



Unity Academy Primary Newsletter
13/2/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

A Message From Mrs. Shaw

We have finally reached the end of a very busy half term!

Teaching and Learning

This week, I had the absolute pleasure of taking our Dance Club to the School's Alive rehearsal this week and also attended the evening performance with them. When I say absolute pleasure, I absolutely mean it. Their behaviour and conduct during the rehearsal, whilst watching other schools perform and also when bringing the whole evening to a close with their performance was simply impeccable. I am incredibly proud of every single one of them. There were some nerves but they were so supportive and encouraging of each other and were a truly amazing bunch to be with. Well done all of you! I have attached some pictures of our afternoon rehearsal below. I love that we give our children the opportunity to perform on a world class stage at the Winter Gardens!

I've had a lovely afternoon today with our Reception children. We have brought their Chinese New Year theme to a close with a whole class dragon dance. The children were all quite happy to try the different foods available with some very happy and some not so keen faces! They were all very comfortable to share their knowledge of China and how Chinese New Year is celebrated!

I have spent a couple of lunchtime with our Nursery children this week. Their growing confidence is just fantastic to see. They try different foods and will talk openly about what they like and dislike. They are clearly used to our routines and expectations now and are developing lovely friendships with each other. Well done all of you!

Our RRS assembly this week was delivered by Mr Cooper and focused on the importance of our School Uniform. He spoke about the fact that it shows we are all a part of the same team and that our uniform symbolises this. Wearing a full school uniform is one of our school expectations and by wearing it we are showing that we are ready to learn at school and are respecting the expectations. Staff will be focusing on school uniform after the holidays to check that it is in place. The full uniform list is below should you want to check it. The expectation is that children wear a Unity logo jumper, a white shirt, black trousers or skirt (not leggings), wear fully black shoes and have a full P.E. kit in school. Please support your child in meeting our school values by providing a full school uniform. We do have some spares in school so just let us know if you need any support with this. Thank you

And finally...

This has been a very long half term and I am certainly looking forward to a bit of a break. I know the children and staff are definitely ready for it too. Huge thanks to the whole team for their continued hard work. Have a fabulous half term holiday everyone. A reminder that the Monday is an INSET day so we will see you on Tuesday 24th February ready for Spring 2.





**school
uniform**



UNITY UNIFORM

The branded uniform will be stocked at Bispham 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 Ragamuffin. 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



Plain white shirt
No logo or branding



Unity logo jumper
Plain black V-neck jumper with Unity logo on the left chest



Unity logo cardigan
Plain black cardigan with Unity logo on the left chest



Tailored Skirt
Plain black



Trousers
Plain black, no logo or branding



Plain black socks
Plain black tights
No logo, branding or pattern
Available at many retailers

Optional Uniform



Shorts
Plain black



Summer dress



Plain white socks
(To be worn with summer dress)



Black Blazer
with the Unity logo

(No children in any year group are to come to school wearing P.E. kit)



Red polo shirt



Black shorts



Black Pumps
or Trainers

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 words/logos shaved into their hair. The school will have due regard to equality laws when considering hair styles. Hairstyles 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.)



Dates for the Diary



- 23rd February - INSET Day
- 24th February - School reopens for children
- 3rd March - NHS Reception/ Y6 Height and Weight checks
- 3rd March - Y4 Turton Tower Trip

Celebrating Culture and Difference



Primary Reward & Consequence System



As part of our ongoing commitment to supporting every child to thrive, we are excited to introduce a new Rewards and Consequences system across school. This is designed to celebrate the fantastic behaviour we see from the vast majority of our pupils each day, while also helping us guide them when things don't quite go to plan. The system will run from Nursery right through to Year 11, with small differences between Primary and Secondary to suit the age of the pupils.

In Primary, children can earn a *Ready, Respectful, Safe (RRS)* reward point in every lesson by meeting our behaviour expectations. On occasions where a child goes above and beyond, teachers may also give an *Exceeding Expectations* award, worth 5 RRS points. Student of the Lesson cards will no longer be handed out. We are already seeing how motivated the children are to collect these points and celebrate their success.

If a child's behaviour falls short of expectations, we use a clear and fair set of consequences (C1–C5) to help them get back on track. More details can be found in the table overleaf.

All Rewards and Consequences are logged so you can see how your child is doing by checking the behaviour section of the *My Child At School (MCAS)* app. Details for how to sign

up to the app can be found on the primary newsletter. Please use this link <https://www.mychildatschool.com/MCAS/MCSParentLogin> to login to the app.

For Primary children, if a C2 is given, parents/carers will be updated by text message at the end of the day. Please ensure that we always have your correct mobile number in school. For a C3, C4, or C5, the class teacher will contact you in person or by phone to talk through what happened and how we can support your child moving forward.

This system has been shared and discussed with the children in school, and they are really enthusiastic about earning points and making positive choices.

We would like to take the opportunity to stress how vital it is that parents support us in upholding our new behaviour reward and consequence system. Should the need arise, we carefully and fairly unpick every situation, always working to ensure that children are treated consistently. Please note that we gain nothing from misrepresenting their behaviour so when staff in school inform you of any situation, we do so to give you a full and clear picture. For this system to truly benefit all children, it's essential that the messages we share in school are reinforced at home. Our expectations are clear and simple, rooted in our values of being **Ready, Respectful and Safe**, and our school rules of '**good looking', 'good listening', 'good sitting', 'kind friends**'. When school and home work together with the same expectations, children thrive in a safe, supportive and consistent environment.

We believe this approach will not only encourage and celebrate the wonderful behaviour we see in school every day but also help strengthen the important partnership between home and school.

Thank you for your continued support — it really does make such a difference. Please don't hesitate to get in touch with me at school if you'd like to talk about this further.

Mr T Cooper, Assistant Headteacher

R1	An RRS point awarded for meeting expectations.	C1	A direct reminder of RRS expectations
R2	100 RRS points achieved, text message home to inform parents.	C2	A formal warning, recorded on Class Charts
R3	200 RRS points achieved, certificate awarded in assembly.	C3	15 minutes reflection in buddy class
R4	500 RRS points achieved, badge awarded in assembly.	C4	Remainder of session (AM/PM) in Reflection Room
R5	1000 RRS points achieved, invitation to end of year rewards trip.	C5	Day in the Reflection Room

Community Corner



**Premier League
Kicks**

Free activities for 8 to 18 year olds

Join us at one of these locations:

• NORTH STAND COMMUNITY HUB Bloomfield Road, Seasiders Way, FY1 6JU	• MOOR PARK LEISURE CENTRE Bristol Avenue, FY2 0JG	• STANLEY PARK West Park Drive, FY3 9HU
• CLAREMONT PARK COMMUNITY HALL Claremont Road, FY1 2QH	• ASPIRE SPORTS HUB Garstang Road West, FY3 7JH	• MERESIDE PRIMARY SCHOOL Langdale Road, FY4 4RR
• MONTGOMERY ACADEMY All Hallows Road, FY2 0AZ	• REVOE PARK Central Drive, FY3 5HZ	• SOUTH SHORE ACADEMY Saint Annes Road, FY4 2AR

PTO FOR OUR 2025/26 WINTER TIMETABLE

Visit www.bfct.co.uk to view all of the activities BFCT deliver.

Charity Registration Number: 1128235

You're invited to...

PREMIER LEAGUE KICKS

We deliver a number of **FREE** weekly sessions across Blackpool, between 4pm and 7:30pm. Sessions include open football for everyone, girls-only sessions and football for young people with disabilities.

We also provide opportunities to take part in matches and tournaments, and compete with other Community Trust Premier League Kicks teams from around the country. If you want to get involved just turn up and speak to one of our coaches.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
South Shore Academy 5pm - 6pm	Aspire Sports Hub 5pm - 7pm	Clement Park Community Hall 5pm - 6pm	Montgomery Academy 5pm - 6pm	Stanley Park (Astro/3g) 4pm - 6pm
Mereside Primary School 5:30pm - 6:30pm	Moor Park Leisure Centre 4pm - 5pm	Aspire Sports Hub 5pm - 7pm	Montgomery Academy 5pm - 6pm	North Stand Community Hub 5pm - 7pm
Key chart: Mixed Football Girls Football Fun activity				
Aspire Sports Hub 5pm - 7pm				
Revoe Park 5pm - 7pm				

All sessions term time only.

Attendance



	<i>Attendance %</i>	<i>Late marks</i>
• RHH	92.86	1
• 1MT	95.41	4
• 2BH	97.92	3
• 2JB	94.91	1
• 3KG	90.13	4
• 3HP	95.83	3
• 4CBL	98.50	2
• 4HB	88.10	1
• 5MB	97.42	5
• 5JH	95.69	5
• 6TT	95.00	2
• 6VA	95.83	5

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 nationalcollege.com.

What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to fear or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterized by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.

WHAT ARE THE RISKS?

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Addressing these concerns proactively can positively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have profound effects on children's mental and emotional health. It may interfere with their ability to participate in daily routines and social activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to participate in daily routines and social activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussing one's feelings can promote healthy coping strategies and strengthen communication bonds.

TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Techniques such as breathing exercises, deep breathing, mindfulness or progressive muscle relaxation can calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding where children feel safe enough to express their emotions and seek support when needed.

SEEK PROFESSIONAL HELP

Recognizing when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.

#WakeUpWednesday

The National College

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At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthralls young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.



1. UNDERSTAND THE ALGORITHM 73

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see more posts from that area of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Some platforms post content and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on devices can help to reduce the amount of recommended content that's shown. Users can opt to only see content from people they follow, use restricted modes, or highlight posts that they don't want to see. You can explore your own safety settings to find out how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with and can prevent them from screening out inappropriate material, or even that which is causing them mental distress. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, consider having a more in-depth talk or seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, encourage them to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, users can also choose to block posts that contain specific words, which is an excellent way to give your child control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps tell you how much they're being used. Spending too long online can mean a lack of time for other activities and hobbies that are important to all-round wellbeing. You could set some family rules, such as a family screen-free zone and device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need to learn to exercise their independence – but you can still occasionally take a look to see what they're reading or what they're doing about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the dinging notification sounds. This can encourage people to open their apps and spend time on their devices, so turn off notifications and consider how to practise mindful use of tech. Most of us have other things that we need to focus on in our day-to-day lives and these notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore online can be a good idea, but result in exposure to hugely damaging content. You could consider making a portion of the house a 'no screen' zone to use phones, tablets and so on – making it much easier to monitor your content, your child's viewing and (if necessary) block them off from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental health. While social media can cause us to sacrifice other activities that our brains need to function well, it's important to remind children to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to 'public', meaning anyone they've accepted as friends can see their posts. This reduces the risk of being bullied online, but it's not just like offline life – the digital world can still make children feel as if they have to do things they don't really want to do in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert
Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with adults to support them with their mental health and wellbeing. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5240405/>
Research success through blocking media on screen

National Online Safety #WakeUpWednesday

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Reception



As Mrs Shaw has already mentioned, we have brought our Chinese New Year theme to a close today finishing with a dragon dance. Mrs Shaw and Ms Whittam commented on how knowledgeable the children were about China, the Chinese New Year festival and which aspects are the same and which may be different to festivals they celebrate at home. We have made lanterns, puppet dragons and used chopsticks to develop our fine motor skills. Ask your child to share what they have learnt with you.

Developing the children's fine motor control is so important as it helps to develop the muscles in their hands ready for writing. Activities like threading, playdough, chalking on the floor outside and using paintbrushes with water all helps.

Please see the playdough recipe below and maybe try it in the school holidays!

Recipe for Basic Playdough

Ingredients

- $\frac{1}{2}$ cup of salt
- mixing bowl until it forms a ball and combines.
- $1 \frac{1}{2}$ cups of plain flour
- Water
- Food colouring Essence (optional)

Method

1. Mix all ingredients together in a mixing bowl until it forms a ball and combines.
2. Keep in an air tight container.

Have a lovely holiday everyone!

Year 1



This week Year 1 have begun a new text within our English learning. We were very puzzled on Tuesday morning to find an old suitcase had been placed in the middle of our classroom! Upon close inspection we found some binoculars, a magnifying glass, a notebook, a pencil, some street maps and a dictionary. After observing the items we predicted where they might have come from and who they might belong to. The children were very excited to look for clues around the classroom and outside to see if we could discover any more information! Later in the week we discovered that these objects belonged to the main character of our key text 'Hermelin; The Mouse Detective' by Mini Grey. We were so excited to read our story and find out more about Hermelin. During our writing tasks we wrote questions we would like to ask Hermelin to find out more about him. We ensured to add a new piece of punctuation, question marks, to our writing to ensure they were grammatically correct.

In many of our foundation subjects we have consolidated our learning through learning tasks which are completed at the end of every half term. In History we created a poster showing our learning all about the History of Flight. During PSHE we created medals displaying how we feel when we achieve our dreams and goals after we have faced challenges. And in PE we combined all of our learning surrounding gymnastics movements, to create a sequence including a jump (star, pencil or tuck), a roll (pencil or egg) and a balance using parts of our body.

I hope you have a lovely, restful half term break.

Miss Tench

Year 2



This week in our Final week before half term we have been creating our care postcards in RE where we wrote a kind note to show someone we love we care about them; which we took home or gave to those we made them for in school.

We also finished our lighthouses and evaluated them to see when we next build structures, what we could improve on them and how we would do that next time.

We have started a Money topic in maths and have been identifying and counting in pence and pounds and have been working really hard to be able to add our money together in lessons and finally, we have done a germs experiment in Science involving glitter which the children loved!

Have a wonderful half term full of memories Year 2 and we will see you when we return!

Year 3



What a fantastic week year 3 have had!

In Maths the children have been finishing their fractions topic and completed their end of unit assessment.

In English the children have been writing a direct narration paragraph about their chosen illustration from our story 'The Rhythm and the Rain'

In PSHE the children have been looking through all of their books since the start of Year 3 and choosing a piece of work they are most proud of and explaining why they were proud of it.

In Science the children have been using newton metre to measure the force of an object on different materials including carpet, sandpaper, wood and fabric.

Today the children came into school and enjoyed some pancakes for breakfast to celebrate pancake day which takes place on Tuesday 17th February. The children thoroughly enjoyed decorating their pancakes using chocolate spread, lemon juice, strawberries and blueberries and then the best part they got to eat them with their friends.

After half term the children will be taking part in a World Book Day assembly, a letter has been sent out with all the details on and we would love for you to come and watch. Some children have also been sent home with some lines, please could you practice these with your children so they know them off by heart.

Well done Year 3 we hope you all have a lovely well rested half term.

The Year 3 Team

Year 4



What a busy week to end our first half term of 2026!

Year 4 have been writing up their amazing myth narratives all about Arthur and his adventure to defeat a Norse, mythical creature! Our use of fronted adverbials, expanded noun phrases and imaginative writing has produced some exceptional work!

In Maths, we completed our arithmetic tests with great success - they were a great reflection of all the hard work we have put into our learning this year.

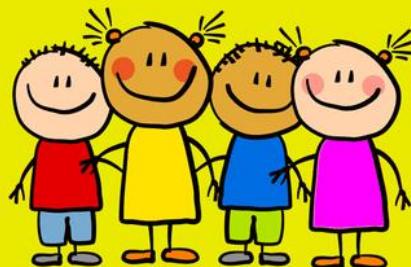
After half term, we are looking forward to our Tutors topic in History, a letter has come home this week with information on the upcoming trip.

The weekly LBQ homework is focused on times tables to support retention and speed. Please ensure that your child is accessing the weekly homework as it will greatly support them for their Multiplication Check in June.

Have a wonderful half term!

Year 5

Year 5



Year 6



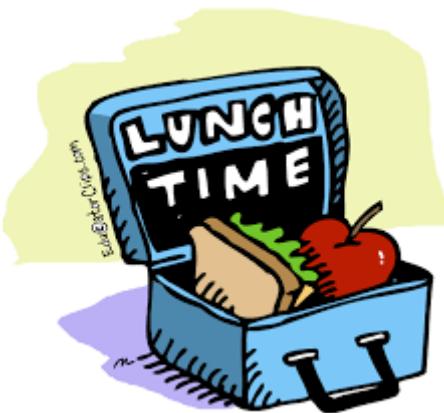
Thank you to those children who have signed up to the tutoring sessions which start the week beginning 2nd March. We have discussed how children can earn their attitude to learning credits and the information is attached for your information. It is important to note that the very first day back is when this opportunity begins. Children have asked lots of questions and are very keen to do their very best on their return to school.

25_26 ATLC



How do you earn Attitude to Learning Credits?	
1 Credit	Parent attending the Year 6 SATs meeting
2 Credits	Parent attending the Year 6 Parents evening
1 Credit	Positively engage in one of the free after school SATs Tutoring sessions (9 weeks - Maximum of 18 credits)
1 Credit	Complete the home learning tasks for that week. (9 weeks - maximum of 9 credits)
5 Credits	Be in school on time every day for the next 10 weeks.
5 Credits	Complete the next 10 weeks without a behaviour point.

Lunchtime menu for this week



Monday	Tuesday	Wednesday	Thursday	Friday
Homemade Pizza Margherita & Salad Bar (v) Or Italian Tomato & Vegetable Pasta Bake (v)	Savoury Mince, Yorkshire Pudding & Mash Potato Or Vegetarian Sausage Roll & Mash Potato (v)	Crispy Chicken Wrap & Herby Potato Wedges Or Cheese & Tomato Pin Wheel Pizza & Herby Potato Wedges (v)	Quorn & Sweet Potato Curry & Wholegrain Rice (v) Or Pork & Leek Meatballs, Tomato Sauce & Pasta Spirals	Crispy Vegetable Fingers & Oven Baked Chips (v) Or MSC Harry Ramsden's Fish & Oven Baked Chips

2 - Starts from Tuesday. Inset day on Monday.