



Unity Academy Primary Newsletter
27/2/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

A Message From Mrs. Shaw

First week back after half term completed and what a busy week it has been!

Teaching and Learning

We are at the point of finalising our Precision Tutoring sessions and, next week, will be sending out the details of each session the Year 6 children need to attend. This has been a mammoth task but one definitely worth doing as we have done question level analysis for every child's SATs paper from the recent mock SATs. This has given us a really clear understanding of what each child's gaps are so that we can plan to plug these. We will send out a text next week on the day the slip comes home with your child so make sure to ask them for it. Thank you

We have sent home a text this week to Year 1 children and those Year 2 children who did not pass their Phonics Screening Test last year. We are planning a fun phonics after school club and highly recommend that your child attends. Please respond to the google form that has been shared. Thank you

Primary's RRS this week was a re-focus on our school expectations of Ready, Respectful and Safe, along with our classroom rules of good looking, good listening, good sitting and kind

friends. These are well-embedded in primary now with all children able to articulate them and demonstrate them. Next week we will move onto a focus on 'Showing Kindness to others' using the story 'Meesha makes Friends' by Tom Percival.

World Book Day

Remember that Thursday next week is World Book Day and we invite children to dress up as a word, a favourite book character or simply remain in their school uniform. We will be enjoying a 'Story & Slippers' session so please encourage your children to bring a pair of slippers in a bag. We would also love to see some competition entries as promoted in the letter that went out on Wednesday - It's your chance to get creative again making character spoons or a story shoe box!

And finally...

Have a wonderful weekend everyone

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

		or			or		
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	Tailored Skirt Plain black		Trousers Plain black, no logo or branding	Plain black tights No logo, branding or pattern. Available at many retailers.

Optional Uniform				PE Uniform		
				(No children in any year group are to come to school wearing P.E. kit)		
Shorts Plain black	Summer dress	Plain white socks (To be worn with summer dress)	Black Blazer with the Unity logo			
				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.)



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Dates for the Diary



www.radians.com.ar

- 3rd March - NHS Reception/ Y6 Height and Weight checks
- 3rd March - Y4 Turton Tower Trip

Celebrating Culture and Difference



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

Community Corner







Premier League
Kicks

Free activities for 8 to 18 year olds



Join us at one of these locations:

❖ **NORTH STAND COMMUNITY HUB**
Bloomfield Road, Seasiders Way, FY1 6JJ

❖ **MOOR PARK LEISURE CENTRE**
Bristol Avenue, FY2 0JG

❖ **STANLEY PARK**
West Park Drive, FY3 9HU

❖ **CLAREMONT PARK COMMUNITY HALL**
Claremont Road, FY1 2QH

❖ **ASPIRE SPORTS HUB**
Garstang Road West, FY3 7JH

❖ **MERESIDE PRIMARY SCHOOL**
Langdale Road, FY4 4RR

❖ **MONTGOMERY ACADEMY**
All Hallows Road, FY2 0AZ

❖ **REVOE PARK**
Central Drive, FY3 5HZ

❖ **SOUTH SHORE ACADEMY**
Saint Annes Road, FY4 2AR

PTO FOR OUR 2025/26 WINTER TIMETABLE

[Visit www.bfcct.co.uk](http://www.bfcct.co.uk) to view all of the activities BFCCT deliver. Charity Registration Number: 1128235

You're invited to...

PREMIER LEAGUE KICKS

We deliver a number of FREE weekly sessions across Blackpool, between 4pm and 7:30pm. Sessions include open football for everyone, girls-only sessions and football for young people with disabilities.

We also provide opportunities to take part in matches and tournaments, and compete with other Community Trust Premier League Kicks teams from around the country. If you want to get involved just turn up and speak to one of our coaches.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
South Shore Academy 5pm - 6pm	Aspire Sports Hub 5pm - 7pm	Claremont Park Community Hall 5pm - 6pm	Montgomery Academy 5pm - 6pm	Stanley Park (After 5g) 6pm - 6pm
Mereside Primary School 6:30pm - 8:30pm	Moor Park Leisure Centre 6pm - 7pm	Aspire Sports Hub 6pm - 7pm	Montgomery Academy 6pm - 6pm	North Stand Community Hub 6pm - 7pm
		Aspire Sports Hub 6pm - 7pm		
				Revoe Park 6pm - 7pm

All levels
Girls Football
Pre-16s

All sessions term time only.

Attendance



	<i>Attendance %</i>	<i>Late marks</i>
• <i>RHH</i>	<i>94.05</i>	<i>0</i>
• <i>1MT</i>	<i>97.16</i>	<i>1</i>
• <i>2BH</i>	<i>94.44</i>	<i>1</i>
• <i>2JB</i>	<i>95.68</i>	<i>1</i>
• <i>3KG</i>	<i>91.23</i>	<i>1</i>
• <i>3HP</i>	<i>96.83</i>	<i>2</i>
• <i>4CBL</i>	<i>94.67</i>	<i>1</i>
• <i>4HB</i>	<i>96.03</i>	<i>1</i>
• <i>5MB</i>	<i>96.67</i>	<i>2</i>
• <i>5JH</i>	<i>93.68</i>	<i>3</i>
• <i>6TT</i>	<i>95.00</i>	<i>5</i>
• <i>6VA</i>	<i>91.11</i>	<i>4</i>

Keeping children safe!



WHY 'KINDNESS MATTERS' & HOW DOING GOOD DOES YOU GOOD

'WE MAKE A LIVING BY WHAT WE GET. WE MAKE A LIFE BY WHAT WE GIVE.'
SIA WINSTON CHURCHILL

THE FOCUS FOR THIS YEAR'S MENTAL HEALTH AWARENESS WEEK IS 'KINDNESS MATTERS'. IT IS AN OPPORTUNITY TO LOOK INTO THE BENEFIT OF HELPING OTHERS WHICH IS GOOD FOR IMPROVING OUR OWN MENTAL HEALTH AND WELL BEING. HERE ARE SOME IDEAS TO GET YOU THINKING.

ALTRUISM

Altruism is acting in someone else's best interests in order to improve their welfare. When we feel compelled to donate money, shop for someone, call a relative in need or help a neighbour, we are considering the needs of others even when we may not know them. Showing kindness like this, often motivated by empathy, creates a sense of purpose, making us feel good and developing our wellbeing. Children and young people can take part in altruistic activities at home or school. They could create a video for those in isolation, fundraise for a local cause, bake cakes for neighbours or write letters to older members of the community who may feel isolated.



GENEROSITY

In the context of kindness, being generous with our time, resources and words can provide a low-cost approach to helping others. A generous act is accessible to all. Giving compliments, for example, are a well-researched way of creating a sense of wellbeing and positivity in a community at school or with family. It helps us to recognise the positivity in others as we actively choose to notice and comment on what is valuable and meaningful in someone else. When compliments are given regularly, consistently and with meaning, the community benefits are far reaching!



GIVE TO GIVE, NOT TO RECEIVE

Sometimes when we are kind there is no payback, which can make it more difficult to keep being kind. Our natural reaction is to shrink back and withdraw our kind act, feeling frustrated that it has either not been reciprocated or that it has not been valued. This is probably one of the most difficult concepts for children to understand and where the 'random acts of kindness' approach is helpful. If it is a random act then it is 'just because' and for no other reason than a one-off act for someone.



HOLDING OTHERS IN MIND

By holding someone in mind we show that we have been thinking about them and that they matter to us. This act of kindness is so important now, more than at any other time, due to isolation. A simple text to say 'I saw... on the telly last night and it made me think of you!' or a quick call to say 'I was just thinking about you yesterday and was wondering how you're doing?' can mean so much. We probably all do this naturally as part of showing kindness and care to others, but perhaps may not appreciate the importance of this for wellbeing.



COMMUNITY

When we help others in our community, it improves our wellbeing by helping us to feel less isolated as we connect with others. When we show kindness, it is something which we feel we can control, particularly when things may feel a bit chaotic and unusual. Helping others can often give us a different perspective on our own challenges and our own problems. Peer support, for example, is often overlooked as an important part of improving wellbeing. Older students can often greatly benefit from sharing similar, shared experiences and can offer a level of empathy and understanding that adults may not be able to.



KINDNESS WITH CAUTION

There is a very helpful analogy that is used when we are in an emergency: 'we should put our own oxygen mask on before putting on someone else's'. What's helpful here is that giving to others can often improve our mental health and wellbeing. However, there are times when helping others can create stress or overwhelm us. This is sometimes called 'compassion fatigue'. So, we must balance our own wellbeing with the wellbeing of others. We should notice if we start to feel resentful or negative or if we start avoiding others, have difficulty concentrating or start experiencing unusual sleep patterns. If this happens it's a good time to take a break or ask someone for help or support.



'KINDNESS IS A SILENT SMILE. A FRIENDLY WORD. A HUB OF ENCOURAGEMENT. KINDNESS IS THE SINGLE MOST POWERFUL THING WE CAN TEACH CHILDREN.'
RA KATVIST



This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department for Education, advising them on their mental health green paper.



For further info, check out these online resources:

- <https://www.mentalhealth.org.uk/blog/randam-acts-kindness>
- <https://www.mentalhealth.org.uk/campaigns/mental-health-awareness-week/get-involved>

Web: www.thenationalcollege.co.uk | Email: enquiries@thenationalcollege.co.uk | Facebook: [@thenationalcollege](https://www.facebook.com/thenationalcollege) | Twitter: [@thenatcolleg](https://twitter.com/thenatcolleg)

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What Parents & Educators Need to Know about MEMES

WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



See full reference list on our website

TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

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The National College

Reception



This week we have been reading Mr Wolf's pancakes. The children have enjoyed sharing their experiences of pancake day at home over the holidays. The children have enjoyed writing shopping lists and recipes.

In Maths we have been measuring height and length using cubes and have been comparing the height and length of objects using mathematical vocabulary such as 'longer', 'shorter', 'equal to' etc.

We have also begun our Healthy Me topic and have been learning about the importance of exercise and resting to keep our bodies healthy. A letter will be coming out next week for a parent and child workshop about Healthy Teeth. Please do attend!

Have a lovely weekend!

Year 1



Welcome back Year 1!

This week in English we have continued our new text 'Hermlin' by Mini Grey. The text includes some wonderful vocabulary which we have explored throughout the week including, detective, thrilled, pest, hurled, disappeared, priceless and horrid. We worked to explore and understand these new pieces of vocabulary, including creating actions to support us, we then applied these within our writing.

In Maths we are coming to the end of our unit on Addition and Subtraction. This week we have focused on subtraction, using our number bond knowledge to support us in completing subtraction number sentences and using resources such as tens frames, base 10 and number lines to support us.

In Science the children were very excited to get involved with some planting! This half term we will be observing how plants change over time and will be taking part in a sunflower competition. The children are watching them very closely to see if we can spot any changes- we're excited to see whose will grow the most!

I hope you have a lovely weekend.

Miss Tench

Year 2



It's been a busy and productive first week back in Year 2!

We wrapped up our English topic, The Night Gardener, with the children writing some fantastic diary entries from the perspective of William.

In maths, we've been busy adding coins together to build our confidence with money, while in PSHE, we've had some thoughtful discussions about the best ways to keep ourselves healthy.

Finally, we kicked off our new Science topic on animals, focusing on the clever ways some offspring, like butterflies, look completely different from their parents.

The Year 2 team.

Year 3



Year 3 have had a fantastic first week back!

In English the children have been planning and writing their setting narrative all about a river using lots of different adjectives to describe what a river may see on its journey to the sea.

In Maths the children have started their new topic on mass and capacity. The children have been learning how to use scales and how to measure the weight of something using g and kg.

In science the children have started their new topic on light. During the lesson the children we're exposed to different light sources and looked at natural light sources and artificial light sources.

In DT the children have been looking at traditional French snacks and British snacks and have been grouping them to see if any of the snacks are both French and British. The children then got to create a lunch box which included both traditional French and British snacks.

Remember on Thursday 5th March at 9.30 the children will be taking part in their world book day assembly. The children are so excited to perform in front of their parents/carers and have been working extremely hard practising for this, we can't wait for you to see it.

Have a lovely weekend,

The Year 3 Team



What a wonderful and busy first week back!

This week we begun our new topic of Sound in Science. We had so much fun exploring vibrations of sound using rice and drums, glockenspiels and tuning forks in water!

In Maths, we have started looking at Fractions, including finding the whole, mixed numbers and will be looking at improper fractions. This can be a tricky topic so please test us at home using counters, chocolate, cutting up cake or bread - anything you can find!

In English, we are continuing with our story of Arthur and the Golden Rope but moving into writing a non-fiction guide on how to defeat a monster!

4HB were excellent during their first swimming session! Please be reminded swimming is on **Wednesday** and children need swimming kit, a towel and a bag.

Have a wonderful weekend!

Year 5



Thank you to all the parents that came to see our fairground rides in action. We were so proud to show them to you and share all the hard work the children put into them.

We are moving on to art this half-term and looked at how to use oil pastels this week in preparation for our topic on the Southern lights (Aurora Australis) . We are excited about seeing these finished products too.

In science, it will all be about investigations this half-term and 5MB have started with testing materials to stop the plant pots from leaking - 5JH will be investigating this on Monday.

Thank you for your continued support with encouraging your children to read three times a week and complete their maths and SPaG work on LBQ.

Wishing you a lovely weekend, The year 5 team

Year 6



Year 6 have returned to school this week eager to set the tone for earning their attitude to learning credits. It has been lovely to see so many children signing up to the precision tutoring groups too, to continue earning their credits towards a trip at the end of the year. Letters are being distributed today to confirm your child's sessions.

In maths this week, the children have been working with decimal numbers. We have been looking at the place value of decimals, rounding numbers to the nearest tenth or hundredth and adding and subtracting decimals. The children were so engaged that they groaned when they were told it was the end of the lesson on Wednesday!

In English, we have started to write our discovery narratives this week and what a start. The children have come up with some fantastic ideas and applied a range of writer's knowledge to begin their work. We look forward to reading their finished pieces next week.

It isn't all maths and English in Year 6 though - in DT we have started to learn all about cams mechanisms and next week, we will be planning and starting to make our very own moving Victorian toys. Thank you to Holly who was inspired after our first lesson this week to head home and create a demo of how this mechanism works using cardboard and a glue gun.

Remember that Thursday is World Book Day and we invite children to dress up as a word, a favourite book character or simply remain in their school uniform. We will be enjoying a 'Story & Slippers' session so please encourage your children to bring a pair of slippers in a

bag. We would also love to see some competition entries as promoted in the letter that went out on Wednesday.

The week beginning **16th March** is our next and final **mock SATs week** before the real ones in May - this date has changed from what we'd previously planned and the tests will only take place from Monday to Wednesday. Please ensure your child is in school, on time every day throughout this very important week.

Have a wonderful weekend,

The Year 6 team

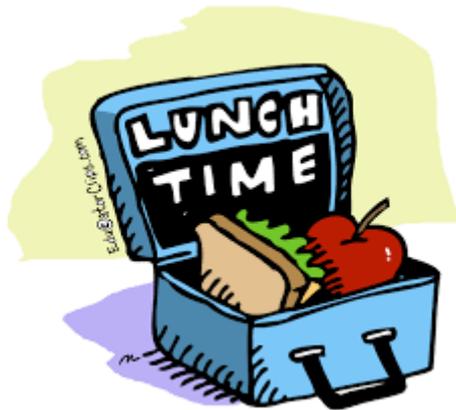
Star of the week



- ***RHH - Sion - For fantastic engagement in phonics and beautiful letter formation.***
- ***1MT - Theo - For being a wonderful role model; showing kindness and a fantastic attitude towards learning!***
- ***2BH - Kiara - For working hard to improve in all areas and being an always person.***
- ***2JB - Chandini - For the determination she has shown in all areas of her learning!***
- ***3KG - George - For his growing confidence, especially during our assembly rehearsal for World Book Day!***
- ***3HP - Samuel - For growing in confidence during our class discussions and trying really hard with his writing.***
- ***4CBL - Carter - For his determination and attitude towards learning***
- ***4HB - Jackson - For showing great confidence and resilience with our first week of swimming! So proud!***

- **5MB - Elsie - For detailed answers in class discussions.**
- **5JH - Harley - For coming back with a fantastic attitude to learning.**
- **6TT - Emelia-Mai - Her effort to produce some excellent writing in English**
- **6VA - Sarah-Mae - For her developing confidence in maths**

Lunchtime menu for this week



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