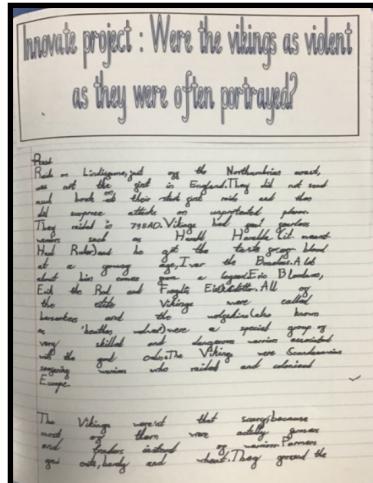
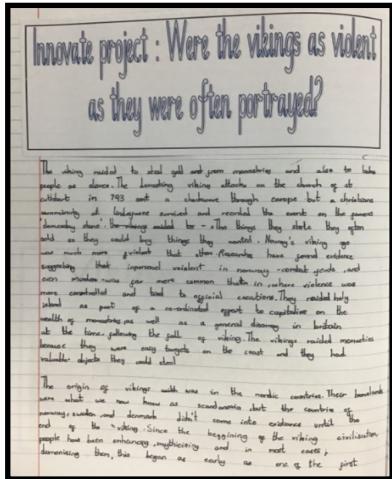




This week in Sharks

Over the last two weeks, in Sharks, we have been working hard through out all the curriculum areas.

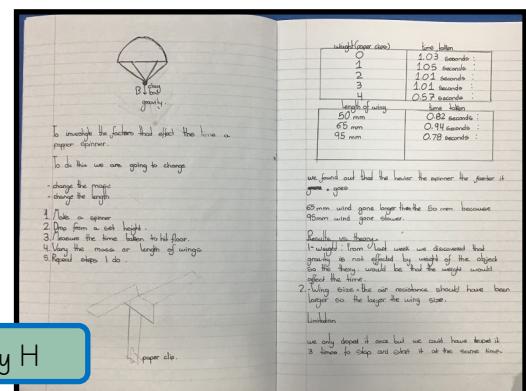
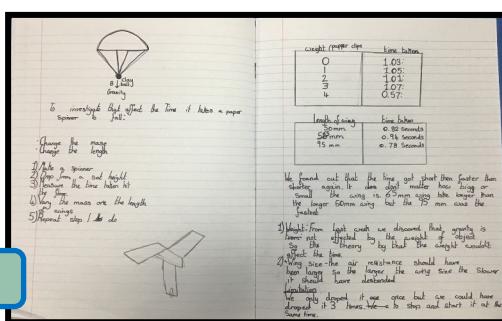
In History, we finished our topic on the Vikings by answering the big questions 'Were the Vikings as violent as they were often portrayed?' We used all the learning from the whole topic to answer the question. Here are some of our examples



In Science, we have been exploring forces. We started by looking at the force of gravity. We explored how weight might effect the speed of an object falling. We discovered that surprisingly to many of us it didn't!



We then looked at air resistance. We made paper spinners and tested how weight and size of the wings on the spinner effected the speed the spinner descended. We made predictions and evaluated our results. Here are some of our examples



On Tuesday, 6 children from our class when to TCAT to represent our school at an interschool Dodgeball tournament. We were very competitive and worked well as a team. Well done all the team and especially our Sharks representatives : Jairaj, Tilly, Bella and Audrey!

Homework of the week award

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

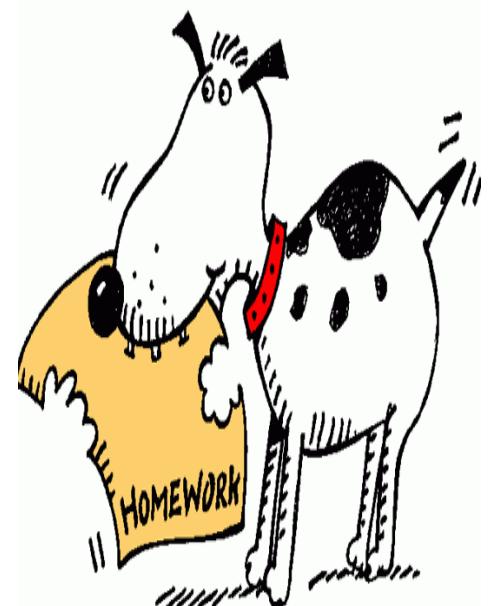
This is in recognition of the fabulous homework most of our children produce. It is also to show the importance of doing homework.

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

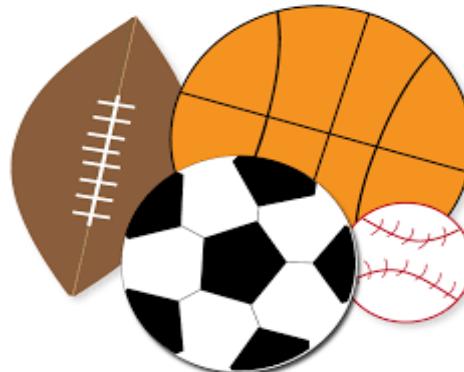
Turtles	Bashir	Ryley
Starfish	CJ	George
Seahorses	Esmae	Lottie
Dolphins	Mattias	Iyla
Seals	Simran	Tyler
Swordfish	Heidi	Jenaya
Belugas	Jared	Harry
Octopi	Essa	Prisha
Sharks	Koen	Mannesah



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	Jack
Seahorses	Evelyn
Dolphins	Sienna
Seals	Leyla
Swordfish	Jaxson
Belugas	Max
Octopi	Erin
Sharks	Morrison



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	Oliver	Lizzie Koby	Polly Oakley	Caroline Anthonia	Nazifa	Skylar	Isobel
2	Idera	Leon Panjami	Nicholas Himmat	Mehar Marcel	Artemis	Casper	Amelia
3	Arlo	Zhaire Heidi	Finley Zirwa	Winter Ellie	Antosh	Arya	Matei
4	Nathan	Bridget Willow	Oscar Ava	Charlie Lilly	Emilka	Oliver	Anna
5	Chloe	Lexi Noah	Jaipreet Gunveer	Jenson Harnoor	Theodore	George	Aria
6	Luna	Alan Jaxson	Kevin Tianna	Dexter Phoebe	Matilda	Teddie	Sophie R
7	Carter	Ishaan Riley	Indi-Rae Maya	Erin Jaskarn	Koray	Arjan	Olly
8	Harry	Freddie Freya	Sakina Leo L	Logan Emma	Ella-Rose	Annabelle	Ivy
9	Lilly H	Harrison Lacey	Emily Tola	Clim Aryan	Natalia	Leon	Keerat

Best class attendance this week:

KS1 - Starfish - 96% - Fabulous!

KS2 - Octopi - 97% - Super!



READER of the MONTH

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

January 2026

Turtles	Lily
Starfish	Yuvraj
Seahorses	Hope
Dolphins	Jacob
Seals	Enzo
Swordfish	Arnesh
Beluga's	James
Octopi	Prisha
Sharks	Darwin

Reading



WRITER of the MONTH

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

January 2026

Turtles	Archie
Starfish	Miran
Seahorses	Millie
Dolphins	Ava
Seals	Enzo
Swordfish	Jasmine
Beluga's	Phoebe
Octopi	Ella-Rose
Sharks	Tillie



Mathematician of the MONTH

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

January 2026

Turtles	Parnika
Starfish	Savannah-Grace
Seahorses	Greyson
Dolphins	Eric
Seals	Ellie
Swordfish	Alaya
Beluga's	Samavia
Octopi	Ismail
Sharks	Nikola





Picture News

TAKE HOME 2nd - 8th February



In the news this week

A toy company called Mattel has released a new Barbie doll designed to represent people who have autism, with features such as a fidget spinner and noise-cancelling headphones. The doll was created with help from the autistic community, so more people can see themselves reflected in their toys.

Things to talk about at home ...

- Do you think it's important for toys to show different kinds of people?
- How do you feel when you see a character or toy that is like you?
- Can you come up with other examples of books or toys that aim to help people feel included?
- How can we help other people feel included when they might feel different or left out?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss

