



Unity Academy Primary Newsletter
17/7/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

A Message From Mrs. Shaw

I caught Year 6 in the middle of rehearsing their End of Primary assembly on Wednesday. There were tears ... mine, not theirs! We can't wait to share it with parents next week! I think it is finally hitting them (and me) that our time at Unity primary is coming to a close. It's a very bittersweet time!

Transition continues for Early Years and Year One this week. The new Reception children were all in for their final visit on Wednesday before starting their school life officially in September.

Sports Day was a huge success yesterday. Thank you to all parents and carers who attended. The children had a fabulous time!

Our RRS this week continued with a focus on 'Navigating Change'. The staff and children talked about the path we take and how it can be bumpy, scary, calm or smooth and that even though it is tricky sometimes, we must still keep moving forward!

And finally ...

As we come into the final week of this academic year, I'd like to say thank you

Tips to thrive, not just survive in the school holidays!



To truly thrive rather than just survive the summer holidays in Blackpool, embrace the local environment by mixing structured free time with strategic outings, ensuring you don't burn out or break the bank!

Get the family together to brainstorm ideas for what they want to do

This ensures that there isn't an endless stretch of days with no plans. I've seen some great suggestions for ways to do this, such as coming up with six ideas (one for each week) together. Another idea is to brainstorm lots of free things to do, as well as things that will cost just a small amount of money. Then put them in a pot and pick out one free and one inexpensive idea for each week.

Arrange get-togethers

If your children are young, arrange with other families to meet up in a park and take a picnic along. If your kids are older, offering to take them to a friend's house, or suggesting they host a get-together at your home can get them engaging with others rather than staying stuck in their bedroom on their own.

Set some ground rules

I've seen some brilliant ideas on how to do this on social media, such as writing a list of things you expect your children/teens to do before they are allowed online. These include: washing, getting dressed, eating breakfast, tidying their room, helping with a particular chore (such as hanging out washing), spending a certain amount of time playing outside, another chunk of time reading, some more time doing something creative (perhaps an ongoing project) or interacting with others. They may grumble at first, but it will soon become a new routine for the holidays – and it helps everyone to know what is expected. You will probably also need to stipulate how long the screen time lasts for too.

Some more ideas for things to do to keep the children entertained during the school holidays!

Blackpool Beach

Top of the list when it comes to free things to do in Blackpool has to be the beach itself – have you even been to the seaside if you haven't felt the sand on your toes? Blackpool is home to a lovely sandy beach – one where the tide does actually come right in so you can paddle (unlike lots of other [North West beaches](#)). Keep a close eye on the tide times though as the sea comes right up onto the steps at high tide so don't get set up for the day and expect to be able to stay on the sand!

Blackpool Skate Park

Blackpool Skate Park is a relatively new addition to Blackpool – situated in Stanley Park, this huge purpose built skate park is free to use and open all year round.

Comedy Carpet

Located near the Blackpool Tower, the Comedy Carpet is a giant art installation (one of the largest pieces of public art ever commissioned in the UK) which pays homage to British comedy. This permanent artwork features jokes, catchphrases, and the names of comedy legends embedded in the pavement.

Stanley Park

Stanley Park is more than just a large green space in Blackpool – it is in fact a Grade II-listed park which has been voted the best park in the UK twice! Stanley Park is free to visit and is the perfect spot to escape the hustle and bustle of Blackpool seafront.

Solaris on South Promenade

An environmental centre of excellence with visiting exhibitions. Open 7 days a week





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

or



Tailored Skirt
Plain black

or



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



Please see the noticeboards out the front of school for the most recent and up to date diary dates.

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

Attendance



	Attendance %	Late marks
• RHH	87.50	4
• 1MT	94.91	1
• 2BH	92.41	2
• 2JB	92.79	3
• 3KG	96.88	0
• 3HP	95.00	4

• 4CBL	87.50	5
• 4HB	89.38	2
• 5MB	96.12	5
• 5JH	92.13	5
• 6TT	91.52	1
• 6VA	91.81	0

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.

10 Top Tips for Parents and Educators

ESSENTIAL ONLINE SAFETY

Children and young people use the internet every day to learn, play, and connect, but the online world is not always safe. For adults, it can be hard to keep up with the risks, including harmful content, cyberbullying and scams. These 10 tips provide clear and practical advice to support safer and healthier digital habits, helping young people to make informed, secure choices when using technology.

1 START EARLY CONVERSATIONS

Begin talking about online behaviour from the moment children start using devices. Use age-appropriate language and revisit topics regularly, making it clear they can speak to you about anything that upsets or confuses them. Keeping these chats open helps build trust, so children are more likely to come to you when needed.

2 PROMOTE SAFER SHARING

Children can overshare without understanding the risks. Remind them that photos, locations, or messages can be copied or shared beyond their intended audience. Explain how even private messages or group chats can be saved and/or misused. Talk about what is appropriate to post, message, and who it's safe to share with.

3 ENCOURAGE DIGITAL BALANCE

Many apps and games are designed to keep users engaged through rewards, likes, or constant updates. These features can make it hard for children to switch off. Talk openly about how these systems work and help children recognise when it's time to take a break. Building in tech-free routines supports a healthier balance and awareness of their screen time.

4 CREATE A SAFE SPACE FOR CONCERNS

When children come to you with a concern, respond with interest and care, rather than with alarm. Keeping your reaction measured helps them feel safe and supported. This doesn't mean ignoring serious issues; it means showing that you're there to help. When children trust that they can speak openly, they're more likely to feel supported through unpleasant online experiences, and to ask for help in future.

5 STAY INFORMED AND CURRENT

With emerging technologies like AI moving and changing so quickly, it's important to stay updated on how children are using new platforms, apps and games. Ask them to show you what they use and let them take the lead as you explore together. This opens up valuable conversations and helps you stay ahead of emerging risks and trends.

6 TEACH CRITICAL THINKING

Talk to children about how to recognise unreliable information or scams online. With AI-generated videos, photos, and stories becoming harder to spot, help children question what they see and encourage them to look for evidence, check sources, and ask questions. These skills will help them avoid risks, make smart choices, and develop healthy habits for the future.

7 SET CLEAR BOUNDARIES

Involve children in conversations about device usage so they feel included. Agree on digital rules such as screen-time limits, age-appropriate apps, and no devices in bedrooms overnight. Use parental controls to block or filter harmful content and explain that rules are there to protect and support them, not to spoil their fun.

8 LEAD BY EXAMPLE

Children often copy the behaviour of adults around them. Show them what balanced, respectful, and mindful use of technology looks like, such as avoiding scrolling during family time and speaking kindly in messages. If you expect certain behaviour from them online, make sure your own habits reflect the same standards.

9 EXPLORE PRIVACY SETTINGS TOGETHER

Show children how to use privacy tools on apps, games, and websites. Teach them to use strong passwords, block or report others in response to problems, and avoid sharing personal details. Explore settings together so they feel confident and in control, and explain that these features are there to help them stay safe online.

10 KNOW WHERE TO GET HELP

Familiarise yourself with tools and organisations that support online safety. The National College offers online safety guides and webinars which provide tips on staying safe. Websites like Report Harmful Content and CEOP can be used to report when something goes wrong. Show children how to report or block users, and where to go if they feel unsafe. Make sure they know that asking for help is always the right thing to do, and be prepared to support them.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website



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#WakeUpWednesday

The National College

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TECH-FREE SUMMER FOR TEENS

For many 11- to 16-year-olds, summer can quickly become screen heavy, especially when socialising, entertainment, and downtime all happen via their devices. Encouraging a tech-free summer isn't about banning technology altogether, but about helping young people rediscover friendship, creativity, independence, and the great outdoors. The NHS recommends that young people aged 5 to 18 aim for an average of at least 60 minutes of physical activity each day across the week.

1 BUILD OUTDOOR CHOICE

Teens are more likely to engage when they feel they have a level of control. Create a simple 'summer outdoors menu' with options such as cycling to a favourite café, playing rounders, visiting a skatepark, dog walking, photography walks, geocaching, or helping around the garden. Parents and educators can then ask young people to choose two or three activities each week that interest them.

2 PREPARE THE KIT

Small barriers can stop teenagers going outside, especially if they feel uncomfortable, too hot, or unprepared. Keep a grab bag with sun cream, water, snacks, plasters, a cap, period products, and a lightweight waterproof. During hot weather, plan shade, water breaks, and calmer activities, as vigorous exercise is not advised on very hot days.

3 TRY MICRO-ADVENTURES

Outdoor activities don't need to be expensive or complicated. A micro-adventure could be as simple as watching the sunsets, walking to a local viewpoint, making breakfast outside, visiting a new green space, or planning a bus journey to a nearby nature trail. Encourage teens to plan the route, snacks, and timings themselves to help build their independence.

4 LINK TO REAL INTERESTS

A young person who dislikes sport may still enjoy being outside if the activity connects with something they already care about. Link outdoor time to music, art, animals, fashion, cooking, photography, or social interaction. Ideas include sketching in a park, making a nature playlist, filming a wildlife vlog script, or designing posters for a community garden.

5 CREATE SOCIAL PULL

For many teenagers, friends are the strongest motivator in various areas of life. Parents can invite one or two friends on walks, picnics, or garden games while schools can promote lunchtime leagues, outdoor clubs, or summer meet-ups linked to existing interests. Make these activities feel social rather than supervised, with adults nearby for safety but not dominating the experience.

6 MAKE TRAVEL ACTIVE

Active travel is a practical way to build outdoor time into everyday routines. Encourage young people to walk, cycle, or scooter short journeys where it's safe to do so, such as to school, the library, a friend's house, or a sports club. Educators could run a summer 'active miles' challenge, with pupils logging their journeys completed on foot or by pedal.

7 USE PHONE-FREE CHALLENGES

Rather than simply saying, 'Put your phone away', turn time spent offline into a shared challenge. Try a two-hour, phone-free park visit, a family evening walk, or a tutor-group challenge where pupils track their screen-free outdoor hours and share what they've been doing. You could all agree to keep devices in a box, bag, or classroom drawer, and allow for check-in time afterwards.

8 OFFER REAL RESPONSIBILITY

Teens often respond well when outdoor activities feel purposeful. Give them the responsibility for setting up a garden get-together, planning a picnic budget, leading a warm-up routine, mapping a walking route, or organising outdoor equipment. Schools could ask pupils to design an outdoor wellbeing trail, manage a sports rota, or support younger pupils during activity sessions.

9 REPLACE, DON'T REMOVE

If screens are taken away without an appealing alternative, young people may see outdoor time as a punishment. Replace gaming sessions with football drills, dance practice, basketball shots, treasure hunts, or card games outside. Replace screen scrolling with a 'boredom box' containing items like chalk, a frisbee, skipping ropes, playing cards, seed packets, or a disposable-style camera.

10 CELEBRATE SMALL WINS

Not every teenager will suddenly love the outdoors, so recognise their gradual progress. Celebrate a 20-minute walk, an hour at the park, a phone-free picnic lunch, or choosing to cycle instead of being driven around. Parents and educators can use praise, certificates, group displays, or simple shared reflection to show that outdoor effort matters.

Meet Our Expert

The National College provides expert-led training and resources to support schools, trusts and education settings worldwide. Its guidance helps parents and educators understand the issues affecting children and young people today, covering topics such as safeguarding, wellbeing, digital safety, and healthy development.

See full reference list on our website

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#WakeUpWednesday

The National College

Nursery

Nursery



This week in Nursery we have read 'The Colour Monster goes to school.' We have been talking all about what will happen when the children go to big school. The children loved sports day and enjoyed taking part in the activities.

Reception



Year 1



A lovely penultimate week in Year 1!

I truly can't believe we are already almost at the end of the year, it doesn't seem two minutes ago that we were all meeting for the first time! In PSHE this week, we discussed that change can make us feel nervous and sometimes sad but that if we focus on all the good things that are to come, we become so excited for the wonderful adventures ahead. The children all shared something that they're excited for as they progress in to Year 2 and it was so lovely to hear how much they are looking forward to their next step.

I just wanted to take this opportunity to express my gratitude to all parents and carers for all of your support over this year, I truly appreciate it. The children should all be incredibly proud of themselves for everything they have achieved and I know they will continue to shine like the superstars they are. It has truly been a joy and a pleasure to be their teacher!

We are very much looking forward to all of the fun activities we have planned next week as we celebrate the end of a wonderful year.

Miss Tench

Year 2



What an incredibly busy and exciting week we've had in Year 2, starting with a massive congratulations to all of the children for doing such a fantastic job on Sports Day! Everyone tried their absolute best and showed wonderful enthusiasm as they jumped right into all of the different activities.

Back in the classroom, we've been working hard to wrap up our final topics of the school year, which included pulling together everything we have learned about Islam and sharing our impressive knowledge through some truly brilliant discussions.

In Maths, the children have been absolute stars as we started our final sessions exploring statistics, while in Science, we successfully wrapped up our last experiments.

To top off a wonderful week, the children also showed off their creative sides by producing some incredibly detailed and beautiful flower sketches in Art. We are so incredibly proud of how hard Year 2 has worked and the amazing energy they are bringing to these final weeks!



Year 3 have had a busy week this week!

On Wednesday the children went on a school trip to the Showtown museum where they got to learn all about the history of Blackpool and explore the different rooms of the museum. The children were so excited and whilst they were there they got to make their own Blackpool Tower using playdough and cocktail sticks, dress up as clowns, play magic tricks on each other, create a Punch and Judy show, design their own illumination and project it on to the promenade, dance across the floor like on Strictly come dancing and so much more. The children were so well behaved and made Unity proud whilst being out of school.

On Thursday the children took part in Sports day and even though the weather was very hot the children were so resilient and did an amazing job at competing in all of the sporting activities.

Well done for a fantastic week Year 3, you have made your teachers very proud! Let's enjoy out last week together before we finish for the summer holidays.

The Year 3 Team

Year 4



What a wonderful week we've had!

As we come to the end of Year 4, we have been reflecting on all the wonderful, happy memories we've had from shows to trips to learning new things! We have written a poem writing down all these wonderful things and turned it into a song! We had an amazing sports day with everybody working so hard and being so resilient!

The year 4 team are so proud of each and every child and want to say a huge well done for this

Year 5



After our wonderful play last week, we have been digging deeper into the character of Lady Macbeth in our English lessons. We have looked at the persuasive techniques she used and considered her character traits.

In maths, we are continuing with adding and subtracting decimals and using our place value knowledge to multiply and divide by 10, 100 and 1000.

Our current reading unit has a magic feel to it and we have been enjoying finding out about some magic tricks and if you haven't yet tried the 'sausage finger trick' please ask your child for instructions and see if you can see it too!

Thank you for all your support this year, from the year 5 team.

Year 6



For our Year 6 children, next week marks their final days of primary school. A journey that began in the uncertainty of COVID, yet through it all, they have grown into children of resilience, growth and determination. Have a little read of the poem attached to remember that next week, one last 'walk to school' may be the one you treasure forever.

If your children are struggling with the idea of going to year:7

- **Primary Mental Health Worker Drop-ins** Pupils and families can access informal advice and support through drop-in sessions. These are a helpful first step for discussing any emotional wellbeing concerns.
- **Self-Referrals to CYWP (Children and Young People's Wellbeing Practitioners)** Families can self-refer to CYWP services for early support with mild to moderate mental health needs. This can include support with anxiety, low mood, and other common difficulties.
- **Self-Referrals to MHST (Mental Health Support Teams)** MHST teams work directly within many secondary schools, offering support such as one-to-one interventions, group work, and guidance for parents and staff. Pupils (or parents/carers) can often self-refer once they have started at their new school.

Please contact- CYP Primary Mental Health Service

Blackpool Teaching Hospitals NHS Foundation Trust

Rebecca.brown142@nhs.net | 0800 121 7762 (Option 4)

Finally, please note that SATs results will be shared with parents/carers early next week.
Thank you and have a great weekend.

Primary School Journey	
This week, walk them to school just once more, The way you used to do. Even if they say, "I'm fine!" Or, "You really don't need to!"	Do you remember sheep and kings, Bright angels dressed in white? One tiny donkey on the stage Who waved with all their might.
Remember tiny wellie boots, A coat which was far too bright. A little hand held tight in yours, That first day's brave, small fright.	Do you remember wiping tears? Or hearing, "Watch me, please!" The endless questions all the way, The scraped and muddy knees.
Remember paintings, wonky cards, And sticks they'd proudly keep. The pockets full of "treasure" found You couldn't bear to sweep.	Remember bedtime stories read, Their sleepy eyes aglow? You never thought those quiet nights Would pass so quickly, though.
Remember phonics sounding out Each letter, one by one? "Sh... ee... p..." became a sheep, And reading had begun.	The years slipped by so quietly, One ordinary day. You never noticed childhood... Was quietly slipping away.
Do you remember Sunday nights? The PE kit would disappear. The jumper with their name sewn in... Turned up the following year!	You never knew which walk would be The last one, hand in hand. Childhood doesn't shout, "Goodbye"... It simply changes plans.
Do you remember spellings learnt On journeys in the car? Or dressing up for World Book Day As pirates, queens and stars?	So walk them to school once again, However grown they seem. Talk about the years gone by, Each memory, hope and dream.
@thoughts.of.a.primary.teacher	

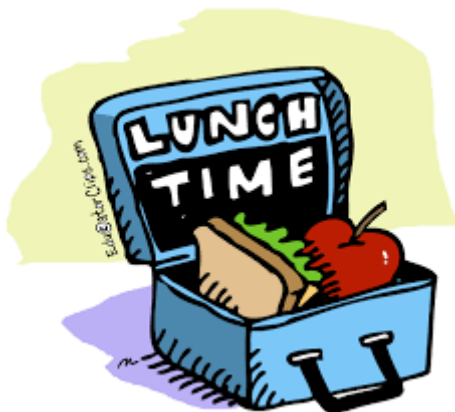
Star of the week



- RHH -- Rueben - For excelling in phonics!

- 1MT - Leo C - For always going the extra mile to stretch and challenge your learning.
- 2BH - Nora - For working hard and trying her best even when things got tough- she never gave up.
- 2JB - Issac - For giving all the Sports Day activities a go even though he was very nervous to take part.
- 2JB - Alastar - For his determination to be successful in our Sports Day where he showed his amazing balancing skills in the egg and spoon!
- 3KG - All of 3KG - For their fantastic behaviour during our school trip to Showtown.
- 3HP - All of 3HP - For their fantastic behaviour during our school trip to Showtown.
- 4CBL - Athena - For never giving up and always trying her best.
- 4HB - Savannah - For her hard work and enthusiasm during sports day!
- 5JH - Harley - For his fantastic enthusiasm for writing.
- 5MB -Tyler - For his wonderful effort with his handwriting
- 6TT - Ashil - For being an always child and putting in 100% for everything she does.
- 6VA - Kacie - For her incredible progress made this year and for being so impressive on sports day

Lunchtime menu for next week



Monday	Tuesday	Wednesday	Thursday	Friday
Pasta in a Tomato & Basil Sauce (v), Homemade Herby Bread & Mixed Salad or Cook's Choice Homemade Pizza (v) Oven Baked Diced Potatoes & Mixed Salad	Pork Sausage Yorkshire Pudding, Mash Potato, Seasonal Vegetables & Gravy or Tomato & Broccoli Pasta Bake (v), Seasonal Veg & Wholemeal Bread	Chicken Curry with Mixed Rice & Naan Bread or Loaded Vegetable Quesadilla (v), Rainbow Rice & Mixed Salad	Crispy Chicken, Lettuce & Mayo Wrap, Rainbow Rice, Sweetcorn & Mixed Salad or Tomato & Vegetable Pasta Bake (v), Wholemeal Crusty Bread & Mixed Salad	Crispy Salmon Fish Fingers, Oven Baked Chips, Garden Peas or Baked Beans or Protein Powered Crispy Nuggets (v), Oven Baked Chips, Garden Peas or Baked Beans