



Unity Academy Primary Newsletter
26/6/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

A Message From Mrs. Shaw

It has been another incredibly busy and productive week of learning right across the primary phases! I have been so impressed by how well the children have focused and engaged with their lessons this week. Despite the remarkably warm weather, everyone has maintained an excellent attitude, having plenty of fun along the way while staying cool.

Please ensure your child comes to school with a refilled water bottle, a sun hat, and applied sun cream as this sunny weather continues.

Primary RRS this week focused on Equity vs Equality which is actually a hard concept for them to understand! We talked about which was fair - everyone being given the same thing to access learning to make it fair, or everyone getting the help they need, in the way they need it, to be able to access their learning. The children agreed that personalised support was much better! I gave the example of just because I wear glasses to help me, should every teacher be made to wear them even if it made things more difficult for them - the children understood that it would hinder some of the teachers. We moved onto talking about some specific tools that some children may need in class with a view to them seeing that it was to actually help learning e.g. wobble cushions, ear defenders, fidget toys etc. There were some really mature discussions following assembly about equity vs equality! Well done everyone!

Important Update: School Uniform Policy

Next week, we will be sharing our updated School Uniform Policy with all families. The main update for the upcoming term is the introduction of **school ties for children in Year 1 and above**.

To foster our community spirit, these ties will feature a coloured stripe corresponding to your child's school House. Further details regarding the ties, house allocations, and colors will be shared shortly. Thank you in advance for your support in keeping our pupils looking smart!

Save the Date: Primary Sports Day!

We are delighted to announce that our Primary Sports Day will take place on **Thursday 16th July**.

Parents and carers are warmly invited to come along, soak up the atmosphere, and cheer on the children as they compete. We are currently finalising the plans. A letter containing full details, guidelines, and exact timings for each year group will be sent home next week.

Upcoming School Play Rehearsals for our Year 5 production are in full swing! We have a couple of vital dates approaching fast:

- **Dress Rehearsal:** Tuesday, 7th July
- **Final Performance:** Thursday, 9th July

Looking Ahead

Finally, with the beautiful weather set to continue, we ask that everyone stays safe and takes extra care in the heat and sunshine over the weekend. Please remember to stay hydrated, apply plenty of sunscreen, and seek out the shade during the hottest parts of the day—especially when you are out and about enjoying the weekend with your families.

Looking Ahead

Finally, with the beautiful weather set to continue, we ask that everyone stays safe and takes extra care in the heat and sunshine over the weekend. Please remember to stay hydrated, apply plenty of sunscreen, and seek out the shade during the hottest parts of the day.

As we are a seaside town, we also want to strongly emphasise the importance of water safety. While the sea looks incredibly inviting in this weather, please ensure children are closely supervised at all times, swim only in designated safe areas, and remain aware of the tides and currents when out and about enjoying the weekend with your families.

Quick Reminder: School will be closed to pupils on Monday 29th June for staff training. We look forward to welcoming our children back into school on Tuesday 30th June, at the usual time.

Wishing you all a wonderful, safe, and sunny weekend!

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



Surviving the school holidays comes down to balancing structure and flexibility. Establish a baseline routine with daily chores and set quiet times. Keep the kids engaged with an "I'm Bored" jar, schedule local free play and outdoor activities, and, most importantly, carve out guilt-free, restorative time for yourself.

Plan and Structure

- Create a Visual Schedule: Children thrive on predictability. Use a visual timeline or weekly chart so they know what to expect each day.
- Set Ground Rules Together: Involve older children in setting holiday rules (like screen time limits and bedtimes).
- Delegate Chores: Keep them occupied and teach responsibility by assigning daily age-appropriate tasks like making beds or clearing the dinner table.

Keep Boredom at Bay

- The "I'm Bored" Jar: Sit down with the kids to write various activities (e.g., build a fort, go for a bike ride, paint a picture) on slips of paper. When they complain of boredom, let them draw a task from the jar.
- Summer Bucket List: Let each child pick a couple of key activities they really want to do during the break.
- Explore Local Spots: Use community resources like the Blackpool Council Libraries or local parks to access free family events. See below!

Manage Energy and Travel

- **Prep for Travel:** If you are planning day trips or taking a flight, involve children in the planning, have an arsenal of snacks and give them plenty of warning for transitions.
- **Balance Social Time:** Take turns hosting playdates with other families to secure a few "away day" child-free windows for yourself.
- **Factor in Rest:** Do not feel the need to fill every single day. Schedule "lazy days" where the children are encouraged to entertain themselves.

Protect Your Own Mental Health

- **Let Go of Pressure:** Accept that the house will get messy and you don't need to be an activities coordinator 24/7.

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

Blackpool offers several excellent completely free activities for families:

- **The Beach & Piers:** Spend hours building sandcastles on the main award-winning sand. While the rides cost money, walking along all three historic piers—North, Central, and South—is free, providing great views and atmosphere.
- **The Comedy Carpet:** Located right outside the Blackpool Tower, this massive outdoor artwork features classic jokes, catchphrases, and song titles from British comedy legends. Kids will love hopping across the giant letters.
- **Stanley Park:** Voted the UK's best park multiple times, this Grade II* listed space features an adventure playground, a boating lake, and an impressive Art Deco cafe. It also houses a huge purpose-built skatepark.
- **Grundy Art Gallery:** Families with budding artists can visit this contemporary art gallery to see ever-changing, family-friendly visual exhibitions and Victorian oil paintings.
- **The Great Promenade Show:** Take a breezy, 2km stroll along the South Promenade to view 10 unique, quirky artworks, including the "Glitterball" and swivelling wind shelters.
- **World Horse Welfare Penny Farm:** A short drive inland, this working horse rescue centre is an amazing, free way for animal-loving families to see horses, ponies, and the visitor center up close.

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



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



	<i>Attendance %</i>	<i>Late marks</i>
• RHH	92.50	2
• 1MT	94.20	6
• 2BH	99.10	1
• 2JB	93.33	2
• 3KG	88.28	1
• 3HP	88.75	7

• 4CBL	93.48	4
• 4HB	88.12	8
• 5MB	91.38	4
• 5JH	90.28	6
• 6TT	89.29	2
• 6VA	90.52	10

Keeping children safe!



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

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

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that often causes harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds. If alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

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

6. MONITOR THEIR ACTIVITY

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

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound plings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area of home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

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



Sources: <https://www.bbc.com/news/technology-52202067>
<https://www.2020.com/tech/tech-maker-062021/>



Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.



2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.



3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.



4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.



5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.



6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.



7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.



8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened, when, where, and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.



9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included: it's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.



10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.



Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



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Nursery



In Nursery this week we have read the story, 'Handa's Hen.' We have continued with our topic of differences around the world and have sorted pictures into two separate columns, whether they represent Kenya or the UK. The children have also painted a picture of their favourite animal.

We have counted the animals in the story and represented the number on their fingers, the children also recalled the total number of animals that they have counted.

Reception



This week, our learning was inspired by the story ***A New Home for a Pirate***. The children turned into real ship cooks as they followed recipes to mix, measure, and pour ingredients to create their very own "pirate grog"—a fantastic, hands-on way to explore volume and capacity! Our inner pirates also took part in an exciting **science experiment** to test which pieces of pirate treasure would **sink or float**. The children did an amazing job making predictions before testing the items, using brilliant vocabulary to discuss *why* heavy metal coins sank while wooden blocks floated to the top.

In Maths we explored **maps and routes**. Using our own familiar journeys to school, alongside routes from our favorite stories, the children practiced drawing out maps and building their spatial awareness.

In **RE**, we have been learning about churches and why they are such special, sacred places for Christians. We explored some of the major life milestones and celebrations that take place inside a church, focusing on christenings and weddings.

Year 1



What a lovely week in Year 1!

In English we started a new story 'The Last Wolf' by Mini Grey. We came in to our classroom to find wanted posters for a Wolf and Mrs Bass joined our class, having had quite a fright when spotted a wolf apparently running past our school! We predicted that maybe the Wolf was looking for a new home, so we used the materials in our outdoor classroom to construct a new home for the wolf.

In PSHE we have been learning about how our bodies change as we grow. This week we thought about how we have changed since we were a baby. To help us identify changes, we looked at images of our teaching staff when they were younger and predicted who they might be. It was a lot of fun!

On Thursday, we had lots of fun keeping cool. We enjoyed creating our own fans and even enjoyed a foot spa, in an effort to cool ourselves down. We had lots of fun!

I hope you have a lovely weekend.

Year 2



This week in Year 2, we revisited the PANTS talk during our PSHE lessons. We had important conversations about how our bodies belong to us, the importance of personal boundaries, and who we can talk to if something makes us feel uncomfortable or worried.

In Maths, we have continued our learning about fractions, building our confidence by identifying, recognising and even writing our own fractions.

We also enjoyed a fantastic school visit to Fairhaven Lake. During our trip, we took part in a nature walk around the lake, spotting local wildlife and taking in the beautiful surroundings. We also enjoyed seeing the famous Spitfire, spent some time playing in the park, and finished the day by creating some wonderful Unity beach arttogether. It was a fantastic day filled with learning, creativity and teamwork!

Year 3



What a busy week we've had in this very warm weather!

This week, the children have enjoyed a range of exciting learning opportunities across the curriculum.

In Maths, as part of our enrichment project, the children linked their learning to board game design by creating and making their own maths board games, applying their mathematical skills in a fun and creative way.

In Science, we explored plant life cycles and created plant life cycle wheels to demonstrate our understanding of the different stages of growth.

In Art, linked to our enrichment theme, we took our sketchbooks outdoors on Friday afternoon to sketch flowers, taking inspiration from our focus artist, Georgie O'Keeffe.

In Geography, we learned about the three climate zones of Egypt and discussed how these affect the country's landscape and way of life.

Reminder: Please return Showtown letters and payments as soon as possible. Thank you for your support.

Have a lovely weekend, **The Year 3 Team**

Year 4



What a hot week it has been! Thankfully, our Year 4 classroom has air conditioning, which has helped us stay cool and continue our learning as normal.

This week, we have been working particularly hard in Maths, where we have been learning all about triangles and quadrilaterals. The children have impressed us with their

understanding of the different properties of these shapes and have worked brilliantly to identify and classify them.

In History, we have continued our exciting journey into the world of the Ancient Greeks. The children have enjoyed making their own Greek masks and creating invitations to our upcoming Festival. We were very proud to display our fantastic work for the rest of the school to admire!

We are also looking forward to our Design and Technology project. We have been planning to make our own light-up torches by exploring the resources we will need, writing clear instructions, and designing our torches. We can't wait to begin making them next week!

We hope you all have a wonderful weekend. Stay cool, stay safe, and we look forward to another exciting week of learning on Monday!

The Year 4 Team

Year 5



It has been another fantastic week in Year 5! The children have been working incredibly hard across all of our subjects, and we have plenty of great progress to share.

In Maths we have successfully finished our unit on Position and Direction. The class showed brilliant determination and effort in mastering this topic. Moving forward, we are shifting our focus and beginning our brand-new unit on Decimals.

In Geography our exploration of the USA continues to be a highlight. This week, we investigated the human and physical features of the United States, drawing fascinating comparisons and identifying key similarities and differences between the USA and the UK.

Upcoming School Play Rehearsals for our production are in full swing! We have a couple of vital dates approaching fast:

- **Dress Rehearsal:** Tuesday, 7th July
- **Final Performance:** Thursday, 9th July

Please continue to help the children practise their lines at home over the coming days—it makes a massive difference to their confidence on stage. Finally, a huge thank you to all the parents and carers who have sent in costumes so quickly! We truly appreciate your prompt support.

Have a fantastic weekend, The year 5 team.

Year 6



What an exciting week in year 6. Yesterday a group of ten pupils set off for a day of fun at Blackpool Tower. Unfortunately it was closed but we still made the most of it. Tickets were changed for The Dungeons, The Tower Ballroom and Madame Tussauds and lots of fun was had. The weather for the walk to the tram was warm but the return was even hotter.

We were thanked for our impeccable behaviour whilst watching a dancing event in the Ballroom which was a really nice comment to receive.

I am hoping the weather cools down for the last three weeks so we can be more comfortable in our class rooms. Have a good weekend.

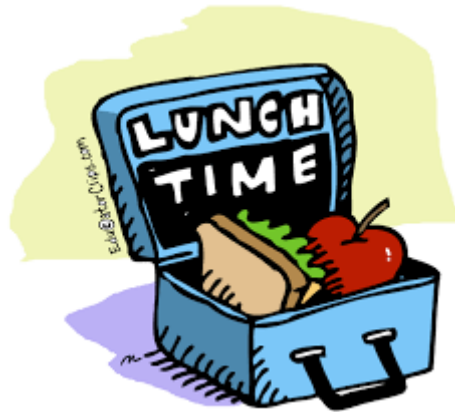
The Year 6 Team






Star of the week



- **RHH - Paddy - For excellent explanation of some tricky Maths concepts this week!**
- **1MT - Aabid Kamal - For always being the most incredible role model for our school values. We will all miss you very much!**
- **2BH - On a trip Friday morning.**
- **2JB - On a trip Friday morning.**
- **3KG - George - For really concentrating on his handwriting**
- **3HP - Mollie - For her beautiful presentation in all of her books and always being a fantastic role model.**
- **4CBL - Inka - For all her hard work and determination, especially in English this week!**
- **4HB - Sienna - For always showing her school values and demonstrating classroom rules at all times.**
- **5JH - Dia - For always being ready, respectful and safe and meeting all of my expectations all of the time.**
- **5MB - Sophie - For her super effort in interventions and all the hard work she has put into improving her times table knowledge.**
- **6TT - Logan, Isaac, Mokhtar, Summer, Daisy and Skye - For impeccable behaviour during a visit to the tower ballroom**
- **6VA - Oliver - For always having a positive attitude in anything he tackles**
- **6VA - Oliver, Roopan, Josh W and Josh C - For impeccable behaviour during a visit to the tower ballroom**

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