



TEAGUES BRIDGE PRIMARY
THE BEATING HEART OF THE COMMUNITY

Friday Newsletter

Outstanding Work of the Week



Jessica ~ Sharks

12th June 2026



TEAGUES BRIDGE PRIMARY

THE BEATING HEART OF THE COMMUNITY

Dear Parents and Carers,

SPORTS DAY - 15th June

Monday 15th June is sports day.

EYFS and KSI 9.30-10.30

KS2 - 10.45-12.00



We ask that you do not take photographs of the children during the event. We will capture the event and post pictures on our newsletter. This is due to safeguarding, as some children cannot have their photograph taken.

Can we also ask that any younger children attending the morning with you are not playing on any of the equipment; this is for health and safety reasons.

We ask that everyone is respectful and enjoys the event. Gates will be opened at 9.20am for you to access the school field; this is the gate to the bottom playground. Please do not attempt to come onto the area where children are participating. Parents are asked to watch from the sides around the edge of the field.

Please do not give your children drinks, they will all have access to water.

We ask that you all come and have a nice time and celebrate your children.

SWIMMING:



Swimming and water safety are compulsory elements of the PE National curriculum therefore parents are not able to remove their children from these lessons. If your child is feeling anxious about swimming and you do not wish for them to attend, then you must arrange to meet first with their teacher to resolve this. I must stress you cannot remove your child from these sessions. If your child is unable to go swimming you must inform the office via email and then the child will still be expected to attend with the class but to be a spectator.

Dates:

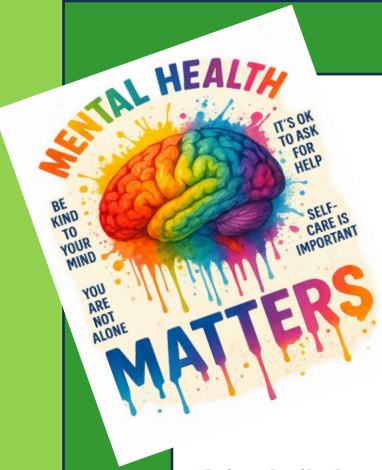
15.6 - Sponsor walk forms to come home for all children

15.6 - Sports day for parents to attend - EYFS/KSI (base 1, 2, 3 and 4) - 9.30-10.30
and KS2 (base 5, 6, 7, 8 and 9) - 10.45-12.00

16.6 - SEND parent workshop 2.00-3.00pm - Strategies for managing emotional meltdowns at home

19.6 - Music day - dress up as your favourite pop star

Mental Health Newsletter



Welcome to mental health newsletter page

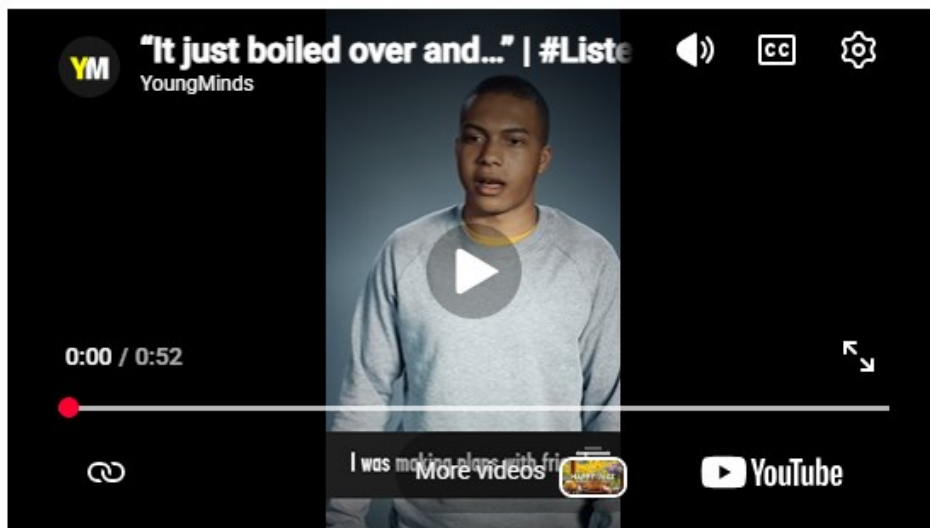
Supporting mental health this June

ANGER

What is anger?

Play Video: A young person describes what anger's like for them.

"It just boiled over and..." | #ListenToAnger | Young Minds



A young person describes what anger's like for them

We all feel angry sometimes. This is a normal part of growing up and being human. Sometimes, feeling angry can be a helpful sign that something's not okay with us. It can also give us the strength and energy we need to challenge or change something.

Anger can boil over for all kinds of reasons, especially when we're tired or stressed. It's also a common reaction to situations that feel unfair, unsafe or out of our control. This can be the case when a young person:

- goes through big changes in their family, like their parents separating or someone dying
- experiences bullying or abuse
- experiences discrimination like racism, or homophobia.

When is anger a problem?

It's normal for children and young people to find it difficult to manage angry feelings sometimes. This is because the part of our brain that helps us to manage our emotions is not fully developed until our mid-20s. Teenagers also go through lots of hormone changes during puberty, which can make emotions feel more intense.

When anger is feeling harder to manage, a child or young person may be:

 <p>Be outwardly aggressive</p> <p>For example by shouting or lashing out.</p>	 <p>Be inwardly aggressive</p> <p>For example by being hard on themselves.</p>	 <p>Be passively aggressive</p> <p>For example by ignoring people or being sarcastic.</p>
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Lots of children and young people will act in these ways sometimes. But anger can start to become a problem if it:

- makes them feel overwhelmed, unhappy or bad about themselves
 - affects their relationships
 - gets expressed through physical aggression towards other people
- gets expressed through harmful behaviour towards themselves, including [self-harm](#)

When anger's like this, there are often other feelings going on too. This can include things like fear, sadness, grief and hurt. Sometimes, feeling irritable over a prolonged period of time can be a sign that a young person is struggling with [low mood](#). It can also be a way of communicating that something in their life isn't quite right



Look after yourself

Looking after yourself as a parent

Angry and aggressive behaviour can be really tough to be on the receiving end of. Be kind to yourself if things are difficult at the moment. Remember that if your child or young person is acting out, it's sometimes because they see you as a safe person who they can express their feelings with. It isn't necessarily about you.

These are some things that can help you take care of yourself:



Pick your battles

Sometimes, when there's lots of conflict, it's easy to lose our perspective. Try to take a step back and see the bigger picture. Choosing to let the little things go will be better for your own wellbeing.



Take time out

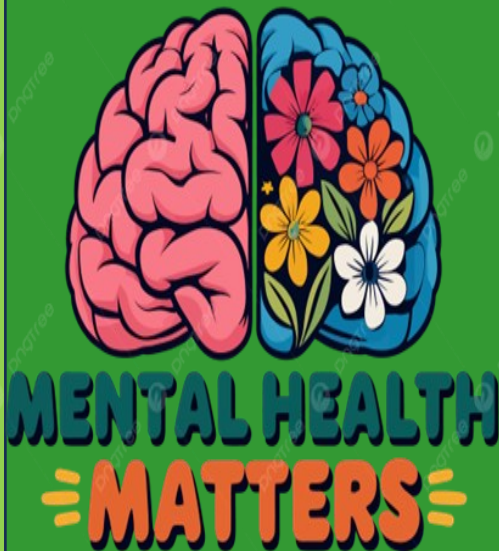
Say 'yes' to offers of support from family and friends. Make time for talking to friends and people you trust. Sometimes you might just need a space where you can offload a bit.



Plan fun activities

Spending positive time with your child or young person can shift the dynamic and give you an important sense of wellbeing as a parent or carer. You could watch a TV series, have a movie night, cook something new or do an activity you both enjoy.

If the situation is starting to affect your own mental health, think about where your support comes from. Remember you can always speak to your GP about what might help. You can also look into local counselling or therapy services. Having someone who's listening to and supporting you can make a big difference.



YoungMinds Parents Helpline



We support parents and carers who are concerned about their child or young person's mental health. We can provide detailed information and advice, emotional support and signposting.

You can speak to us over the phone or [chat to us online](#). When we're closed, you can still [leave us a message](#) and we'll get back to you in 3-5 working days.

Opening times:

9.30am-4pm on Mondays, Thursdays and Fridays;

9.30am-6pm on Tuesdays and Wednesdays

[0808 802 5544](tel:08088025544)

Parents Helpline



The Three Pillars of Crisis Response: Supporting Student Mental Health

Staying Calm & Connected When Things Go Wrong

Recognise the Signs (Observe & Listen)

Changes in Behaviour:

- Withdrawal (less engaged, quieter)
- Increased irritability or anger
- Restlessness, fidgeting
- Difficulty concentrating
- Sudden drop in schoolwork
- Regression (e.g., clinginess, bedwetting in younger children)
- Changes in eating/sleeping patterns (reported by parents)
- Increased physical complaints (headaches, stomach aches)

Emotional Clues:

- Persistent sadness or tearfulness
- Excessive worry or fear
- Loss of interest in activities
- Expressions of hopelessness
- Difficulty regulating emotions (e.g., sudden outbursts)
- Anxiety about returning to school or specific situations



Remember: Look for significant changes from their usual self. Everyone reacts differently; there's no "right" way to feel.

Respond with Calm & Care (Connect & Reassure)

Your Presence is Powerful:

- Listen Actively: Give them your full attention. Let them talk, don't interrupt.
- Validate Feelings: "It sounds like you're feeling really worried right now, and that's okay."
- Offer Reassurance: "We are here for you. You are safe." (Focus on what you can control).
- Maintain Routine: Where possible, consistent routines provide comfort and predictability.
- Be Patient: Healing takes time. Avoid pressuring them to "get over it."
- Encourage Expression: Gentle prompts like "How are you feeling today?" or "Tell me more about what's on your mind."

Practical Support:

- Offer quiet spaces or a brief break if overwhelmed.
- Encourage grounding techniques (e.g., deep breaths, naming 5 things they can see).
- Connect with parents/guardians for a holistic picture.

Refer & Review (Escalate & Follow Up)

When to Act Further:

- If distress is severe or prolonged.
- If symptoms significantly impact daily functioning (learning, friendships).
- If you hear concerning statements about self-harm or harming others.
- If a student is withdrawn and unresponsive to initial support.

Your School's Pathways:

Consult: Speak with your Designated Safeguarding Lead (DSL) or Senior Mental Health Lead (SMHL) immediately.

Refer: Follow your school's established protocol for internal counselling, Mental Health Support Teams (MHSTs), or CAMHS.

Document: Keep clear, factual records of observations and actions.

Team Approach: Remember, you're not alone. Utilise your school's support network.

Staying Calm When Things Go Wrong: Your Mental Health in a Crisis



It's OK Not To Be OK. We're Here To Help.

What You Might Notice in Yourself or Friends

Body & Feelings:

- Feeling extra worried or scared
- Feeling sad or tearful often
- Getting easily annoyed or angry
- Tummy aches or headaches (when you're not sick)
- Trouble sleeping or eating
- Not wanting to do fun things anymore
- Feeling confused or finding it hard to focus

How You Act:

- Being much quieter than usual
- Not wanting to play or hang out
- Shouting more
- Finding schoolwork harder
- Feeling jumpy or restless



Remember: Everyone reacts differently to tough times. These feelings are normal, but if they last a long time or feel too big to handle, it's good to talk.

Simple Ways to Feel Better

Talk About It:

- Share your feelings with a trusted adult: a teacher, a grown-up at home, your Head of Year.
- Listen to a friend who is struggling, just by being there.

Look After Yourself:

- Try to stick to your usual routines (school, mealtimes).
- Get enough sleep.
- Eat healthy snacks.
- Do something you enjoy – draw, play, listen to music.
- Spend time outdoors.



Calm Your Body:

Deep Breaths: Breathe in slowly through your nose, hold for a count of 3, breathe out slowly through your mouth. Repeat a few times.

5-4-3-2-1: Name 5 things you can see, 4 things you can feel, 3 things you can hear, 2 things you can smell, 1 thing you can taste.

You're Not Alone: Everyone needs help sometimes.

Who Can Help You Here (In School)

Talk to:

- Your Teacher
- Your Head of Year
- A Teaching Assistant
- The School Counsellor

Remember: Asking for help is a sign of strength!

You can also find support online:

- **Childline:** Call 0800 1111 or visit childline.org.uk
- **YoungMinds:** youngminds.org.uk (for young people and parents)
- **Shout 85258:** Text SHOUT to 85258 for free, confidential mental health support, 24/7.



Rounders Tournament

On Monday 8th June, a group of children from Base 8 took part in a rounders tournament against other local schools. The children played a range of matches and worked well together as a team. They represented the school well and thoroughly enjoyed their day!





Racism

We are becoming increasingly aware of some children using racist terminology as part of their everyday language.

Children are accessing these words through songs and videos, often on You Tube and are therefore thinking it is ok to use these terms.

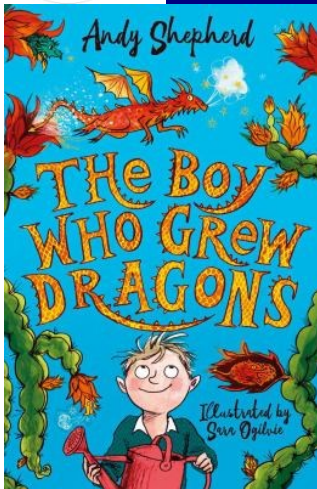
This is not acceptable and we are addressing this in school with the children.

Please could we ask parents to monitor their children's online access and the content that they are accessing online. Could we also please ask that you speak to your children about this and that this terminology is not acceptable to use.





In Base 5 ...

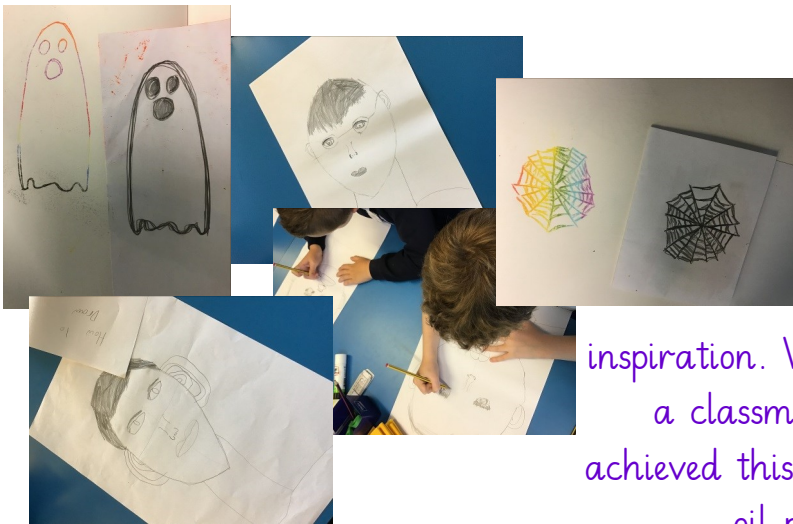


Love to Read!

We have begun our final book for this year—The boy who grew dragons by Andy Shepherd. This is the start to a series about a boy who finds a dragon fruit tree in the bottom of his garden and all the mischief having a dragon brings. We have loved the story so far.

Art Week

The theme is kindness and curiosity. We have been trying our hand at mono printing this week. We used the poem 'a ghost in the garden' as our inspiration. We have also begun a portrait of a classmate to celebrate all they have achieved this year and it is to be completed in oil pastels on a large scale.



Maths

We are looking at money over the next few weeks. We will be making amounts, finding change and finding totals. To support your child at home they could help you with the shopping.



This half term swimming will continue to be at 9:00 am. Please ask your child to wear their swimsuit under their school uniform so we can have as much time in the pool as possible. PE is on Monday and Fridays please bring in PE kits to get changed in school. —Mrs Thomas





Swordfish

English

In English this week, we learnt about Kenning poems and wrote our own for our favourite animal.

Tail flipper

Hopper stopper

Ear swisher

Nose twitcher

It's a bunny!

By Jasmine B-K

Maths

In Maths, we have been learning about money. We have converted between pounds and pence, practiced giving change and solved lots of word problems.



Art

In art this half term, we have been exploring animated drawings. We have created our own paper puppets that move using split pins. Here are some of our final puppets! We then used them to create animations during open afternoon!





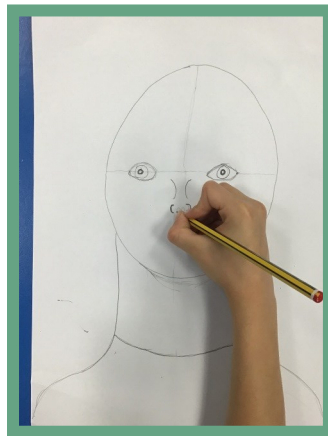
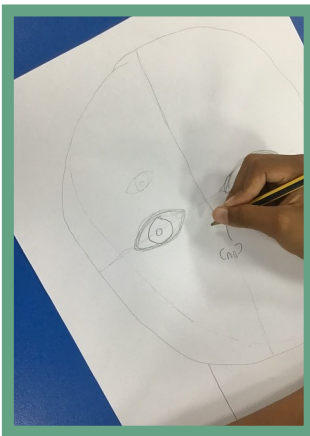
This week in Belugas...

This week we have enjoyed our Art Week!

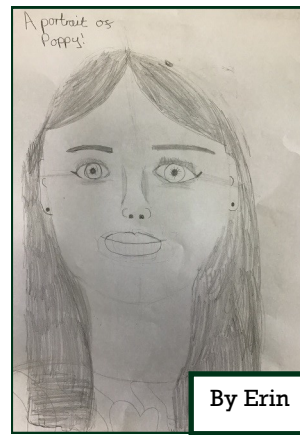
The theme of our art work was - *Portraits - Celebrating our classmates!*

We each chose someone in the class who we wanted to draw. We learnt about how to use proportion and how to get the features of the face in the correct place - it was tricky!

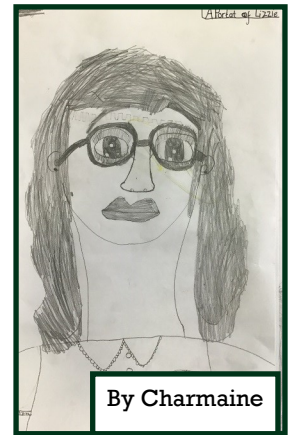
Here we are trying to get the eyes, nose



Here are our finished



By Erin



By Charmaine

Here are our final pieces; a large-scale piece of artwork celebrating our classmates! Well done everyone!





This week in Octopi...

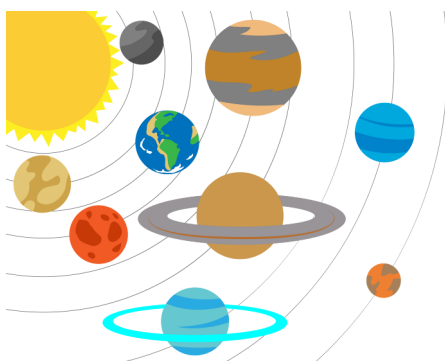
Over the last two weeks in Maths, we have been focusing on measures, conversions and problem solving. The children have practised converting between units such as metres and kilometres, and have applied their knowledge of decimals and fractions to real-life problems. They have worked hard to solve multi-step problems, making sure they choose the correct operation and keep track of the units they are using. This has helped them to become more confident, accurate and independent when tackling this topic in their Maths lessons.



In Writing, we have been developing our skills through a sports-reporting unit inspired by a video about an unusual penalty shootout featuring a goalkeeper who uses his face to block all the shots. The children have been exploring how writers create drama, tension and humour when describing fast-paced events. They have practised using powerful verbs, fronted adverbials and short sentences for impact, helping their action writing feel exciting and clear. We have also looked at how to describe the reactions of players, commentators and the crowd using body language and emotion. Alongside this, the children have been learning about the key features of a sports report, including headlines, introductions, quotes and chronological order, ready to write their own entertaining match reports.



In Science, we have been learning about the planets in our Solar System and exploring the different properties that make each one unique. The children have looked carefully at the order of the planets from the Sun, as well as their size, temperature, appearance and other key traits. We have compared rocky planets with gas giants, discussed why Earth is suitable for life, and considered how distance from the Sun can affect conditions on each planet. The children have been learning the scientific vocabulary they need to describe and compare the planets in our Solar System accurately.





This week in Sharks

This week, we have been working hard on our writing. We have been looking at description from our new book: The nowhere emporium and also writing an extended piece based on the literacy shed video clip: The lighthouse keeper.

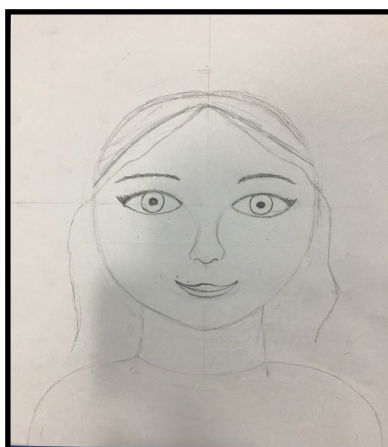
Art Week



This week, in school, has been art week. In the Sharks, we have been focusing on collaborative art, working together to create larger pieces of art. We decided to use portraits as inspirations for our collaborative art. We started by sketching our partners— who sat opposite us so we could sketch them.



Natalia sketching Keerat



Audrey Sketching Iris

We then went onto using Pastels on large pieces of paper, first drawing our friend and then decorating the background using their qualities.



Jessica drawing Kendall

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

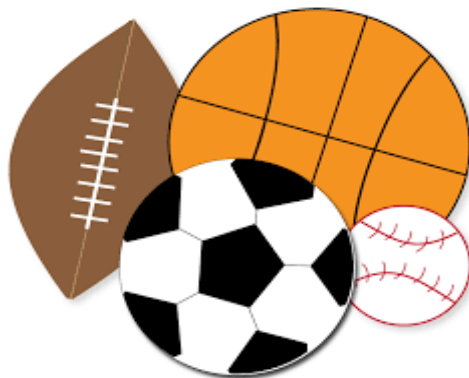
Turtles	Parnika	Lily
Starfish	Eleanor	George
Seahorses	Ellie	Arlo
Dolphins	Brendan	Eric
Seals	Willow	Harry
Swordfish	Baran	Alan
Belugas	Indi-Rae	Carter
Octopi	Ivy	Sakina
Sharks	Nicola	Iris



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	Archie
Seahorses	Arlo
Dolphins	Cooper
Seals	Theodore
Swordfish	Thiago
Belugas	Carter
Octopi	Leo
Sharks	Koen



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	Behaviour Champion	Respectful Rangers	Handwriting Heroes	Punctual Panda	Best attendance
1	Anthonia	Harrison Skylar	Isobel Koby	Archie Oakley	Noah	Ryley	Aston
2	Mehar	Panjami Yuvraj	Marcel CJ	Artemis Archie	Jack	Timmy	Idera
3	Hope	Tommie Ellie	Matei Antosh	Noah Evelyn	Heidi	Maria	Verity
4	Paisley	Neda Sienna	Paisley Amrita	Molly Alfie	Roman	Charlie	Willow
5	Archie	Chloe Harnoor	Harnoor Alfie	Jaipreet Ellie	Jenson	Holly	Theodore
6	Matilda	Arnesh Tymo	Sophie Joey	Dexter Lexi	Thiago	Phoebe	Teddie
7	Erin	Harry Elizabeth	Jaskran Charmaine	Lillian Tymon	Poppy	Corbyn	Max
8	Leo	Freya Halimat	Rosie Freddie	James	Leo	Prisha	Eloise
9	Louie	Jessica Audrey	Leon Keerat	Luna Morrison	Ollie	Lacey	Bella

Best class attendance this week:

KS1 - Dolphins - 95% - Fabulous!

KS2 - Octopi - 97% - Super!

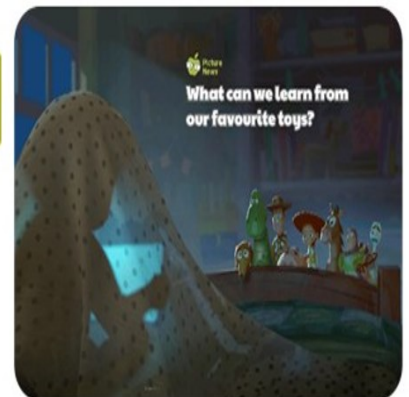




Picture News



At Home



At Home



The

new



Toy Story 5



film



looks at



how



children's



play

is changing.



The

film



shows

that



tablets

+



and video games

are becoming



more



popular



than



toys.



Choose

3



different



toys



or



games

to



play

with



someone



at home.



Play

with all

3



toys

or games.



What do you



enjoy



about



these



toys



and



games?