



Unity Academy Primary Newsletter
22/5/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

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We made it to the end of an extremely busy half term!

Teaching and Learning

I loved going into 2BH this week and seeing the children completing fraction quizzes. Miss Helsby has embedded a strategy where children feel comfortable and confident to show their knowledge and admit where they have got it correct or incorrect. Miss Helsby circulated the room providing 1:1 support to children who needed it addressing any misconceptions. Checking children's knowledge and understanding and addressing it in the moment is something we have been working on and this was a perfect example to see it in action. Well done everyone.

When I popped into Miss Tench's class, they children were all sitting on the carpet and listening to her explain that day's English task. I took the opportunity to have a look through the children's books and I was so very impressed. The quality of writing was simply fabulous and the handwriting was beautifully neat!

Our RRS assembly this week was about resilience using the story 'My Magnificent Thing' by Ashley Spires. This gorgeous story is about a little girl who has to show real resilience when

making a new invention. The children loved it and I did suggest that they could try getting creative over the holidays and practice developing their resilience! After the holidays we will go back to a recap of our expectations.

We go into the next half term which is a very long one on 1st June and start with Y4 Multiplication Check week followed by Phonics Screening.

And finally...

Have a wonderful half term break! Let's hope the weather holds!

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



Optional Uniform



PE Uniform

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



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.)



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Dates for the Diary



www.radians.com.ar

- 22nd May - School closes for half term

- 1st June - School reopens for Summer 2

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>
• RHH	89.73	1
• 1MT	93.30	3
• 2BH	100	3
• 2JB	99.11	4
• 3KG	87.50	4
• 3HP	95.24	3
• 4CBL	94.57	1
• 4HB	89.20	2
• 5MB	97.08	3
• 5JH	91.81	7
• 6TT	90.52	1
• 6VA	90.00	2

Keeping children safe!



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

What Parents & Educators Need to Know about WHATSAPP

AGE RESTRICTION 13+

WhatsApp is a free messaging app owned by Meta, allowing users to send text and voice messages, share multimedia, make video calls, and chat in groups. With end-to-end encryption, only the sender and receiver can view messages. This may offer privacy, but it also comes with risks that parents and educators need to be aware of.

WHAT ARE THE RISKS?

- GROUP CHAT PRESSURES**
Group chats enable multiple users to message in the same space, but this can also make it easier for young people to feel excluded or overwhelmed. Negative comments can escalate quickly, and young people may feel pressure to respond or stay engaged even when the conversation is uncomfortable or upsetting.
- SCAMS TARGETING YOUNG USERS**
Scammers are increasingly using WhatsApp to trick users into sharing personal information. Common scams include fraudsters posing as family members in an emergency or tricking users into revealing security codes. These can lead to identity theft or access to private conversations.
- DISAPPEARING AND HIDDEN MESSAGES**
WhatsApp offers features like disappearing messages and 'Chat Lock', which can give users a false sense of security. While intended to protect privacy, they can be used by young users to hide inappropriate conversations or content, making it harder for adults to spot potential issues.
- EXPOSURE THROUGH CHANNELS**
'Channels' are an optional feature that allows users to follow updates from public figures or organisations; however, there is no way to block this feature or filter its content by age. Young users may encounter adult or distressing content, including misinformation and harmful ideologies.
- UNWANTED CONTACT AND LOCATION SHARING**
WhatsApp users can share their live location, and if not managed carefully, this can allow others – even those in mutual groups – to track someone's whereabouts. Also, without the right privacy settings, young users may be contacted by strangers.
- COMMERCIAL AND AI CONTENT**
WhatsApp now includes ads in the 'Updates' feed and has introduced an AI assistant – Meta AI – across the app, which cannot be removed. These additions raise concerns about targeting, privacy, AI use, and the type of content children and young people might interact with.

Advice for Parents & Educators

- REVIEW PRIVACY SETTINGS TOGETHER**
Help young users check who can see their profile photo, status, and location. Activate the 'Silence Unknown Callers' setting and set group chat invitations to 'My Contacts' or 'My Contacts Except...' for added safety.
- TEACH HOW TO SPOT SCAMS**
Encourage caution around unusual and unexpected messages, especially if they involve money or codes. Help young users understand the signs of scams and what to do if they receive a suspicious message. Enable two-step verification to add an extra layer of protection.
- BE OPEN ABOUT HIDDEN CHATS**
Discuss why children and young people might use features like disappearing messages or 'Chat Lock'. Encourage them to share if something made them uncomfortable, even if the messages are gone. Let them know that privacy should not mean secrecy.
- TALK ABOUT ADVERTISING AND AI**
Explain that WhatsApp now includes ads and AI tools. Discuss the difference between genuine and sponsored content, and the potential for AI to share inaccurate or age-inappropriate responses. Encourage young users to think critically before trusting or interacting with these features.

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.

See full reference list on our website.

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10 Top Tips for Parents and Educators

CREATIVE WAYS TO ENCOURAGE READING

Reading regularly has a life-long impact, yet recent data from the National Literacy Trust shows a decline in reading for pleasure among 8- to 18-year-olds, with just 32.7% enjoying it in 2025. Despite growing distractions, there are practical ways adults can spark a love of reading. This guide offers strategies and resources to help inspire young readers.

1 VALUE ALL READING

When we think about reading, it's very easy to picture a young person reading a fictional novel; however, reading is so much more than this. To help them understand, why not show them how to create a 24-hour reading diary? Jot down all reading and then discuss this with them. By doing this, you can demonstrate the many ways we turn to reading.

2 WIDEN THE SELECTION

Once we know reading can be varied, we need to think about the selection of reading material they can access. Visit a shop selling magazines, the library and a bookshop, and consider the range of material that is available within them. Then consider how you might broaden their reading choices, so all young people have access to a wide and varied selection.

3 GIFT A BOOK

One simple way to encourage reading is to make books feel special. Gifting a book adds value and shows it's something to be treasured. Whether it's as a reward or for a celebration like a birthday, let the young person choose a title or pick one you know they will enjoy. You could also include a personal note inside.

4 CONNECT WITH AUTHORS

Meeting authors can certainly spark an interest in their reading material. This might be through a live event in a school/bookshop or by using the wealth of online material that is now available. Encourage young people to look at ways to connect with authors using free resources such as Authorly and Just Imagine's Children's Authors Live.

5 BUILD YOUR KNOWLEDGE

Access training about reading for pleasure to widen your understanding of this topic and, more importantly, how to develop it. Explore a wide range of free resources that can be found online. The more you know, the better placed you are to inspire a love of reading in others.

6 TALK BOOKS

There are times when we need silence to read and focus on our book; however, we know that reading is a social experience, so we must also factor in discussion time. Reading the same book gives two people a connection and the opportunity to voice their thoughts and questions about it. Why not buy two copies of a book and read it together? Start the connection.

7 RECOMMENDATIONS

As well as talking about the content of books, we can share what we are reading or have read recently. This can often act as a trigger for someone else to explore it. How often have you watched a film or series because someone else has recommended it? It's the same with books. If you know the young person well, you can tailor your recommendations and share why you think they'll enjoy it.

8 GO DIGITAL

With the rise in online digital material, we can easily focus on the negatives; however, it also brings a wealth of opportunities. Resources can aid and enhance the reading experience for young people. They can read along with audiobooks, translate, and track their reading goals with resources like Polyana and apps like Goodreads for older children. Augmented reality books also bring books to life and offer a great way for engagement.

9 RECONNECT

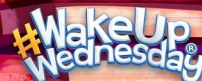
There can come a time when a love of reading seems to disappear. It does not mean it's gone forever; it generally means they have lost the connection. How do we get it back? Find the next piece of reading material that sparks their current interests. The National Year of Reading focus of 'Go All In' captures this well as it is their key theme. As children grow and change, so do their interests. A visit to the local library is a great way to support the reconnection.

10 LEAD BY EXAMPLE

Let them see you reading. If you make time to read, you send a strong message to children: reading matters. Share why you enjoy it. Is it to relax, escape the world, learn something new or to be entertained? When children see reading as a normal and valued part of everyday life, they are more likely to adopt it themselves.

Meet Our Expert

Carl Pattison is a literacy advisor and early reading expert at The National College. Through his programmes, he supports schools to enhance reading and writing. In addition to his independent work, he also works for a large academy trust in the East Midlands as the strategic lead for their English Hub and Literacy Excellence Centre.



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PSHE lessons. Summer term



During the summer term in PSHE we teach a unit called 'Changing me' this includes a range of lessons including the statutory RSE content all schools are required to teach. This year we have sent the letter out electronically, individualised for your child's year group stating the lessons they will complete in their year group. If you have any questions about any of the content please speak to your class teacher who will be happy to discuss any questions with you. If you have not received the letter electronically please let the class teacher know or contact the office with your up to date email address.

Nursery



This week in Nursery we have been talking about dental hygiene, We have read the story, 'My wobbly tooth must ever never fall out.' We have discussed and sorted pictures of food and drinks that are good and bad for our teeth, we have looked at how to brush our teeth and when to do it, the children have spoken about their experiences of going to the dentist and we have cut a tooth.

We have also experimented with seeing what items float and sink, the children found items around the room and predict which would float.

Reception



To bring our 'Animals Around the World' topic to a close, the Reception children visited Blackpool Zoo this week. They were a credit to the school; their behaviour was excellent, their enthusiasm was superb, and they impressed us all with their fantastic questions about the animals and artifacts. We are incredibly proud of all the learning they have achieved this half term. We hope you all have a fantastic break and return ready for our final term together as we finish our first year of school on a high!

Year 1



This week Year 1 have finished our final writing pieces inspired by our key text 'Where The Wild Things Are' by Maurice Sendak. The children's presentations throughout this topic has been especially impressive. Well done Year 1!

In Maths we have started a new topic all about fractions! The children have been learning to recognise and find halves and quarters, focusing on equal groups.

In Art we have been evaluating our final abstract self portraits, reflecting on the techniques, colours and styles we used and why. Then comparing these with our friends.

A reminder that the Phonics Screening Check is quickly approaching. Please ensure children are accessing their reading books over the holidays and using materials sent home in phonics folders earlier this year.

Year 2



Year 3



Year 3 have had a fantastic final week of the half term!

In English, we dived into our new book, *It Fell From the Sky*, playing the role of a dung beetle and describing its feelings to prepare for writing a formal complaint letter to the spider about the mysterious object.

We completed the first half of our Science topic on plants, celebrating a brilliant half term of discovery.

In History, we wrapped up our Ancient Egypt topic. We have had so much fun exploring the different societal roles, writing our names in Hieroglyphs, and learning all about their Gods and Goddesses.

In Maths, we finished our topic on time and moved straight into shape, looking closely at angles and horizontal and vertical lines. See if you can spot any of these lines or right angles at home or on your half term adventures!

Our times tables focus has already made a massive difference to the children's heatmaps; please keep logging into Times Tables Rockstars over the break to help your team win our current tournament.

REMINDER: Showtown Museum letters and payment through MCAs.

Well done Year 3 for a wonderful week—we hope you all have a lovely, safe half term!

The Year 3 Team

Year 4



Another wonderful half term in year 4!

As this half term comes to an end, please be reminded that MTC opens on June 1st. This is a very important time for Year 4 and all children have been working hard on their times table knowledge all year. During the half term break, please continue to support your child by practicing times tables, doing mini quizzes and encouraging them to access TT Rockstars, Hit the Button and times table videos on YouTube.

This week, in Art we drew our final designs - dragons - using all the shading, line, tone and texture techniques we have been working on this term with some incredible outcomes!

In Science, we created mini habitats for different animals, from polar bear to clown fish to lion, thinking carefully about the environment, food and shelter our animal would need. (Thank you for all the kind shoe box donations to support with this!)

In Maths, we came to the end of our Money unit and will be starting our unit on Time next term - please give us opportunities to recognise time on both an analogue and digital clock during the half term break.

Have a

Year 5



What a wonderful end to the half-term - making pizzas! We have thoroughly enjoyed our DT unit on Celebrating culture and seasonality through researching American style pizzas, taste testing, designing our own pizzas, considering the ingredients we will use and how they would appeal to their audience. With the highlight happening this week: baking and evaluating our pizzas and then eating them. They all looked amazing.

In computing we have completed our video production and editing unit after creating our ideas through the use of storyboards. In maths we have started looking at angles and are learning how to use protractors to measure and draw our own angles.

We hope you have a lovely weekend and half-term break, The year 5 team

Year 6



This week, Year 6 have returned to a little bit of normality - a school week without revision or mention of the 'S' word! They have very much enjoyed finalising their glyphs in art and completing their RE unit around Islam. The children have worked in pairs and trios in RE to hold some high level discussions which have been really interesting to listen to. They have used 'Agree, Build, Challenge' to shape their discussions and move their learning on. Very impressive!

Today they have enjoyed a day wearing their own clothes as a little reward for working so hard last week. Those who achieved enough attitude to learning credits have their trips to look forward to next half term so please do remember to bring any outstanding reply slips back during the first week back.

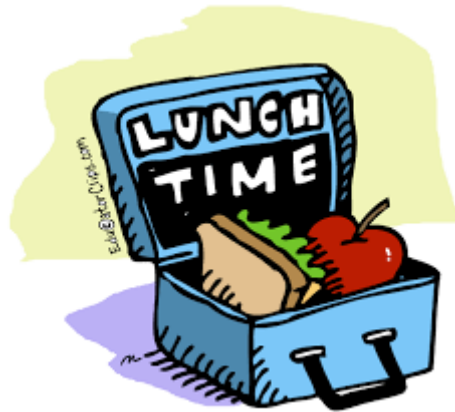
Enjoy this very well earned half term holiday everybody - well done for all of your hard work. One more half term of year 6 to go - let's make the most of it when we return after the break :)

Star of the week



- **RHH - Kaben - For asking fantastic questions about the animals on our Zoo trip.**
- **1MT - Migha - For working incredibly hard on ensuring fantastic presentation in all pieces of work!**
- **2BH - Avery - For working extremely hard with independent writing.**
- **2JB - Paisley - For being more detailed with her answers in Science when discussing plants.**
- **3KG - Edwin - For a fantastic week in his new reading comprehension group**
- **3HP - Samuel - For focusing really hard with his reading both in and out of school and has improved his reading age by 2 years!**
- **4CBL - Caylan - For always having a positive attitude and trying his best in every lesson**
- **4HB - Milan - For showing enthusiasm and engagement in all his lessons!**
- **5JH - Kelsea - For the resilience she has shown after a challenging week.**
- **5MB - Evie - For detailed, descriptive and persuasive writing throughout the 'Restoring the environment narrative' unit in writing.**
- **6TT - Summer - For an increase in her reading age of 5 years 11 months!**
- **6VA - Jasmine - For an increase in her reading age of 3 years & 6 months! Incredible**
★

Lunchtime menu for the first week back



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Cook's Choice Homemade Pizza(v), Oven Baked Herby Potatoes, Garden Peas or Baked Beans or Vegetarian Sausage & Pastry Twists (v), Oven Baked Herby Potatoes, Tomato Ketchup & Baked Beans</p>	<p>Roast Beef, Yorkshire Pudding, Roast Potatoes, Seasonal Veg & Gravy or Roast Fillet of Quorn, Yorkshire Pudding, Roast Potatoes, Seasonal Veg & Gravy</p>	<p>Mini Brunch: Pork or Vegetarian Sausage, Omelette, Hash Brown, Baked Beans, Grilled Tomato & Mushrooms or Sweet Potato & Cauliflower Curry (v), Rice & Naan Bread</p>	<p>Cheese & BBQ Chicken, Oven Baked Potato Wedges, Sweetcorn or Mixed Salad or Pasta & Tomato Sauce, Homemade Dough Balls & Mixed Salad</p>	<p>Youngs Fish Fingers, Oven Baked Chips, Garden Peas or Baked Beans or Crispy Vegetable Burger (v), Oven Baked Chips, Garden Peas or Baked Beans</p>