



Unity Academy Primary Newsletter  
17/4/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

## A Message From Mrs. Shaw

Welcome back! I really hope you all had a lovely Easter break? Mine was very relaxing and the bit of sunny weather we had really made a difference. We have had a brilliant return to school this week and it was so nice to see so many happy faces returning on Monday.

### **Teaching and Learning**

We are into the last 4 week up to SATs week now and the children have come back with a real can-do attitude. Precision tutoring continues this half term and finishes the week before SATs. Mr Brimley has spoken to the children this week about their Attitude to Learning Credits as a number of children are very close to achieving an end of year trip. This is the last push now for them to earn the credits they need and they can do this by being in school on time, every day, attending precision tutoring, completing home learning and receiving no behaviour points!

4HB were commented positively on by the staff who take them swimming. I was told that their behaviour was excellent, they got changed very quickly after their lesson and that their whole positive attitude made them stand head and shoulders above other schools that were just arriving and leaving. Phoenix was very happy to share that he had moved up a swimming group too! Well done 4HB!

Our new morning routine for Nursery to Year 4 is running well. A few parents have commented positively that their child is enjoying running into school each morning to play with their friends. We have found that they are burning off energy and coming in to classrooms more settled and therefore accessing their learning more quickly. We ask that you drop your child and then move back away from the gate to allow all children to enter quickly and safely. Thank you to all parents for your continued support.

Our RRS curriculum this week recapped on our school values and classroom rules. It's always good to give the children a reminder so that they know and can aim to meet our expectations. Next week we will move onto the 'importance of honesty' and will use the book 'Finn's little fibs' by Tom Percival.

3KG have welcomed Mrs Bass into their class this week as she takes over from Miss Gleadell, who begins her maternity leave today. It has been great to see the children manage this change so well and I am sure will enjoy the rest of the term ahead. We wish Miss Gleadell a very happy maternity leave with her little bundle of joy when she arrives!

During Miss Gleadell's maternity leave Mr Tomes and Mrs Hanvey will provide Head of Year oversight across school. For the next few terms, the Head of Year for each year group will be as follows:

Nursery, Reception & Year 1 - Mrs Hanvey

Year 2 - Mr Tomes

Year 3 - Mrs Hanvey

Years 4, 5 and 6 - Mr Tomes

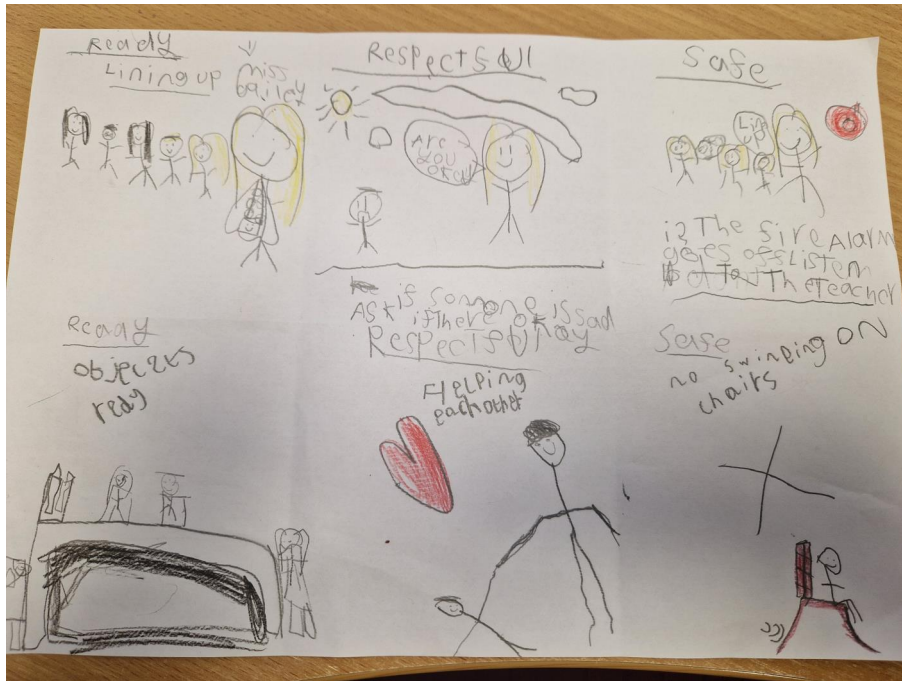
Please remember that if you do have any questions regarding your child, you should always speak to their class teacher in the first instance.

**Book Fair** - The Book Fair is in school next week - 20th-24th April. Why not bring your child along and have a look!

**And finally...**

We are now into the final term of the year and still have so much to do! We will soon begin our transition processes for our new to Reception starters and also for our Year 6 into Year 7. We also always plan a programme for all year groups to ensure that the move to their new class is as smooth and worry-free as possible for all involved!

Have a wonderful weekend everyone! Let's hope the beautiful weather is here to stay!



## Unity Primary Calendar of events Summer Half Term 1

When	Who	What
Monday 13th April	All	School reopens after the Easter break at 8.40am
Week commencing 13th April	Year 1 & 2	Phonics Screening Check ( <b>Mocks</b> )
Wednesday 22nd April	Year 3 & 6	Music Workshop <b>(Year 3-am and Year 6 -pm)</b>
Thursday 23rd April	Year 3	Dental Hygiene session
WC 27th April	Year 4	Fit2Go Festival - Blackpool Football Club
Wednesday 29th April	Year 1	Family Learning Day
Monday 4th May	ALL	May Bank Holiday - School Closed
Monday 11th - Thursday 14th May	Year 6	<b>SATS - ALL CHILDREN MUST BE IN SCHOOL, ON TIME EVERY DAY! - Into drama hall at 8:30am</b>
Wednesday 13th May 8.45-10.30am	ALL	SEND Drop in - Community Hub
Wednesday 20th May	Reception	Visit to Blackpool Zoo
Thursday 21st May	Reception	Visit to Blackpool Zoo
Friday 22nd May	All	Break up for half term
Monday 1st June	All	School re-opens after the half term break @ 8.40am
Extra- Curricular Activities		
Tuesday, Wednesday and Thursday 3.10 - 4.15	Year 1 & 2	Phonics Screening/Reading tutoring
Tuesday, Wednesday and Thursday 3.10 - 4.15	Year 6.	Sats precision tutoring
Home Work Club	Year 3-6	Wednesday and Thursday 12.30-1.00 - Primary Library
Reading Club	Year 1 & 2	Wednesday and Thursday 12.30-1.00 - Primary Library
Anti-Bullying drop-in	ALL	Tuesday 12.00-1.00 - Primary Library
Wednesdays	Year 1 & 2	Multiskills
Tuesdays	Year 3 & 4	Athletics
Wednesdays	Year 4	Fit 2 Go club
Thursdays	Aged 4 Upwards	Squirrels, Beavers, Cubs and Scouts
<b>Upcoming - Week commencing 1st June</b>	<b>Year 4</b>	<b>Multiplication Check Week!</b>
<b>Week commencing 8th June</b>	<b>Year 1 &amp; 2</b>	<b>Phonics Screening Check Week!</b>

## Extra - Curricular Clubs



Over this next half term we have 3 exciting extra-curricular opportunities for our children.

Each club will be run by Blackpool FC and supported by school staff.

The clubs will run on the days shown below, at the end of the school day until 4pm.

Children will need a water bottle and their PE Kit in school for these clubs.

If you would like to sign your child up to one of these clubs, please click the link below.

Clubs will be allocated on a first come first served basis and places will be confirmed on Monday 20th April.

Tuesday Y 3 & 4 Athletics [Click here to sign up](#)

Wednesday Y 1 & 2 Multi Skills [Click here to sign up](#)

Wednesday Y 4 Fit 2 Go [Click here to sign up](#)

## Cake Sale - Friday 24th April



Year 11 are completing their final fundraiser next **Friday 24th April** for their Prom. This will include a cake sale for both **Primary and Secondary students at break time**. Please remember to send your child to school with some small change on the day. Most items will be priced between **50p and £2.00**. All proceeds will go directly towards celebrating all the Year 11s hard work.

# 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

or



**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

## 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.)



## Dates for the Diary



THE  
**READING**  
AGENCY

23 April 2026

# Create a nation of **readers**

with

# World Book Night



Supported using public funding by  
**ARTS COUNCIL  
ENGLAND**

[www.worldbooknight.org](http://www.worldbooknight.org)

 [@WorldBookNight](https://twitter.com/WorldBookNight)

read – The Reading Agency Ltd • Registered number: 3904882 (England & Wales)  
Registered charity number: 1085443 (England & Wales)



2 - World Book Night 2026 - Thursday 23rd April

Take part in the reading hour 7-8pm

## 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

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

## Attendance



	<i>Attendance %</i>	<i>Late marks</i>
• <i>RHH</i>	<i>92.41</i>	<i>3</i>
• <i>1MT</i>	<i>90.18</i>	<i>2</i>
• <i>2BH</i>	<i>95.83</i>	<i>0</i>
• <i>2JB</i>	<i>97.77</i>	<i>4</i>
• <i>3KG</i>	<i>94.74</i>	<i>4</i>
• <i>3HP</i>	<i>95.24</i>	<i>4</i>
• <i>4CBL</i>	<i>96.35</i>	<i>2</i>
• <i>4HB</i>	<i>95.45</i>	<i>3</i>
• <i>5MB</i>	<i>90.42</i>	<i>2</i>
• <i>5JH</i>	<i>96.98</i>	<i>2</i>
• <i>6TT</i>	<i>95.00</i>	<i>5</i>
• <i>6VA</i>	<i>92.50</i>	<i>5</i>

Keeping children safe!



# What Parents & Educators Need to Know about ENERGY DRINKS

## WHAT ARE THE RISKS?

Energy drinks are highly caffeinated beverages often consumed for a quick energy boost. However, excessive intake can lead to health risks like increased heart rate and sleep disturbances. Statistics underline these products' popularity among young people – many of whom consume them regularly. Here's our expert's advice on addressing the concerns surrounding energy drink consumption in adolescents.

### HIGH CAFFEINE CONTENT

Most energy drinks contain high levels of caffeine: often much more than a typical cup of coffee or fizzy drink. Excessive caffeine consumption can lead to increased heart rate, high blood pressure, anxiety, insomnia, digestive issues and – in extreme cases – even more severe conditions. For children and adolescents, whose bodies are still developing, excessive caffeine intake can be particularly harmful.

### INCREASED RISK OF HEART PROBLEMS

The combination of high caffeine levels and the other stimulants found in energy drinks can put extra strain on the cardiovascular system. Potentially, this could lead to irregular heart rhythms, palpitations and increased future risk of heart attack – especially in individuals who have an underlying heart condition.

### IMPACT ON MENTAL HEALTH

The significant levels of caffeine and sugar in energy drinks can exacerbate anxiety, nervousness and even – in susceptible individuals – contribute to panic attacks. Additionally, the crash that often follows the initial energy boost can actually make mood swings worse and possibly lead to feelings of depression and irritability.

### DISRUPTED SLEEP PATTERNS

Consuming energy drinks, especially during the afternoon or evening, can disrupt normal sleep patterns. The stimulating effects of caffeine can make it difficult for children and young adults to fall asleep – leading to insufficient rest and its associated health risks, including impaired cognitive function, mood disturbances and decreased academic performance.

### LINKS TO SUBSTANCE ABUSE

Some research has suggested a correlation between energy drink consumption and higher rates of alcohol and drug use among young adults. Young people may mix energy drinks with alcohol, mistakenly believing that the energy drinks' stimulant effects will counteract the sedative nature of alcohol. This combination, however, can be dangerous and increase the risk of accidents, injuries and alcohol poisoning.

### POTENTIAL FOR DEPENDENCY

Frequent consumption of energy drinks can lead to tolerance – meaning that individuals may need to consume increasing amounts to continue achieving the desired effects. This can potentially lead to dependency and addiction, especially in younger individuals who may be more vulnerable to addictive behaviours.

## Advice for Parents & Educators

### LIMIT CONSUMPTION

It's wise to educate young people about the potential risks related to energy drinks, emphasising the consequences of excessive caffeine consumption. Encourage healthier alternatives like water, herbal teas or natural fruit juices. You can model healthy behaviours by restricting your own consumption of energy drinks and creating a supportive environment for informed choices.

### PROMOTE HEALTHIER HABITS

Schools can help with this issue by including discussions about the possible dangers of energy drink consumption into their health education curriculum. Encourage children and young adults to critically evaluate the marketing messages they see and make informed choices about their health. Teachers could also provide resources and support for children to identify healthier alternatives.

### ADVOCATE FOR REGULATION

If this is something you're particularly passionate about, you could work with local health organisations and policymakers to advocate for regulations on energy drink sales to children and young people. Raise awareness among parents, educators and community members about the potential health risks associated with energy drinks and support initiatives promoting healthier options in schools and communities.

### SET A POSITIVE EXAMPLE

Adults can model healthy behaviours by visibly choosing alternative beverages instead of energy drinks. Maintain open communication with children and young adults about the reasons for limiting energy drink consumption – underlining the importance of balanced nutrition, adequate hydration and sufficient sleep for overall wellbeing and academic success.

### Meet Our Expert

Dr Jason O'Rourke, Headteacher of Washingborough Academy, champions food education and sustainability – and his school holds the Soil Association's prestigious Gold Catering Mark. Jason has spoken about food education at Westminster briefings and overseas. A member of the All-Party Parliamentary Group on School Food, he co-founded TastEd, a sensory food education charity.



#WakeUpWednesday®

The National College

Source: See full reference list on guide page at: [nationalcollege.com/guides/energy-drinks](https://nationalcollege.com/guides/energy-drinks)

@wake\_up\_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 03.09.2025

# What Parents & Carers Need to Know about HOW TO COMBAT ONLINE BULLYING



Defined as "ongoing hurtful behaviour towards someone online", cyber-bullying makes its victims feel upset, uncomfortable and unsafe. In the digital world, it has numerous forms – such as hurtful comments on a person's posts or profile; deliberately leaving them out of group chats; sharing embarrassing images or videos of someone; or spreading gossip about them. Cyber-bullying can severely impact a young person's mental health – so, in support of Anti-Bullying Week, we've provided a list of tips to help trusted adults know what to look for and how to respond to it.



## 1. GET CONNECTED

Playing online games together with your child or connecting with them on social media (providing they're old enough) is not only fun but also an excellent way of establishing some common ground to discuss things you've both seen or done online – as well as keeping an eye on who your child is communicating with in the digital world.

## 2. KEEP TALKING

Regular chats with young people about their online lives are good practice in general, but they can also be an excellent refresher to help prevent cyber-bullying situations. Topics you might want to revisit include why it's important to only connect online with people we know and trust, and why passwords should always remain secret (even from our best friends).

## 3. STAY VIGILANT

Observe your child while they're using technology and just after they've used it. Are they acting normally, or out of character? Possible signs of a problem may include seeming quiet or withdrawn, jumpy or anxious, angry or repeatedly checking their phone. When you feel it's the right time, you may want to check in with them to see if everything is OK.

## 4. MAKE YOURSELF AVAILABLE

If an online bullying incident does occur, it may take a while before your child is ready to open up about what happened. Just gently remind them that they can always come to you with any problems – and that they won't be in trouble. You might also suggest a trusted family member they could turn to, in case they feel too embarrassed to tell you directly.

## 5. BE PREPARED TO LISTEN

When conversations about online bullying do take place, they're likely to be difficult, emotional and upsetting for both you and your child. Actively listen to your child while they're bringing you up to speed, and try not to show any judgement or criticism – even if they haven't dealt with the situation in exactly the way you would have hoped.

## FURTHER SUPPORT AND ADVICE

If you or your child need additional help with an online bullying issue, here are some specialist organisations that you could reach out to.

**Childline:** talk to a trained counsellor on 0800 1111 or online at [www.childline.org.uk/get-support/](http://www.childline.org.uk/get-support/)

**National Bullying Helpline:** counsellors are available on 0845 225 5787 or by visiting [www.nationalbullyinghelpline.co.uk/cyberbullying.html](http://www.nationalbullyinghelpline.co.uk/cyberbullying.html)

**The NSPCC:** the children's charity has a guide to the signs of bullying at [www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/](http://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/) and can be reached on 0800 800 5000

## 6. EMPOWER YOUR CHILD

Depending on their age, your child might not want a parent 'fighting their battles for them'. In that case, talk through their options with them (blocking the perpetrator, deleting the app and so on). By allowing your child to choose the path they take, you're putting them in control but are also demonstrating that you're there to support them along the way.

## 7. REPORT BULLIES ONLINE

Cyber-bullying often takes place through a particular app, social media platform or online game. If this is happening to your child, encourage them to report the offender to the app or game in question – ideally with screenshots to support their complaint. Most games and apps have reporting tools specifically to stamp out abusive behaviour and protect users.

## 8. ENCOURAGE EMPATHY

Protecting themselves online is the priority, of course, but young people should also feel empowered to help if they witness other people falling victim to cyberbullying. Even if they don't feel confident enough to call someone out on their abusive behaviour online, they can still confidentially report that person to the app or game where the bullying occurred.

## 9. SEEK EXPERT ADVICE

Victims of online bullying frequently experience feelings of isolation and anxiety, a loss of self-esteem and potentially even thoughts of self-harm or suicide. If you think that an incident of cyber-bullying has affected your child's mental wellbeing, then seek psychological support for them. There are some useful contact details in the central panel below.

## 10. INVOLVE THE AUTHORITIES

If the nature of any online bullying makes you suspect that your child is genuinely in imminent physical danger – or if there are any signs whatsoever of explicit images being shared as part of the bullying – then you should gather any relevant screenshots as evidence and report the incidents to your local police force.

## Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-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.



**National  
Online  
Safety**

#WakeUpWednesday

## Nursery



This week in Nursery we have been reading the story, 'The Thing About Spring.' We have discussed the changes we have seen in our environment and have talked about the signs of spring. We have enjoyed signing some of our favourite nursery rhymes and have been ordering our friends based on their height.

We had a surprise this morning as our caterpillars arrived, the children were excited to see them and talk about what they are going to turn into.

The Nursery Team

## Reception



It has been a wonderful first week back, and we are so impressed with how engaged and ready to learn the children have been! This week, our learning was inspired by the story '**Superworm**,' which sparked lots of fantastic rhyming activities. We also took our learning outdoors for a **nature walk**, exploring the school grounds to see what wildlife and plants we could find while hunting for the signs of spring.

In our RE lessons, we read the classic tale of '**The Boy Who Cried Wolf**,' which led to some thoughtful discussions about the importance of being honest. We have also been busy

exploring **3D shapes**, learning their names and properties and even spotting them in everyday objects around us. It has been a packed and productive start to the term!

## Year 1



It has been so lovely to be back together this week after what seemed like quite a long time away!

This week in English we have started a new story. We observed a forest scene in our classroom; discussing what we could see, hear, smell and touch. We were then presented with some very mysterious items which link to our new narrative including a sailboat, a crown, a plant and some wolves ears! We discussed what these items might mean and made predictions about what we think might happen within our story.

In Maths the children have shown great knowledge of our new topic, mass and volume. We have used weighing scales throughout the week to explore heavier and lighter and measure the mass of objects in our classroom environment. The children really impressed the Year 1 team; explaining their ideas very well.

In Science we are focusing on plants. We checked back in with the sunflowers that we planted before the holidays. Although we don't have quite as many surviving sunflowers as we did when we first planted them, it was so interesting for us to see how the plants have changed so far in their growing journey. We then looked specifically at the parts of a plant and dissected flowers, arranging them in to their parts.

A reminder that Phonics Club will continue to run this half term on a Tuesday and Wednesday.

I hope you have a lovely weekend.

## Year 2



This week in Year 2 has been full of excitement and learning! We finally released our fully grown butterflies into the wild, watching them flutter away after caring for them since they were tiny caterpillars.

In maths, we wrapped up our measuring topic and showed just how confident we've become using rulers and comparing lengths.

During PSHE, we began talking about our families—sharing what makes them special and learning how important they are in our lives. It's been a wonderful week of growth, discovery, and reflection!

The Year 2 Team

Year 3



Welcome back, Year 3! It has been a fantastic first week after the Easter break!

In Maths, we've begun our fractions unit by partitioning wholes and identifying unit and non-unit fractions, while in English, the class has been introduced to our new story, *The Worry Tiger*, and have written some brilliant predictions about the plot. In science the children have started their plants topic by planting seeds to observe over the coming weeks. In DT, we have travelled back to Ancient Egypt to evaluate different mask designs and began planning to make our own Egyptian mask. Finally, in PSHE, we've had some insightful discussions about various job roles, exploring the importance of breaking down gender stereotypes and recognising that any career is open to everyone.

Well done Year 3 for all your hard work this week, we hope you all have a lovely weekend.

## The Year 3 Team



*3 - Year 3 planting their plants outside during their science lesson.*

Year 4

# Year 4



Year 5



Year 5 started the week with a cultural afternoon focusing on Vaisakhi, a Sikh festival celebrating the founding of the Sikh Khalsa and Spring. We created celebration kites and planted a sunflower seed as part of our afternoon activities. Planting seeds is the basis of our English lessons as we have moved on to the second half of our book 'The Promise' and looking at the effects planting acorns have on the desolate city and the people who lived there. So far it is showing a positive future is coming to the city. In maths we are finishing our topic on Perimeter and Area and will be focusing on Arithmetic and problem solving next. Support with practising times tables will be very beneficial for the children. Hope you have a lovely weekend, The year 5 team

## Year 6



The children have been excited to return to school this week and it was lovely to see so many happy faces on the yard on Monday morning. We have been extremely impressed with the children and their response to collecting their attitude to learning credits. From Monday, we have just three weeks until SATs. Precision tutoring continues this half term and final sessions will be the week of the bank holiday. Mr Brimley has spoken to the children this week about their Attitude to Learning Credits as a number of children are very close to achieving an end of year trip. This is the last push now for them to earn the credits they need and they can do this by being in school on time, every day, attending precision tutoring, completing home learning and receiving no behaviour points!

Please remember to be **IN SCHOOL, ON TIME, EVERY** day from **11-14th May** for the **SATs** tests. Play outside carefully over the next few weeks leading up to this - history tells us this will always be the week of an unexpected broken limb!

Thursday 23rd April is World Book Night: why not attend our school book fair next week, treat the family to a new book and get involved? Take a look at this link to read the information about the event, particularly the reading hour (7-8pm): <https://worldbooknight.org/>. We will be getting involved at home too!

THE  
**READING**  
AGENCY

23 April 2026

# Create a nation of **readers**

with

# World Book Night



Supported using public funding by  
**ARTS COUNCIL  
ENGLAND**

[www.worldbooknight.org](http://www.worldbooknight.org)

 [@WorldBookNight](https://twitter.com/WorldBookNight)

read – The Reading Agency Ltd • Registered number: 3904882 (England & Wales)  
Registered charity number: 1085443 (England & Wales)



4 - World Book Night 2026 - Thursday 23rd April

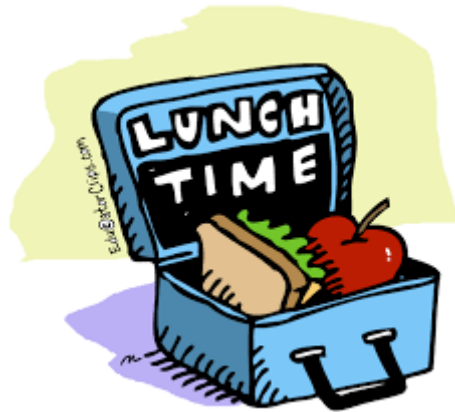
Take part in the reading hour 7-8pm

## *Star of the week*



- **RHH - Paddy - For coming back to school with an enthusiastic and focused approach to learning!**
- **1MT - Isla - For growing in confidence with your maths skills. We are so proud of you!**
- **2BH - Tristan-Blake - For growing in confidence and working really hard to complete independent tasks.**
- **2JB - Evie-Rae - For being an always person, always doing the right thing, putting 100% effort in all she does!**
- **3KG - Cal - For some fantastic writing during our English lessons**
- **3HP - Della - For growing in confidence during our class discussions and answering questions in great detail.**
- **4CBL - Archie - For being a great role model in and out of class, always putting in 100% effort in all areas of his learning.**
- **4HB - Phoenix - For making great choices which have been noticed by lots of different adults!**
- **5JH - Damien - For his extra hard work and effort to improve his handwriting.**
- **5MB - Chloe - For super effort and focus in all that she does.**
- **6TT - Reuben - For all the effort to complete his work**
- **6VA - Alfie - Positive attitude towards all aspects of school life**

## Lunchtime menu for next week.



 <b>Monday</b>	 <b>Tuesday</b>	 <b>Wednesday</b>	 <b>Thursday</b>	 <b>Friday</b>
Plant Power Meatballs (v) with Pasta, Wholemeal Bread & Mixed Salad Or Vegetarian Sausage & Pastry Twists (v), Oven Baked Herby Potatoes, Tomato Ketchup & Baked Beans	British Beef Stew & Dumplings, Roast Potatoes, Seasonal Vegetables & Gravy Or Pasta in a Tomato Sauce (v), Homemade Dough Balls & Mixed Salad	Mini Brunch: Pork or Vegetarian Sausage, Omelette, Hash Brown, Baked Beans, Grilled Tomato & Mushrooms Or Sweet Potato & Cauliflower Curry (v), Rice & Naan Bread	Chicken, Vegetable & Mash Potato Pie with Seasonal Vegetables Or Cheese & Baked Bean Puff Pastry Parcel (v), Mash Potato & Seasonal Vegetables	Youngs Fish Fingers, Oven Baked Chips, Garden Peas or Baked Beans Or Crispy Vegetable Burger (v), Oven Baked Chips, Garden Peas or Baked Beans