



Unity Academy Primary Newsletter  
10/1/2025

Your weekly roundup of all things years N-6!



A message from Mrs. Shaw

## A Message From Mrs. Shaw

Welcome back! I hope you all had a lovely Christmas and New Year. Sam and Evie were home so I was very happy to spend time with them both. Sam will be moving to Germany for a year as part of his degree in September so may not be home next Christmas - I'm trying not to think about that now!

### **Teaching and Learning**

The two INSET days we had on Monday and Tuesday were very useful. As a primary team, we spent time looking at further developing our teaching in Maths. We also discussed our RRS Behaviour Curriculum with a view to extending it into unstructured times like break and lunchtime. Reading was also a hot topic for discussion, particularly around how we can encourage more reading at home. Please [click here](#) to answer a short questionnaire about reading with your child(ren). It is an anonymous survey but if you would like to add your name and your child's name, we can specifically provide any support you may request within the questions. Reading is absolutely crucial and runs through every area of our curriculum. I'm sure I don't need to point out how important it is for children to be able to read. We hear the children read in school as often as possible and provide lots of opportunities throughout all lessons for children to read aloud. The support you give them from home is so beneficial

because it gives them further opportunity to practice what they have learned! Please hear your child read 3 times per week, thank you.

Year 1 were doing Maths when I visited them. They were working out the missing number in an addition sum. The children were very confident in explaining how they had worked it out. Miss Purdy's class were in the middle of a music lesson when I popped to see them. They were very happy to share the song they had been learning during the lesson. I do love hearing children sing! I caught Mrs Hanvey working with a group of children outside the classroom. The children were sorting pictures from the Red Riding Hood story into order and then she was working with them individually to develop their vocabulary about the story. The children were working very hard to develop their English speaking skills which are coming on in leaps and bounds!

Our RRS Curriculum this week was focused on Kindness. The children spent time talking about what kindness is, how it feels and why it is important. The teachers pointed out that we should always treat others how we wish to be treated ourselves. Every child was then invited to decorate a heart that have been sent to us by Hounds Hill Shopping Centre. These will be looked at and then some will be used to create vinyls for display in Hounds Hill. Look out for them when you are next shopping in town!

### **Diary Dates**

- 20th January - Year 6 Mock SATs Tests
- 21st January - Y4 Tram Trip
- 24th January - Dan Worsley in Y4
- 28th January - Dan Worsley in Y6
- W/c 3rd February - Schools Alive Week
- 4th February - Y5 Trip to UCLAN
- 4th February - AIM High Maths Day
- 6th February - Y5 UCLAN Trip
- 7th February - SEND Drop -In
- 14th February - School closes for half term
- 24th February - School Reopens for Spring 2

### **And finally...**

The weather has been extremely cold this week. Please ensure that your child has a warm coat and even a hat, scarf and gloves if possible. Please also make sure these are named! The site team is out in the mornings gritting the paths etc but I must remind you all to take

care when moving on the school site. We do our very best but I am sure that you can appreciate that we have a big site to manage with lots of entrances to sort! Please remind your children to walk on their way in and out of school each day.

Have a great weekend everyone!

## Community Information



These fantastic free sessions are run by friendly local parents. They provide practical tips and advice on how to bring up confident happy and co-operative children. The group lasts for 9 weeks and free childcare is available.

Time	Venue	Starting	Ending
12.30pm – 2.30pm	Gatehouse Community Centre 29 Waterloo Road, FY4 3AD	Tuesday 21 <sup>st</sup> January	Tuesday 25 <sup>th</sup> March
10.00am – 12.00pm	The Place (previously The HealthWorks) 1 Clifton Street, FY1 1JD	Wednesday 22 <sup>nd</sup> January	Wednesday 26 <sup>th</sup> March
6.00pm – 8.00pm	Online using Google Meet	Thursday 23 <sup>rd</sup> January	Thursday 27 <sup>th</sup> March

### Topics covered include:

- Communicating with your child
- Understanding their behaviour
- Discipline strategies
- Listening skills
- Coping with stress

"The course wasn't what I expected at all. It's shown me that I'm not alone and given me the confidence boost I needed. I've learned there's no such thing as a perfect parent and my relationship with my son has grown so much stronger."

For more information or to book, contact Blackpool Learning Rooms on 07796 994783 or email [learning.rooms@blackpool.gov.uk](mailto:learning.rooms@blackpool.gov.uk)



Does your child have ADHD?  
or are they under assessment  
for ADHD?

Are you a professional that knows  
a family that could benefit from  
our help?

**What we offer**

**Outreach Support**  
Parent & family support  
by our qualified family  
practitioners

**Parent Empowerment &  
Skills Training Programme**  
Gain the knowledge, tools  
and confidence on how to  
parent a child with ADHD

**Telephone Support**

**Assist with  
services/agency meetings**  
We can attend TAF, Children  
in Need meetings or of  
anything similar

**Where we are based**

- East Lancs
- Blackburn with Darwen
- North Lancs
- South Cumbria
- Central Lancs
- Blackpool

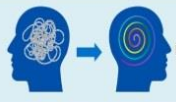


**ADHD North West**  
Supporting Families  
Tel: 01254 886 886  
www.adhdnorthwest.org.uk  
reception@adhdnorthwest.org.uk

NHS Talking Therapies Service provides a range of FREE therapy options recommended by the National Institute for Health and Care Excellence (NICE) for common mental health problems such as depression and anxiety.



**FREE Courses Available**



**MASTERING STRESS – Steps to Wellness**  
30min introduction 2pm Friday 27<sup>th</sup> December  
Followed 6 x 90min weekly online sessions. Friday 3<sup>rd</sup> 10<sup>th</sup> 17<sup>th</sup>  
24<sup>th</sup> 31<sup>st</sup> January & 7<sup>th</sup> February.  
*Learn new skills and coping strategies*



**8-week Mindfulness Based Cognitive Therapy Course**  
60min introduction 10am Friday 17<sup>th</sup> January. Followed by  
8 x 2-hour session weekly online sessions.  
Friday 24<sup>th</sup> 31<sup>st</sup> January 7<sup>th</sup> 14<sup>th</sup> 21<sup>st</sup> 28<sup>th</sup> February 7<sup>th</sup> 14<sup>th</sup> March  
*Learn to live in the present!*

A personalised link will be emailed and recordings accessible for 72hours

45min webinars, with recording available for 3 days

<b>Resilience and Me</b> 10am Thur 5 <sup>th</sup> Dec	<b>Anxiety and Worry</b> 1pm Fri 13 <sup>th</sup> Dec	<b>Sleep and Relaxation</b> 1pm Wed 18 <sup>th</sup> Dec	<b>Overcoming Low Mood</b> 1pm Mon 7 <sup>th</sup> Jan	<b>Menopausal Wellbeing</b> 10am Fri 24 <sup>th</sup> Jan
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AVAILABLE TO PEOPLE OVER 16 WHO LIVE, WORK OR STUDY IN LANCASHIRE OR SOUTH CUMBRIA

To self-refer, please call: **01253 955700** (Monday–Friday 9am–5pm)  
email: [bfwh.talkingtherapies@nhs.net](mailto:bfwh.talkingtherapies@nhs.net)  
[www.blackpoolteachinghospitals.nhs.uk/services/talking-therapies](http://www.blackpoolteachinghospitals.nhs.uk/services/talking-therapies)



Blackpool Talking Therapies is not able to provide reports for compensation, legal or benefits claims or prescribe medication. We do not offer 24-hour or weekend access, crisis or emergency treatment, treatment for alcohol or drug problems or treatment for severe and enduring mental illness.  
*Please discuss these needs with your GP.*



**Blackpool Talking Therapies**

for anxiety and depression

Service provided by Blackpool Teaching Hospitals NHS Foundation Trust

00011 00

## 57th Blackpool (Unity Academy) Scouts



Did you know?

Unity Academy has our very own Scout Group that runs each week on a Thursday to provide our young people with Skills For Life!

We run sections for each age group from 4 years old and up. In addition to the weekly meetings on a Thursday after school we also offer a wide range of trips, camps, nights away and adventurous activities for all age groups.

Squirrels (For ages 4 - 6 years): Thursday : 3:15 until 4:30 pm

Beavers (For ages 6 - 8 years): Thursday : 3:15 until 4:45 pm

Cubs (For ages 8- 10.5 years): Thursday : 3:15 until 4:45 pm

Scouts (For ages 10.5 - 14 years): Thursday : 3:15 until 4:15 pm

[More information can be found by clicking here.](#)

Our in school Scout Sections are run by a group of volunteers, most of which are parents of children at Unity Academy. Without this support, it would not be possible to provide these amazing opportunities for the young people. If you feel like volunteering with the Scouts is something you might be able to offer, please do get in touch. It might be to support one section meeting a month, offer a certain skill you have or to support behind the scenes with finance and administration. Whatever your skills, every little offer of help is invaluable to us.

[To inquire about a place for a young person or about adult volunteering with the Scouts, please click here.](#)

Contact us!



If you wish to contact a teacher within school please use this link [Parental Messages / Queries \(Non-urgent\)](#). and we will get back to you. This form should be used rather than contacting an individual teacher email address as we can then ensure that you are responded to in a timely manner. Messages will be passed on and dealt with as quickly as possible. Our aim is to respond to you within 48 school working hours. Please note that this may not be checked during teaching hours and so **please do not add anything urgent** e.g. about your child being collected by someone else at the end of the day. If you have an urgent message or query, please contact the school office on 01253 355493. Thank you.

## *Attendance*



*Attendance %*

*Late marks*

• <i>RHH</i>	<i>98.21</i>	<i>6</i>
• <i>1CL</i>	<i>90.52</i>	<i>6</i>
• <i>1MT</i>	<i>96.55</i>	<i>6</i>
• <i>2BH</i>	<i>94.79</i>	<i>2</i>
• <i>2AP</i>	<i>83.72</i>	<i>4</i>
• <i>3KG</i>	<i>94.23</i>	<i>7</i>
• <i>3HB</i>	<i>88.46</i>	<i>3</i>
• <i>4JB</i>	<i>83.04</i>	<i>2</i>
• <i>4CBL</i>	<i>92.86</i>	<i>8</i>
• <i>5MB</i>	<i>95.83</i>	<i>7</i>
• <i>5NO</i>	<i>95.69</i>	<i>7</i>
• <i>6TT</i>	<i>92.50</i>	<i>5</i>
• <i>6VA</i>	<i>92.50</i>	<i>7</i>

Keeping children safe!





At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [thenationalcollege.com](https://www.thenationalcollege.com).

## What Parents & Educators Need to Know about MENTAL HEALTH & WELLBEING APPS

When looking at options for supporting a child's mental health, the sheer volume can be overwhelming. There are many wellbeing apps available, but unfortunately not all are trustworthy. It's important to evaluate which resources are suitable, reliable and effective. This guide lets you know what to consider before installing such an app, to determine just how useful it's going to be.

### WHAT ARE THE RISKS?

#### QUALITY & RELIABILITY

Mental health apps can be a useful starting point for looking for wellbeing advice and strategies and can be a useful addition to the in-person services available. However, they aren't a substitute. Information on the quality of some of these apps is sparse. They may come from carers and/or family, but have they been developed by mental health professionals? And if so, do they have research to back up their content?

#### LACK OF PERSONALISATION

Mental health or wellbeing apps are useful tools for the short term, teaching users several habits to manage their condition - such as keeping a log of mood, practising relaxation and breathing techniques, etc. As every person is unique - and children especially will present differently in different ways - these apps struggle to tailor themselves to users' individual needs. For example, many apps don't distinguish between the ages of users and can offer unnecessary generic advice.

#### PLACE RESPONSIBILITY ON CHILDREN

Some apps add the words 'kids' or 'children' to their title or use cartoon icons to make them more appealing to young people. When signing up to some of these apps, some will expect you to give your child's name, email address and the level of their school. If you're not sure about this, it's important to remain involved in the child's mental health journey to ensure they can check - or see recommended - if it's recommended.

#### DISREGARDING APPROPRIATE SUPPORT

Young people who feel anxious and have trouble sleeping may download a mindfulness app to help with this. It's good that they're seeking help, but could simply try managing this symptom themselves. For example, by practicing breathing and seeking professional help, which could potentially improve their anxiety in the long run.

#### DATA SECURITY

As with any other app - not just those for mental health or wellbeing - it's worth checking out the privacy policy before downloading. In some of these applications, many apps have a third party for numerous reasons (such as targeted advertisements, and to use it to collect personal and sensitive information with the app, they probably don't want it ending up in the wrong hands).

#### IN-APP PURCHASES

Many apps will provide their most basic features for free but will require you to pay for other features. Such as more tailored experiences or access to additional resources. This could be one-off fee or regular subscription. Consider whether this is actually necessary for supporting the child, or could they receive the same support from a mental professional?

### Advice for Parents & Educators

#### CHECK THE CREDIBILITY OF THE APP

Before you download a mental health or wellbeing app, investigate the developer. Have they consulted with qualified mental health professionals to create their resources? Also check whether the app is utilised with any government or mental health organisations, as these are a useful signpost of the app's quality. However, just because a child is part of an app, doesn't mean there are any good apps out there, but there are just as many that are not.

#### SEEK PROFESSIONAL SUPPORT

Trusted mental health and wellbeing apps designed by qualified, reputable organisations can be used alongside the professional advice and support of qualified professionals. These apps should never be considered a substitute for professional or other support. If you have been recommended an app by a mental health professional, you should seek appropriate advice from a suitable source, such as their GP - or a Childline, who can be contacted by calling 0800111.

#### READ THE PRIVACY POLICY

Look into the app's terms of service - especially its privacy policy - as they may reveal how your child's data is collected, stored and shared. It's important to understand what data is collected and how securely it will be used, and if all of this information is needed to deliver the app's services or if you can opt out of providing this information.

#### ENCOURAGE OPEN COMMUNICATION

Mental health and wellbeing apps can be useful for setting down feelings, tracking mood and habits, and other such activities. These can help if the problem is mild and self-limiting - but for children getting a more chronic condition, or if they're currently seeking professional support, remembering it's important that children aren't fully reliant on the app and have a safe space to talk about their feelings and experiences in the real world.

#### Meet Our Expert

Dr Claire Bathford is an online safety consultant, educator and researcher who has examined and implemented safe-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.

Source: See full reference list on guide page at <https://thenationalcollege.com/guides/mental-health-apps>

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## 10 Top Tips for Parents and Educators EDUCATING CHILDREN ON SPENDING AND SAVING

Evidence shows that children's spending habits begin to form as early as seven years old. With primary schools in England not required to teach financial literacy, many young people are reaching adulthood without knowing the basics of budgeting. This guide explains how to teach young people about money in a practical way, giving them the understanding to become savvy spenders and savers.

- PROVIDE POCKET MONEY**

Giving children money - even a small amount - can help them learn to make their own budgeting decisions about how to spend or save it. It's important to have a conversation about pocket money and how they'll become adults with money. It's important to have a conversation about how they'll become adults with money.
- USE A PREPAID CARD**

Being able to pay for small, essential things, like school lunches, can be a useful tool. Some retailers offer prepaid cards, which can be used to pay for small, essential things, like school lunches, can be a useful tool.
- PRACTISE BORROWING**

Although difficult, borrowing is only available to over 18s, who need to understand how debt and interest works before they become adults and are exposed to credit cards or buy now, pay later schemes. You can help them understand how borrowing works by letting them borrow a small amount of money from you, with a clear plan for how they'll pay it back.
- ENCOURAGE OPEN CONVERSATION**

Checking out money and how it's used is a great way to start a conversation about how money is used. Encourage open conversation about how money is used. Encourage open conversation about how money is used.
- DISCUSS THE PRESSURE TO SPEND**

Whether it's YouTube ads or a friend of a friend's recent purchase, spending triggers are everywhere. Encourage open conversation about how money is used. Encourage open conversation about how money is used.
- TELLING 'NEED' FROM 'WANT'**

Learning how to prioritise spending is an important skill. Encourage open conversation about how money is used. Encourage open conversation about how money is used.
- ENCOURAGE SAVING**

Getting children saving early can set them up with a better habit for their adult life. Encourage open conversation about how money is used. Encourage open conversation about how money is used.
- SPARK INTEREST IN INVESTING**

Investment is a long-term concept, but you can describe it in a way that's relevant for young people. Encourage open conversation about how money is used. Encourage open conversation about how money is used.
- PAYING FOR CHORES**

This is a great way to teach children about the value of money. Encourage open conversation about how money is used. Encourage open conversation about how money is used.
- PROTECT CHILDREN FROM SCAMS**

Scams are a terrifyingly easy way to lose money, and children are particularly susceptible to them. Encourage open conversation about how money is used. Encourage open conversation about how money is used.

#### Meet Our Expert

Goherry is a prepaid debit card and financial education app with a mission to make every young person smart with money. Co-founder and CEO, Louise Hill, is a passionate campaigner for better financial literacy among school children and strongly believes that money management is a crucial life skill.

Source: See full reference list on guide page at <https://thenationalcollege.com/guides/spending-and-saving>

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## Celebrating Culture and Difference



## Nursery



This week the children have enjoyed telling us all about their Christmas break and what they did. We have loved looking at the pictures our families have sent in and talking all about the traditions we took part in.

We have also enjoyed explore the frost and the ice in our garden, we used some natural items to create a picture on the tuff tray, we then added water and left it overnight to see if it would freeze.

The children have settled well back in to the routines of nursery.

## Reception



Welcome back! I hope you've had a lovely Christmas break!

This week we have focused on the New Year and making New Years resolutions. Some children said they wanted to learn to swim and some wanted to learn to ride a bike. I am sure with resilience and determination, they will manage this!

Our story this week has been Red Riding Hood. We have looked at different versions of the story and discussed how they might be slightly different. I have attached a video below for you to share at home.

**Please continue to read at least 3 times weekly at home and log in reading records. Thank you.**

In Maths, we have looked at daily routines and learnt about day and night. Ask your child to talk about the order of their day!

Have a great weekend, The Reception Team



## Year 1



Happy New Year! I hope you all had a lovely break!

What an excellent start to our term in Year 1. We are both blown away with how grown up you have become over Christmas. We have now all got a place at a table and complete our work together as a class with less choosing time. I have seen such progression in children's work and attitudes to learning these past couple of days, I think we were definitely ready to come back to school!

We have started our new English book which is the classic tale 'The Gingerbread Man'. We have been investigating adjectives to describe the characters. The children demonstrated how well they had retained knowledge from last term with the amazing vocabulary they came told us.

In Maths, we are looking at place value and understanding numbers up to 20. The children have shown great knowledge so far and have been tackling tricky reasoning questions.

In Science our topic is animals including humans which we are very excited for and I can't wait to see the children engrossed in tasks! We started our first lesson where we identified different animals and looked at how animals are similar and different.

We are so excited for this term and all the exciting things we have planned!

### Reminders

**Please make sure you are reading with your children 3 times a week.** It is really beneficial to their learning and supports their decoding of sounds for phonics too. Please log this in their reading logs and make sure they come into school everyday.

If you need a new reading folder/ reading log please send us a message on Class Dojo or catch us at the door at hometime and we can get this sorted for you.

Phonics books get changed on Fridays, please ensure the previous book is returned so your child can have a new one.

PE days will continue to be on Monday and Tuesday, all children must have their kits back in school.

Children who are interested in attending Year 1 and 2 Dance club have brought a letter home today. Please can reply slips come back into school by Tuesday of next week.

Year 2



Happy New Year!! We hope you all had a lovely holiday!!

Year 2 have really impressed their teachers this week by showing them how eager they are to learn and showing a good example of our school values ready, respectful and safe. This week in Math the children have been learning how to use a ruler correctly to draw 2D shapes and looking at symmetry in different shapes. In Art the children have been introduced to a new artist Katrine Lyck and have been looking at her artwork choosing their favourite piece. In English the children have been recapping writing capital letters and lowercase letters. In PE the children have thoroughly enjoyed learning different dancing and gymnastic skills.

We are so proud of how well you have all settled in back to school. Well done Year 2!!

**Please continue to read at least 3 times weekly at home and log in reading records. Thank you.**

Children who are interested in attending Year 1 and 2 Dance club have brought a letter home today. Please can reply slips come back into school by Tuesday of next week.

Year 3



Happy new year!

We have all soldiered on this week, despite the frosty weather, and come back to school with definite 'can do' attitudes. We are focusing on Multiplication and Division again this half term and have begun to learn our 3 times tables. Please continue to practice at home and use TTRockstars where possible.

In English, we have begun reading Mrs Armitage on Wheels, a book we have loved so far, with a focus on prepositions and direct speech.

In Geography, we are looking at India this half term and found out key facts this week in our lesson.

**Please continue to read at least 3 times weekly at home and log in reading records. Thank you.**

Children who are interested in attending Year 3 and 4 Football Club have brought a letter home today. Please can reply slips come back into school **on Monday morning** next week.

Year 4



This week, we're delighted to share that we have started our new focus book, *The Impossible Tales* by Dan Worsley. Even more excitingly, Dan will be visiting us on Friday, 24th January, to work with the class—a highlight we're all looking forward to!



In Maths, we've begun our new topic on multiplication and division. This includes learning about factor pairs, as well as multiplying and dividing by 10 and 100. The children are already engaging with the topic enthusiastically!

In PSHE, we have started our new topic, focusing on our dreams and goals for the future. The pupils have been reflecting on their aspirations and thinking about the steps they can take to achieve them.

It's been a fantastic start to the term!

### **Reminders**

Tram Trip - Tuesday 21st January, please can the slips be returned as soon as possible

**Reading records - these will be checked EVERY Friday - the expectation is to read at home 3 times a week.**

PE kits - Please can they be in school on Monday.

Children who are interested in attending Year 3 and 4 Football Club have brought a letter home today. Please can reply slips come back into school **on Monday morning** next week.

Have a lovely weekend

The Year 4 Team

Year 5



Happy New Year to you all and we hope you have had a very restful break! We have had a wonderful week welcoming your children back to school to begin our new learning for this half term. We have begun reading our new book, *The Good Turn*, by Sharna Jackson and are looking forward to the activities that will stem from the book we are reading this half term.

We have also explored a new device in computing, and it doesn't quite taste as delicious as the dessert! We are exploring using 'Crumbles', which is a different way of learning about physical computing, coding and programming. I think this will challenge year 5 in the best possible way!

We have a few dates for your diary and need your help with this please:

**5NO UCLan trip - Tuesday 4th February**

**5MB UCLan trip - Thursday 6th February**

***UCLan letters must be returned, including a payment of £18 on Parentpay by Friday 24th January***

**Bikeability - week commencing 2th February (5NO) and week commencing 3rd March (5MB)**

***Bikeability consent forms must be returned by Friday 14th February***

**Please continue to read 3 times per week and sign reading records.**

PE days for year 5 are **Tuesday and Friday.**

Many thanks for your support, as always. Have a great weekend!

Year 6



Happy New Year to all of our children and families! Only three days back but what a week. The children have returned with enthusiasm, ready for the new and exciting challenges every new term brings. Mrs Bennett, our WIKI intervention lead has started working with us this week. She is offering a 30 minute whole class intervention each week to help us improve our English skills. She was blown away at the quality and standard of the handwriting in Year 6. Mrs Bennett works with students through to Y11, so it was very pleasing to hear; it seems some more pen licenses may be on the horizon..!

There was a buzz around our computing lessons which this half term, allow students to use a programme called Scratch. This week has seen us looking at and playing around with variables. There were lots of giggles and happy faces as the children chose their own sprites

and changed the score by decreasing or increasing their set values. A great start to this unit! Archer said Thursday had been his best day ever.

A reminder that our mock SATs begin the week of 20th January. This is a very important week for our children to demonstrate the progress they have made in their reading, SPaG and maths since their last mocks in November. We look forward to sharing those results with you, as we did the last. We recently shared a recommended resource that can be used at home to support arithmetic skills and development called <https://mathsbot.com/> - it would be beneficial to work this into your child's week to support their maths progress, as well as reading at home x3 weekly.

**Please continue to read at least 3 times weekly at home and log in reading records. Thank you.**

Thank you for your continued support.

## School Uniform



**Revised policy from September:** From September our uniform is changing. The decision was made following consultation with children, parents and staff. Large numbers of people shared their thoughts for the options given and the vast majority voted for a change to some aspects of our uniform.

As a reminder, please have a look at the list below and make sure your children are correctly dressed for both the school day and PE. To request items of uniform please click [here](#) and complete the short form. We will do our best to meet your needs, stock permitting.

### Nursery Uniform

- Black sweatshirt with logo
- White polo shirt
- Black trousers, tracksuit bottoms or skirt

- Black shoes if wearing trousers or skirt or Trainers (preferably black) if wearing tracksuit bottoms.

### Primary uniform - All students should wear:

- Black V Neck school jumper with embroidered Unity Academy logo - **this item is compulsory!**
- Plain White Shirt or blouse
- Plain **black** socks or tights
- House Badge (Provided by the academy initially, replacements can be purchased from the academy)
- All black footwear with no identifiable markings. If this footwear is a boot it must be no bigger than ankle length. No crocs!

### Students have a choice of: (students must wear one of these)

- Plain black tailored skirt
- Plain black trousers or shorts (tailored type, not tracksuit bottoms/ jeans)
- A Black Blazer with the Unity logo is optional

**P.E. Kit** - Red polo shirt    Black shorts    Black socks    Black Pumps

### Summer Uniform

- Red check dress with white ankle socks
- Black short trousers







**If your child has outgrown any uniform items and they are in good condition, please do send them into school where they can be added to our supply for other parents to access.**

**Thank you**





**UNITY UNIFORM**

The branded uniform will be stocked at Blissham Clothing (01253 276047) and Ragamuffins (01253 390717). If you need any assistance with purchasing uniform please contact Alyson at <https://www.schoolwear-blackpool.com/> or Kath at Ragamuffins. Non branded items may be bought from a wide range of retailers.



**COMPULSORY ITEMS OF PRIMARY SCHOOL UNIFORM 2024/2025**  
You must wear these items every day to school.

 <b>Plain white shirt</b> No logo or branding	 <b>Unity logo jumper</b> Plain black V-neck jumper with Unity logo on the left chest	or	 <b>Unity logo cardigan</b> Plain black cardigan with Unity logo on the left chest	 <b>Tailored Skirt</b> Plain black	or	 <b>Trousers</b> Plain black, no logo or branding	 <b>Plain black tights</b> No logo, branding or pattern. Available at many retailers.	 <b>Plain black socks</b>
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**Optional Uniform**

 <b>Shorts</b> Plain black	 <b>Summer dress</b>	 <b>Plain white socks</b> (To be worn with summer dress)	 <b>Black Blazer</b> with the Unity logo.
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**PE Uniform**  
(No children in any year group are to come to school wearing P.E. kit)

 <b>Red polo shirt</b>	 <b>Black shorts</b>	 <b>Black Pumps or Trainers</b>
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Unity Academy Footwear



Footwear should be all black with no identifiable markings. If this footwear is a boot it must be no bigger than ankle length. No crocs or sandals are permitted. Trainers are permitted as long as they are fully black. Please check the guide opposite

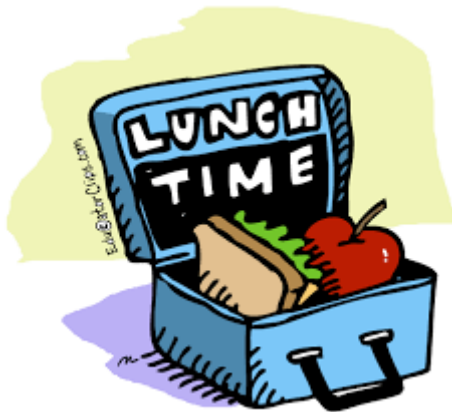


Jewellery and Hair

A maximum of 2 earrings can be worn in each ear. These should be stud-type earrings. No other visible piercings are allowed. If children have ear piercings, they should be able to remove and replace them independently for PE. Children should not wear rings for school, it is unsafe on play equipment. Any necklaces and/or bracelets are to be kept inside the shirt and removed for PE. Primary aged students are expected to have long hair tied back for health and safety reasons. Bows and bobbles should be black, white or red. The school will not allow students to have wordlogos shaved into their hair. The school will have due regard to equality laws when considering hair styles. Hairdries and head coverings that are part of the culture and identity of an ethnic or racial group will be respected. The school would prefer children's hair to be of a natural colour but will tolerate hair which has been coloured. Children should not have very bright, non-natural hair colourants (e.g. green, blue etc.)



Lunch time menu for this week



Monday	Tuesday	Wednesday	Thursday	Friday
Roasted Vegetable Pasta Bake with Crusty Bread (v) or Cook's Choice Homemade Pizza & Baked Potato Wedges (v)	British Beef Casserole in a Rich Gravy or Plant Power Sausages (v) with Gravy & Yorkshire Pudding	Pork Puff Pastry Twists Mashed Potatoes & Gravy or Broccoli Macaroni Cheese & Garlic Bread (v)	Chicken, Ham & Potato Pie or Sweet Potato & Cauliflower Curry, Rice & Naan Bread (v)	Young's Fish Fingers & Chunky Chips or Meat(less)ball Panini Sub & Chunky Chips (v)