



TEAGUES BRIDGE PRIMARY
THE BEATING HEART OF THE COMMUNITY

Friday Newsletter

Outstanding Work of the Week



Polly ~ Turtles

6th March 2026



TEAGUES BRIDGE PRIMARY

THE BEATING HEART OF THE COMMUNITY

Dear Parents and Carers,

HEADLICE

We are seeing a few cases of headlice in school. Could I ask that you regularly check your child's hair and ensure that headlice are treated if found in your child's hair. If headlice are not treated they can cause great discomfort for the child and constant itchiness. It is for this reason that we ask that shoulder length and longer hair is tied back, this prevents the headlice from jumping onto the long strands of hair and then laying eggs.



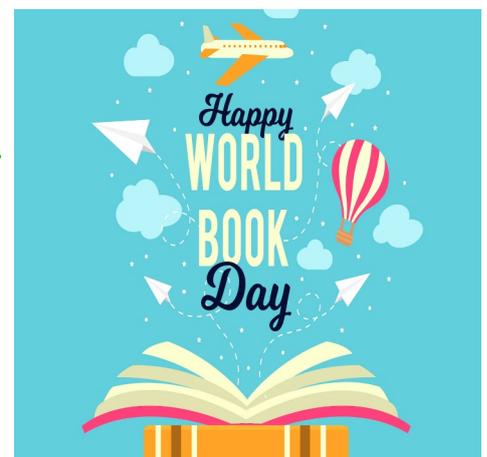
HEALTHY SNACK



At break-time children should not be bringing crisps or chocolate bars for their snack. We have had healthy tuck for many years now and I am not sure why some children are bringing these snacks into school. Please ensure they have a healthy alternative.

WORLD BOOK DAY

Thursday 5th March was world book day and the children dressed as characters from books or films. There were some fantastic outfits and all the children seemed really happy. They enjoyed their special lunch, they all seem to love 'Pizza'. There are some pictures further on of some of the children dressed up and the staff.



DATES:

10th March - Loudmouth - Screen time - Year 5 and 6.

11th March - Picture news live assembly - Science week - Ocean depths

13th March - Base 8 open afternoon for parents - 2.30-3.00pm.

Mental Health Newsletter

Welcome to mental health newsletter page

Supporting mental health this March

SLEEP

Types of sleep problem

Everyone needs sleep, but many of us have problems with it. For example, you might:

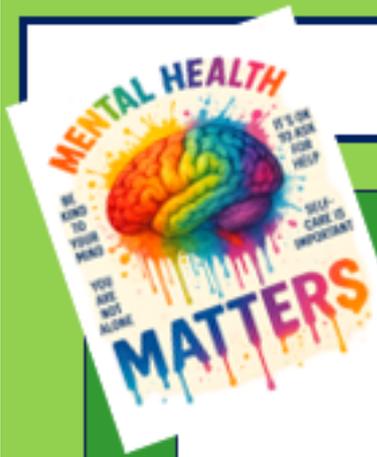
- Find it hard to fall asleep, stay asleep or wake up earlier than you'd like to – if this happens regularly, it's known as insomnia
- Have experiences that disturb your sleep, such as panic attacks, flashbacks, nightmares, psychosis, and mania or hypomania
- Find it hard to wake up or get out of bed
- Often feel tired or sleepy – this could be because you're not sleeping enough, not getting good quality sleep or because of health problems
- Sleep a lot, which could include sleeping at times when you want, or need, to be awake

How sleep problems can affect mental health

If you have problems sleeping, this could make your mental health worse. Or it might cause other problems that impact your mental health.

For example, you might:

- Be more likely to feel anxious or depressed
- Be more likely to experience hallucinations
- Be more impacted by symptoms of existing mental health problems, such as mania, psychosis or paranoia
- Feel lonely or isolated – for example, if you don't have the energy to see people, or they don't seem to understand what you're going through
- Struggle to concentrate, or make plans and decisions
- Feel irritable or not have energy to do things
- Have problems with day-to-day life – for example, at work or with family and friends
- Be more affected by physical health problems



For more on mindfulness and mental wellbeing, you might also find these resources helpful:

- ✉ **Mental Health Foundation mindfulness guide**
How to look after your mental health using mindfulness.
mentalhealth.org.uk/publications
- ✉ **NHS Every Mind Matters**
Offers practical advice on mindfulness and mental health.
nhs.uk/every-mind-matters
- ✉ **Mind**
Provides guidance on how mindfulness can support mental health, especially for managing anxiety, depression, and stress.
mind.org.uk
- ✉ **Oxford Mindfulness Foundation**
Shares research-based information and courses on mindfulness, including those focused on sleep and wellbeing.
oxfordmindfulness.org

Top sleep tips



Don't get caught napping (the wrong way)

If you have trouble sleeping, you may feel tempted to catch up on sleep by taking naps. Research shows that short naps, around 10 to 20 minutes, can boost alertness, memory, and mood. However, long or late afternoon naps can make it harder to drift off later and so you're best to avoid them if you are struggling to sleep at night. If you're feeling dangerously sleepy (while driving or operating machinery, for instance), a short nap can be helpful and even necessary. If you feel tired later in the day, get up and take a walk around, get some fresh air, or do something challenging for a short while, like a crossword or a Sudoku.



If you're not tired, get up

If you're finding it difficult to get to sleep, don't just lie there worrying. Get up for a few minutes and read a book or get a warm drink (no sugar or caffeine, remember!). Go back to bed when you're feeling a bit sleepier.



Don't stress it

Thinking about sleep too much or trying to force yourself to sleep will probably only keep you awake. Instead, learning how to relax both your body and mind can help you to get to sleep much more easily.



Set yourself a 'get fit' plan

Eating healthily and getting regular exercise are great ways of helping yourself sleep better. However, plan your meals and exercise to avoid working out within an hour of bedtime or eating a big meal late in the evening - doing either of these too close to your bedtime can stop you from sleeping.



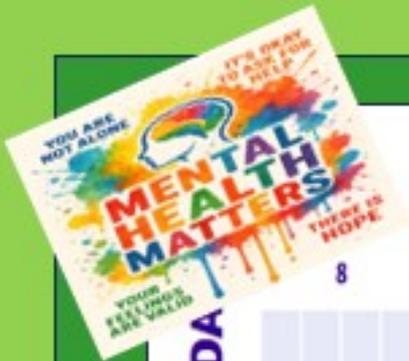
Keep a sleep diary

Keeping a sleep diary to make a note of what happened in your day and what time you went to bed and got up can be useful for letting you look back and see what has and hasn't worked for you. It also helps you to see how your sleep varies from night to night, and might help you note patterns in your sleeping.



Create a sleep routine

When you're more aware of your sleep environment, you can identify what disrupts your sleep and create a routine that's easy to follow. For example, you might turn off your phone by a certain time, dim the lights and read, or wear headphones with relaxing music. Write down your routine, and keep it short and simple to maintain consistency.



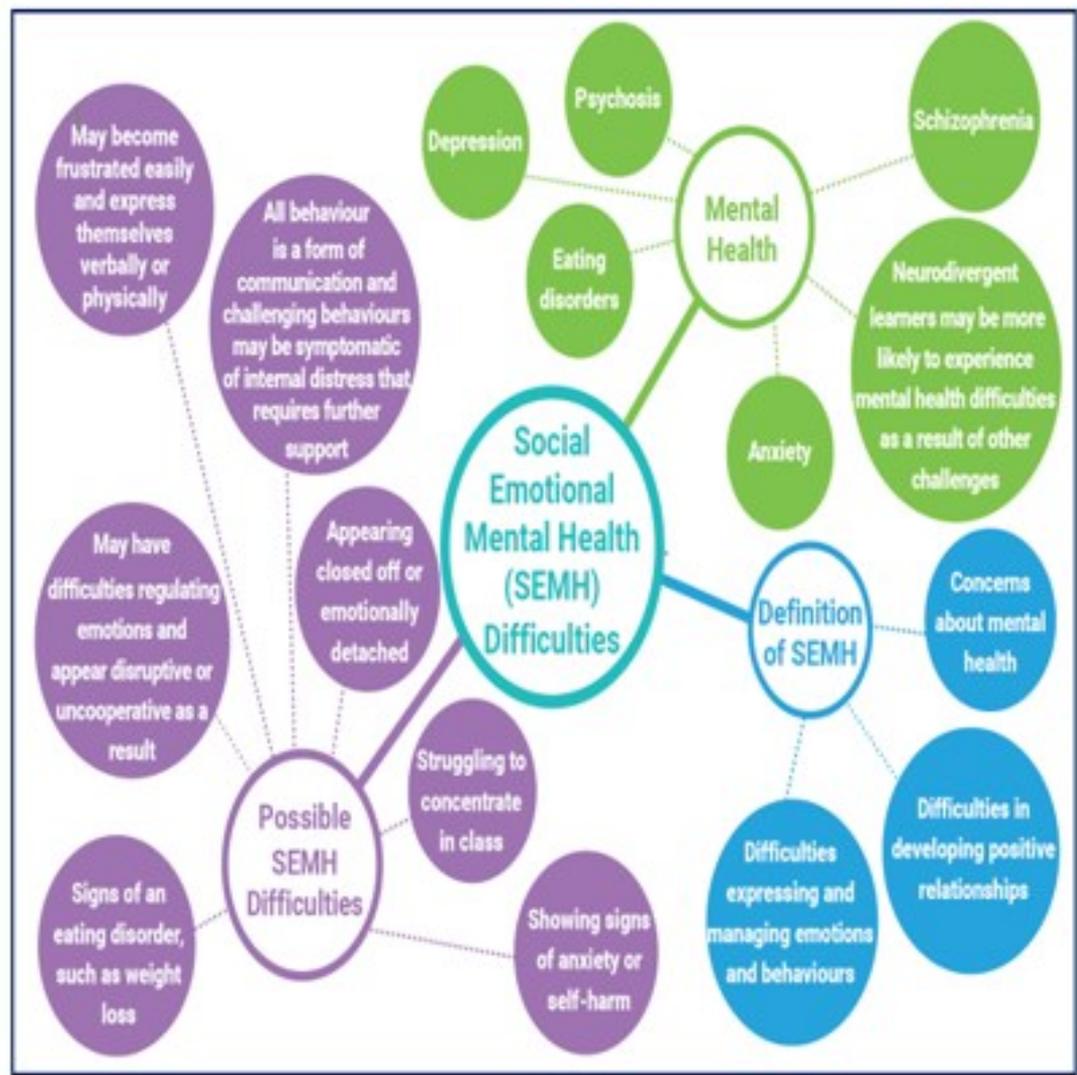
MONDA

	8	10	midnight	am	2	4	6	8	10	noon	2	4	pm	6

Lights out: _____ am / pm

Total sleep time: _____ hours

Try keeping a sleep diary to see if there are any patterns.



Safeguarding News

What is a Designated Safeguarding Lead?

Each school must have an appropriate senior member of staff to take lead responsibility for child protection. Key aspects of the 'Designated Safeguarding Lead' role include:

- Ensuring that all staff are aware of the processes for raising safeguarding concerns
- Ensuring all staff understand the signs of child abuse and neglect
- Referring any significant concerns to Social Care
- Monitoring children who are the subject of Child Protection and CiN (Child in Need) Plans
- Maintaining accurate and secure child protection records
- Raising awareness of the school's safeguarding policies and procedures, and ensuring these are implemented and reviewed regularly.

Our safeguarding team:



Mrs Woods - DSL



Mr Hale - Deputy DSL



Miss McInnes - Deputy DSL

If you have a concern about a child, please connect the safeguarding team via the school office. Concerns can also be raised directly with Family Connect on 01952 388450
www.familyconnecttelford.co.uk

Safeguarding News

GOOD TO KNOW – MINIMUM AGES FOR POPULAR APPS



Facebook (minimum age 13) – lets users create their own profiles, share status updates, pictures, videos and chat with other users and also has a messenger app.



Instagram (minimum age 13) – allows users to alter photos, upload them and share to other social networking sites. Photos and videos can be sent directly to specific users.



Snapchat (minimum age 13) – a photo-sharing app where users can send photos or videos to their friends. These will display on screen for up to ten seconds before being deleted, although it is possible to take screenshots of messages and download other apps designed to capture and save Snapchat content.



TikTok (minimum age 13) – TikTok users can make their own short videos on the mobile app and often like to have music accompany these. The users have creative control over the videos. Other TikTok users can 'react' to videos they see by filming their responses alongside the original video, or 'duet' by making a video alongside another video.



X (minimum age 13) – a social network that lets users send and read messages limited to 280 characters.



Tumblr (minimum age 16) – a social networking site where users can post blogs and follow other people's blogs. Some of the content on this site includes sexual and/or pornographic images.



WhatsApp (minimum age 13) – a free-of-charge, real-time messaging service. Users can share images and videos, take part in 'group chats' and share locations. As it's based on knowing the user's phone number, you can only message users if you already have this information.



YouTube (minimum age 13) – allows users to watch, create and comment on videos. The dislike button can create insecurities with content posted even if comments are turned off for the video.

How parents/carers can support safe and responsible technology use

- Talk openly about technology and AI**
Use age-appropriate language to explain that some online tools are run by computers, not people and they can sometimes make mistakes.
- Encourage questions and curiosity**
Reassure your child that they can ask if something online feels confusing, upsetting or unclear.
- Reinforce safety messages**
Remind children never to share personal information, passwords or photos and to tell a trusted adult if something online worries them.
- Stay involved and supervise**
Know what your child is watching, playing or using. Sharing activities online helps guide safe choices.
- Set clear boundaries**
Agree screen-time limits, appropriate apps or games and where devices can be used. Consistent routines help children feel secure.

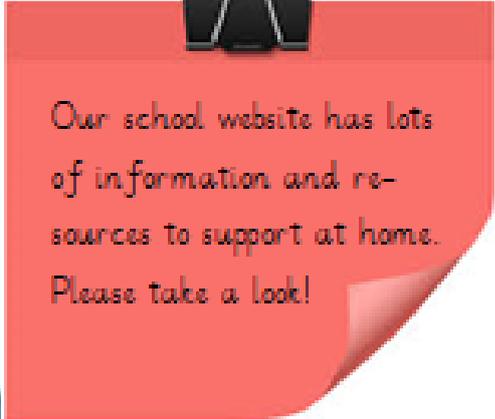
If you have any concerns about your child's online experiences, please speak to a member of school staff.

Working together helps ensure children feel safe, supported and confident to make smart choices online.

SEN News

Welcome to the SEN newsletter for March 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 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/home/109/send_news

Parent Workshop

We will be holding our next parent workshop on

Monday 23rd March - 2pm

The focus will be on Sensory and strategies to support children at home.

Please come along and join the session to learn about the sensory system, sensory difficulties and a range of strategies you can use at home!

Support Services

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

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

SENDIASS: <https://www.telfordsendiass.org.uk/>

Speech, Language and Communication

What is speech and language?

Speech is the production of sounds to form words.

How we make speech sounds using the mouth, lips and tongue.

The fluency and rhythm of our speech.

How we use our vocal folds and breath to make sounds.

Language refers to the words we use and how we use them to share ideas and get what we want.

Speech, language and communication skills are crucial to young children's overall development. Being able to speak clearly and process speech sounds, to understand others, to express ideas and interact with others are fundamental building blocks for a child's development. By the time children start school, they should be able to understand simple who, what and where questions and talk in sentences so that people can understand them. They should also enjoy playing, listening to stories, joining in with nursery rhymes and having conversations.



Speech, Language and Communication

How can parents support speech and language at home:

- Spend time together talking – be a good role model; listen to your child – speak clearly and slowly
- Make time to sit down with your child to talk about their day, what they have enjoyed.
- Playing games/board games with a focus on turn taking, following rules, and discussing feelings about winning and losing.
- Spend time reading – bedtime stories – talking about the pictures, thoughts, and feelings about the characters, encouraging predictions.
- Talking about different environments – what can you see around you; making links – e.g. conkers from trees in autumn; autumn leaves – colour changing;
- Create a language-rich environment.
- Enjoy rhymes, songs together.
- Make language fun.

If you would like any further information about how to support your child's speech and language, please contact Mrs Woods – the school SENCO.

World Book Day 2026

This week we celebrated World Book Day. The children took part in a range of book related activities, enjoyed a book themed lunch and looked fantastic in their costumes! Here are some highlights from the day!



World Book Day 2026 Staff





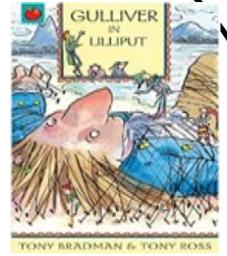
In Base 5



Literacy

We have been focusing on learning how to correctly punctuate speech this week and next week we will look into apostrophes for contraction and possession before we write a setting description and retell the

story.



Computing

On Monday we had Mr Smith back in and we got to use the green screen to go back in time to the Roman period. We also learned about safe and reliable researching on the internet.



WORLD
BOOK
DAY

What a fantastic world book day! We loved the characters the children came dressed as! Don't forget to use your book token for a £1 book at bookshops and supermarkets there's lots to choose from.

British Science Week

The theme this year was curiosity. Our challenges look into teamwork and what we can do if we work together. This year we will also be completing a poster competition and the winners will be submitted to help with research. It focuses on what makes a childhood good. Your children will bring home some questions to fill out to help us with our posters asking about what made your childhood good. This can be anything, activities, experiences, technology, places, occasions, people or interests.

BRITISH
SCIENCE
WEEK
6-15 March 2026





Swordfish

Computing

During our session with Amazing ICT this week, we used green screen technology. We linked this to our history by using Roman backgrounds.



French

In French, the children have been learning how to name places in town. To practise, we played a game where the children worked together to help their "lost" classmates by asking where places were and guiding them to the right location.

Où est la pharmacie?
Voici la pharmacie.



Art

During open afternoon, we finished our multi-media final pieces. Here are some examples!





This week in Belugas...

We have had a super week - well done everyone! We had two very special events this week. We loved dressing up for World Book Day and welcoming our parents and carers in to class on Friday afternoon...

World Book Day!

We had a great day sharing our favourite books, talking about authors we love, and reading to our classmates! We are really enjoying reading our class book, *The BFG*, by Roald Dahl.

Can you identify which book characters we were dressed up as?



Maths Problem Solving

One block is needed to make an up-and-down staircase, with one step up and one step down.

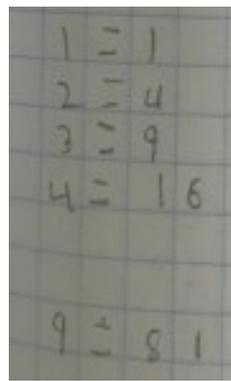
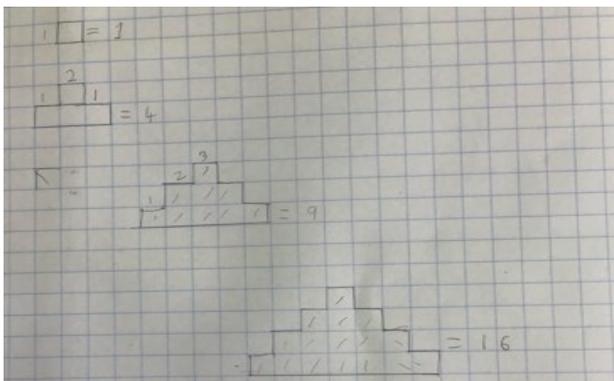
Image

Four blocks make an up-and-down staircase with two steps up and two steps down.

Image

How many blocks would be needed to build an up-and-down staircase with three steps up and three steps down?
What about for four steps up and four steps down? What do you notice about the number of blocks needed each time? Can you predict how many blocks will be needed to build an up-and-down staircase with five steps up and five steps down?
Were you right?
Explain how you would work out the number of blocks needed to build a staircase with any number of steps.

In Maths we completed a problem solving activity using word problems but linked to patterns and rules from last half term. The children were great and really understood the task. After drawing and making a couple of sets of stairs they were able to identify the pattern.



Just a note to say that our basketball and cricket extra coaching sessions have now finished, and P.E. kits are only needed on Friday for the rest of this term. Thank you.

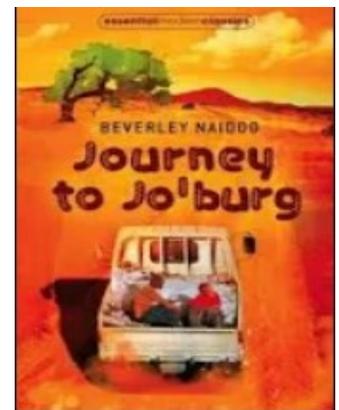


This week in Octopi...

This week in Maths we have been learning about multiplication, practising our long multiplication skills. We have then applied our knowledge to solve word problems and puzzles. We are now moving on to short division.

In Literacy, we are studying the text 'Journey to Jo'burg' by Beverley Naidoo, which is about a brother and sister who travel three hundred kilometres through apartheid-era South Africa to find their mother. We are enjoying learning about this fascinating period of African history.

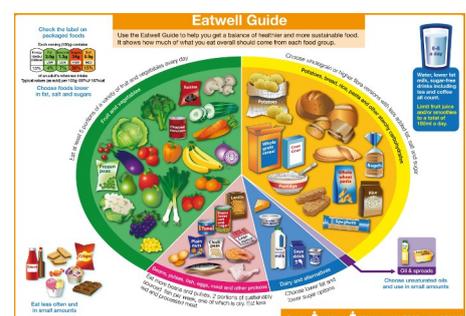
"But sir if you leave us out here we will die, because we have walked all day!" exclaimed Tiro while he was on his knees. "I'm sorry but the only way I can possibly take you is if you have a pass," the lorry driver answered. Naledi and Tiro looked at each other with tears rolling down their cheeks. "We will never see Mama at this rate," Naledi said, whilst covering her cheeks.



In Science, we have been discovering how forces work. We explored friction by investigating how different surfaces slow objects down, and examined how upthrust allows objects to float in water.

In Geography, we have been investigating settlements and how they develop, from hamlets and villages to towns and cities. This is part of our exploration of trade and economics, looking at where people live and what facilities are available, such shops, schools and places of worship. We discussed whether we would like to live in cities, or quieter places like villages.

Finally in D&T, our new topic is healthy eating. The class has thought carefully about what a balanced meal might look like, using the government's 'Eatwell Guide' as a starting point. We are learning how to make healthier choices in every-day life by developing our own understanding of nutrients and food groups.





This week in Sharks

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

Through the last 2 weeks we have been working on our forces topic in science. We have looked at air resistance. We used what we learnt about air resistance to design and test our own parachutes, considering the surface area of the parachute and which would fall faster.



We also designed our own boats to transport weight, thinking about the displacement of the water and how this created upthrust, resulting in some of the designs to float.



On Thursday, the Sharks celebrated World Book Day. We completed lots of World Book Day activities and dressed up as our favourite book characters. Here are some of us dressed up !



The samurai anime boys!



Snow white and little red riding hood



The chipmunk girls

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

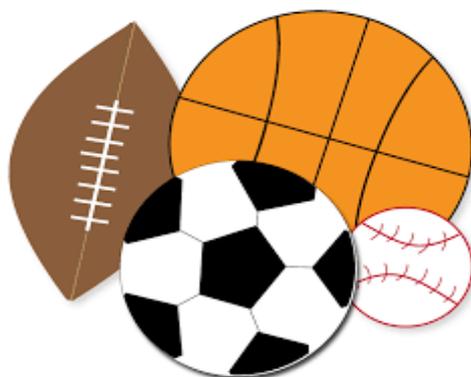
Turtles	Polly	Parnika
Starfish	Adam	Marcel
Seahorses	Arlo	Verity
Dolphins	Iris	Anna
Seals	Theodore	Simran
Swordfish	Jasmine	Matilda
Belugas	Maya	Elizabeth
Octopi	Blake	Kelly
Sharks	Darwin	Tilly



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	Victoria
Starfish	Leon
Seahorses	Evelyn
Dolphins	Alfie
Seals	Leyla
Swordfish	Teddie
Belugas	Max
Octopi	Leo
Sharks	Tillie



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	Noah	Harrison Szymon	Lily Archie	Nazifa Oakley	Skylar	Victoria	Koby
2	Yuvraj	Archie Obie	Eleanor Leon	Himmat Casper	CJ	George	Esmee
3	Damian	Tommie Ellie	Esmae Antosh	Matei Hope	Greyson	Heidi	Noah
4	George	Sienna Rahnia	Brendan Cooper	Oscar Ava	Jacob	Molly	Ava
5	Tyler	Aniya Aria	Dominic Holly	Jacob Lexi	Enzo	Thywill	Theodore
6	Baran	Jazmine Thiago	Phoebe Tymo	Nicholas Luna	Harriet	Sophie	Gabriella
7	Samavia	Lewis Poppy	Harrison Jax	Max Layton	Theo	Brayan	Riley
8	Sakina	Pradeep Daniel	Reuben Erin	Ismail Freya	Jack	Harry	Karla
9	Lacey	Hevya Alfie	Kyra Clim	Ollie Morrison	Keerat	Leon	Jairaj

Best class attendance this week:

KS1 - Dolphins- 99% - Fabulous!

KS2 - Octopi - 98% - Super!





Picture News



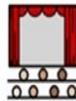
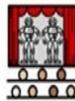
At Home



At Home



+



Robots danced and performed kung-fu on stage during Lunar New Year celebration in China.



+



The robots can spin, jump, and move with music.



Record yourself doing a robot dance or a kung-fu move.



+



You can add music or sounds.



Show your robot performance to someone at home.



Talk about your favourite move.