



Unity Academy Primary Newsletter  
16/1/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

## A Message From Mrs. Shaw

I have loved wandering around the classrooms this week and spending time with the children and the staff! It always makes me feel proud of what we do and proud of what the children are achieving!

### **Teaching and Learning**

Spending time in Miss Ayers' classroom this week was a particular highlight. Her calm and positive approach is just fabulous and the children were so very focused in their English lesson. The new scheme we have introduced for writing is really working well. The texts are challenging to access but the scaffolded approach makes them accessible for the children. Miss Bateman's class were studying The Hound of the Baskervilles and the vocabulary used by the children in their writing blew me away. Whilst Ms Brayne's class were mesmerised by her reading as they used highlighters to highlight tricky words and words that proved the main character in the text was brave. I have truly loved what I have seen this week!

Our RRS curriculum in primary this week was focused on supporting the children to 'Manage their own feelings'. Sometimes the emotions they feel can be enormous and it takes time and maturity for them to recognise firstly, the feeling itself and secondly, their response to it. We have discussed coping mechanisms and breathing techniques with the children to

support them with their understanding. Next week we will move onto a focus on 'Resilience and facing problems'.

### **Year 6 Mock SATs**

Year 6 have their mock SATs in 2 weeks - 26th-29th January. I cannot stress enough the importance of the children being in school, on time, every day. Whilst we do talk to the children about not worrying and focusing on doing their very best and, I do hand on heart mean that, we do need to give them these opportunities to practice so that they are well prepared for the real tests later in the year. We take the opportunity to run this mock SATs week as the one will run in May which means we ask the children to come in early to meet for breakfast with their friends. Children should come to the Drama Hall (and not the classrooms) from 8:35am please with all children arriving by 8:40am. Further details will follow shortly.

### **Car Park**

The safety of our children remains our highest priority. Unfortunately, we have had several reports of "near misses" within the school car park recently. To ensure the safety of all pupils during the busiest parts of the day, we are implementing stricter controls on vehicle access.

Effective immediately, the school gates will be closed during the following times:

- Mornings: 8:20 AM until 9:00 AM
- Afternoons: 2:40 PM until 3:20 PM

We kindly remind all parents and carers not to drive onto the school car park to drop off or pick up children. By keeping the car park clear of non-staff vehicles, we can significantly reduce the risk of accidents and create a much safer environment for the children as they enter and exit the building.

### **Passwords**

We are in the process of updating our procedures in regard to passwords at pick up times and are currently looking at ways for us to send these out to you that are secure. A reminder that if someone else is picking your child up at the end of the day that you contact us to let us know. Thank you

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

Have a great weekend everyone!

## Dates for the Diary



- 20th January at 2.15pm - Y1 Parent's Phonics Workshop
- 26th - 30th January - Year 6 Mock SATs week - All children must be in school, on time, every day!

## Celebrating Culture and Difference



Sunday January 18th

#### WEEK OF PRAYER FOR CHRISTIAN UNITY

The Week of Prayer for Christian Unity is an ecumenical Christian observance in the Christian calendar that is celebrated internationally.

Sunday January 18th

#### WORLD RELIGIONS DAY

This day promotes interfaith understanding by emphasizing factors common to all faiths. It was first introduced among Baha'i communities in the 1950s, and is now celebrated by a wider spread of communities, including the Baha'i, on the third Sunday of January.

Friday January 23rd

#### SARASWATI PUJA/ VASANT PANCHAMI

This festival marks the beginning of Spring, and is widely celebrated in north India. In eastern India, and notably in Bengal, Hindus worship especially Saraswati, the goddess of learning and the arts. Yellow is particularly associated with the festival and so murtis of Saraswati are dressed in yellow. Another (secular) tradition is kite-flying, associated especially with the city of Lahore.

### 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

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

## Community Corner





Join us at one of these locations:

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

**PTO FOR OUR 2025/26 WINTER TIMETABLE**

Visit [www.bfcct.co.uk](http://www.bfcct.co.uk) to view all of the activities BFCCT 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 (Astrid) 5pm - 6pm
Mereside Primary School 6:30pm - 6:50pm	Moor Park Leisure Centre 4pm - 5pm	Aspire Sports Hub 5pm - 7pm	Montgomery Academy 5pm - 6pm	Revoe Park 5pm - 7pm
<p><small>Key chart: Mixed Football Girls Football Fun Friday</small></p> <p>All sessions term time only</p>				

## Attendance



	<i>Attendance %</i>	<i>Late marks</i>
• <b>RHH</b>	<b>96.98</b>	<b>2</b>
• <b>1MT</b>	<b>95.37</b>	<b>3</b>
• <b>2BH</b>	<b>97.08</b>	<b>1</b>
• <b>2JB</b>	<b>95.37</b>	<b>6</b>
• <b>3KG</b>	<b>97.37</b>	<b>2</b>
• <b>3HP</b>	<b>95.83</b>	<b>7</b>
• <b>4CBL</b>	<b>99.00</b>	<b>1</b>
• <b>4HB</b>	<b>92.61</b>	<b>1</b>
• <b>5JH</b>	<b>96.88</b>	<b>4</b>
• <b>5MB</b>	<b>99.57</b>	<b>3</b>
• <b>6TT</b>	<b>93.97</b>	<b>2</b>
• <b>6VA</b>	<b>97.50</b>	<b>5</b>

## Keeping children safe!

**KEEP OUR CHILDREN SAFE**

At The National College, we provide everything educators and trusted adults need to strengthen, manage and evidence their professional, and personal development, in one place, on one platform. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [nationalcollege.com](https://nationalcollege.com) for further information and resources.

# What Parents & Carers Need to Know about THE DANGERS OF VAPING

Data collected for ASH (Action on Smoking and Health) shows an increase in 11 to 17-year-olds experimenting with vaping: from 7.7% in 2022 to 11.6% in 2023. It's concerning that these age-restricted products are getting into the hands of under 18s as most contain nicotine, which can be detrimental to brain development and cause long-term addiction. Some schools have reported students having their focus in lessons affected by nicotine cravings; vaping in school toilets; and even trying vapes found in their local park. Raising awareness of the risks among young people could help to prevent these problems from escalating and reduce the number of young vapers.

**WHAT ARE THE RISKS?**

**NICOTINE ADDICTION**

Since they were initially developed to help people stop smoking, the vast majority of vapes contain nicotine. Not only is this a highly addictive stimulant but it can also have detrimental effects on the brain and body. Nicotine can decrease the ability to pay attention, weaken impulse control, affect mood and increase the likelihood of substance addiction as an adult.

**POTENTIAL TOXICITY**

Many vape liquids have been found to contain harmful metals such as lead, tin, nickel and (in some cases) mercury – all of which are toxic if inhaled or absorbed in the form of tiny shards inside a device's liquid tank, which are then inhaled into the lungs. In addition, studies have suggested these metals are particularly prevalent in illegally imported vapes which don't comply with UK regulations.

**UNCLEAR LONG-TERM CONSEQUENCES**

The liquids in vapes also contain solvents, which can create carcinogens at the point of evaporation. Vapes were only first developed in 2007, so, because of the relatively short timeframe involved, there is insufficient medical evidence to assess the long-term effects that the inhalation of these chemical fluids might have on the human body.

**ATTRACTIVE PACKAGING**

The packaging of many disposable vapes is very appealing to young people, often featuring bright colours and flavours of the sweets or candy that they're used to buying. There's a relative lack of regulation around vape marketing, and vaping is often depicted positively on social media as a cool, modern activity that can develop favourable views of vaping and overlook the possible harms.

**ENVIRONMENTAL EFFECTS**

In the UK alone, around 5 million disposable vapes go to landfill every week. Due to such significant numbers of vapes ending up in landfill, they are not being recycled, their components – a lithium battery and a chemical liquid – are harmful to the environment, the ecosystem and wildlife. Vapes are also predominantly made of plastic and metal, materials that, of course, do not naturally decompose.

**WHAT IS VAPING?**

Vapes contain a liquid (vape juice/ e-liquid) that is heated by a battery and evaporates, creating a chemical vapour which the user inhales. They can be disposable (once the liquid or battery runs out, the vape is thrown away) or rechargeable (the user replaces the liquid and recharges the battery on demand). Most vape liquids contain nicotine and other chemicals.

**LACK OF AWARENESS**

A proportion of young people tend to view vapes as harmless, mainly because of the lack of scientific evidence and the perception (often strengthened on social media) that 'vaping is cool'. This lack of awareness, coupled with the fact that many young people don't fully appreciate the concept of addiction; that is, they aren't fully aware of the risk of becoming hooked on nicotine before trying a vape.

**WIDER HEALTH CONCERN**

Studies are already showing a link between vaping and health problems such as tooth decay and gum disease. This is because vaping reduces the amount of saliva in the mouth, while increasing bacteria – resulting in bad breath and a build-up of plaque. In addition, for some users, vaping could lead to the development of asthma, a persistent cough and breathing difficulties.

**UNREGULATED VAPING PRODUCTS**

The number of retailers selling vapes to under-18s is a worry, as the chance of these products being unregulated (and therefore containing illegal chemicals and higher levels of nicotine) is high. A related concern is that the manufacturers of these products are unlikely to have been tested and safety checked – presenting a potential risk if the liquid and battery come into contact.

**SCARCE INFORMATION**

The lack of information about the ingredients and potentially harmful effects of vapes is troubling. Some vape fluids (unregulated in the UK) contain substances that can cause an allergic reaction or anaphylactic shock. To date, medical warnings aren't required on vape packaging, with only general disclaimers being found on the websites of the various brands.

**VAGUE INGREDIENTS LISTS**

Early research has suggested that some vape ingredients can produce some strawberry and banana flavour e-liquids can cause irritation to the mouth and heart. These ingredients aren't identified on the packaging, instead they are listed as 'natural and artificial flavours'. Such vague listings mean that consumers aren't aware of the liquid's content so can't identify potential risks.

**Meet Our Expert**

Run by the Cambridgeshire and Peterborough Healthy Schools Service, Catch Your Breath is a community project of Cambridgeshire and Peterborough County Council. Catch Your Breath is a school-based project aimed at young people. Its goal is to embed a proactive, coordinated approach among both primary and secondary schools in discouraging smoking and vaping behaviours.

Source: <https://www.bbc.co.uk/news/health-55409624>

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# Conflict Resolution

Conflict can arise through personal differences between individual pupils, problems which occur outside school life and are brought into school, or from difficulties arising from the breakdown of relationships between individuals or groups of pupils. This guide will provide you with the basic steps you can take to help pupils resolve conflict and develop the necessary skills to deal with difficulties which arise.

## 1. FORMULATE POLICY

When a school has a clear process for conflict resolution which is used by everyone, it helps pupils to learn the skills of dealing with conflict and to know what is expected when it does occur.

## 8. PRACTISE IN THE CLASSROOM

If pupils can learn skills such as calming down techniques, active listening, debating and problem solving during lessons away from actual conflict, the better they will be able to employ these skills when conflicts do arise and strong emotions run high.

## 7. BE CONSISTANT & PATIENT

Helping pupils learn the skill of conflict resolution takes time, particularly where strong emotions are involved, or pupils have not had good conflict resolution modelled before.

## 6. DISCUSS SOLUTIONS

Share ideas and problem solve. Seek to reach agreement on the most suitable solution or solutions. This may need to be modelled by an adult to begin with.

## 2. MANAGE EMOTIONS

Before any conflict is to be resolved, pupils need to access their executive functions such as thinking, listening and problem solving. This is not possible when their emotions are in charge. Help them to find the best way of calming down, and support them in this process if necessary.

## 3. ESTABLISH THE FACTS

Seek to gain the whole picture of what has happened from all parties so that the different perspectives are understood by all. This involves pupils actively listening to each other.

## 4. BUILD EMPATHY

If pupils understand their own feelings and those of others, it will begin to build empathy and an establishment of connection and reconnection between all those involved.

## 5. IDENTIFY RESPONSIBILITY

Where appropriate, it is important that pupils take responsibility for their actions and the consequences it has had for those involved. A good prompt for this might be 'Could you have done something differently to change what happened?'

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This guide is part of  
The National College  
staffroom poster series  
A collection of information posters  
for your school staffroom.

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Meet the Expert: Anna Bateman

Anna Bateman, subject matter expert on mental health & wellbeing and school improvement adviser

## Reception



What a busy week Reception have had! We have enjoyed reading the story 'Snowball'. The children had great fun changing the story, sharing their own ideas about how they would stop the rolling snowball and what it might crash into next. This sparked lots of imaginative thinking and storytelling.

In Science, we carried out some exciting experiments, making predictions about which materials would melt ice the quickest. The children were brilliant at sharing their ideas and talking about what they noticed as the ice began to change.

In Maths, we have been learning a range of number rhymes and even creating some of our own. We also explored different ways to make the number 5, using practical resources to help us count, combine and talk about numbers.

In History, the children have begun learning about what school was like in the past. We looked at how things have changed over time, including technology, classrooms and school uniforms. The children were very curious about how different school life used to be.

## Year 1



We have been working extremely hard in Year 1 this week!

In our English lesson this week we have done two very lengthy pieces of writing. Our focus has still been the text Rapunzel by Bethan Woolvin and we have written a short poem including suffixes er, ing and ed and a character description. I noticed the children using some fantastic vocabulary including, petite, resilient and shimmering.

In Maths we have continued to work independently whilst learning about place value to 20. Our focus this week was on recognising the value of digits within numbers to 20 and building these using base 10. The children have done a fantastic job with this and have also been working very hard on their presentation within their Maths books.

In our History lesson this week we have continued our learning surrounding the history of flight. This week we learnt about the Wright Brothers. The children all did a wonderful job at recalling key facts including that the first flight happened in 1903, the Wright Brothers were born in America and that they were 'pioneers' in aviation. Well done Year 1!

A reminder that if you are able to join us on Tuesday 20th January at 2.15pm for our Parent's Phonics Workshop please access the QR code which was sent home or speak to a member of the Year 1 team. We look forward to seeing you there.

Have a lovely

## Year 2



Year 2 have continued their fantastic start to the term. In maths, we've begun our work on multiplication and the children are doing really well identifying equal groups. In computing, we've been exploring how to create music using a digital programme, experimenting with sounds and patterns. We are also continuing our science learning about animals, focusing on what they need to survive.

Well done, Year 2!

Year 3



This week in Year 3, we have had a very busy week and have worked really hard to improve our presentation in our books. In Maths, we have continued learning about length and perimeter, including converting, comparing, and ordering different lengths.

In science, we explored friction and what causes it, carrying out an investigation where we tested different materials with a toy car to see which created the most and least friction.

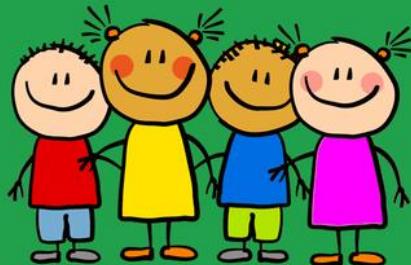
**Please remember to practice your 3, 4, and 8 times tables at home, and don't forget that reading books are checked on a Monday.**

Have a lovely weekend

The Year 3 team!

Year 4

# Year 4



Another busy week in year 4!

In Maths we are focusing on multiplying and dividing by 10 and 100. We are moving into looking at formal methods of column multiplication - any extra TTRS practice will greatly support this!

In English, we are reading Arthur and the Golden Rope - we really enjoy this exciting story and the additional texts around this. We can't wait to learn more about myths and fables.

Please be reminded that PE. is on Tuesday and Wednesday.

Have a wonderful weekend!

Year 5



**Year 5 Update** This week, Year 5 have been buzzing with energy! In Design & Technology, we have been exploring electrical circuits, which will eventually be used to power our **fairground ride projects**. The children showed excellent problem-solving skills by creating their own homemade switches. In Science, we have blasted off into our new topic: **Earth and Space**. To visualize how the solar system works, the children headed outside to replicate planetary orbits using... themselves in 5JH and created a model in 5MB of the Earth orbiting the sun.

Please can I ask you to remind your children to bring their reading books everyday and encourage them to complete their homework on LBQ and read at home three times a week.

Thank you to everyone who has brought in their slips and paid for the trip, we are very excited about going to the University to find out more about Space.

Have a lovely weekend, Year 5 team

Year 6



Another busy week in year 6, preparing for our next round of Mock Sats in two weeks. We have been multiplying and dividing fractions. Please ask your children to show you the methods they have learned.

Reading for rugby started for a select group across both classes and the after school club to accompany it.

We've still got a few people who aren't bringing their reading books in daily, please can you make sure you read with your children everyday. Thank you for those who are doing their homework every week. A brief reminder of the availability of a homework club on Wednesday and Thursday for those who are struggling or need assistance.

Have a lovely weekend

The Year 6 team!

## Star of the Week



- **RHH - Eleanor - For always have a fantastic attitude to learning and taking such pride in her work!**
- **1MT - Raine - For making such fantastic progress with your confidence. We are so proud of you!**
- **2BH - Chester - For fantastic writing in English and for improving his presentation. Well done!**
- **2JB - Megan - For her improved presentation in her books!**
- **3KG - Bella - For her fantastic attitude to learning and showing pride in her work!**
- **3HP - Fathy - For always putting 100% effort into his work and reading some really tricky vocabulary during our English and reading lessons.**
- **4CBL - Inka - For an amazing 1st week and settling into Unity so well**
- **4HB - Melody - For always giving 100% to all that she does!**
- **5JH - Logan - For his creative writing.**
- **5MB - Jasmine - Fantastic effort and attitude to all of her work - well done Jasmine.**
- **6TT - Xavier - The effort he is putting into his maths work**
- **6VA - Honey - For her wonderful RE work in which she took lots of pride.**

# 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



Plain black cardigan  
Plain black 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

## PE Uniform

(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

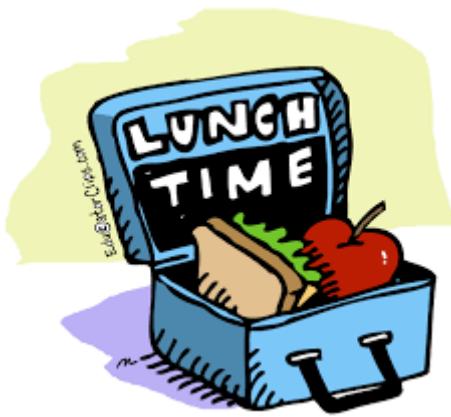


## Jewellery and Hair

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.)



## Lunchtime menu for this week



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Homemade Pizza Margherita &amp; Oven Baked Potatoes (v) Or Tomato &amp; Basil Wholegrain Pasta (v)</p>	<p>Roast Chicken with Sage &amp; Onion Stuffing, Mash Potato &amp; Gravy Or Spicy Tomato &amp; Broccoli Pasta Bake (v)</p>	<p>British Beef Burger, Potato Wedges &amp; Coleslaw Or Vegetarian Hot Dog, Potato Wedges &amp; Coleslaw (v)</p>	<p>Cook's Choice Chicken Curry with Wholegrain/White Rice Or Diddy Cheese &amp; Tomato Pizza Panini with Coleslaw (v)</p>	<p>Sustainable Salmon Stars &amp; Oven Baked Chips Or Vegetable &amp; Cheese Bake &amp; Oven Baked Chips (v)</p>