



Unity Academy Primary Newsletter
30/1/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

A Message From Mrs. Shaw

This week has absolutely flown by. Summer will be here before we know it!

Teaching and Learning

This week most of my time has been spent with our fabulous Year 6 children as they completed their second set of mock SATs. It was so lovely to see them coming in to school on time to have a bit of breakfast with their friends and, more importantly, not being phased by the tests and showing real can-do attitudes! I am incredibly proud of every single one of them! Once we have marked them we will share the results with you along with our recommendations for which precision tutoring sessions they need to attend to give them the absolute best opportunity for success! Well done Year 6 - I am very impressed!

I am also impressed with 3HP. Miss Purdy shared some of the children's reading progress with me and there is some absolutely phenomenal improvements in reading in a short space of time. Well done all of you, keep up the hard work.

Oriana and Daniel came to show me their English books this week. They had tried very hard with their handwriting and presentation and had included some fantastic vocabulary in the content. Super!

Our RRS focus in primary this week was E-Safety and the importance of not sharing any personal information or chatting to strangers online. As parents, please keep a close eye on your child when they are using technology and chat to them openly about talking to you if anyone contacts them or anything makes them uncomfortable. Next week we will move onto looking at the importance of 'Controlling our emotions' using the Tom Percival story 'Ravi's Roar'. The week after we will be discussing school uniform which will tie in to our focus on improving the standard of it. I am giving you forewarning for this to give you as much time as possible to make sure that your child has the full and correct school uniform in place. This includes a jumper with the Unity logo, fully black shoes and a full P.E. Kit. Don't forget that we do have some spare uniform in school which has been kindly donated by parents so please don't hesitate to contact us should you need to. Thank you

School's Alive - Some of our children are representing Unity on the Winter Gardens stage at the School's Alive Festival on Wednesday 11th February. Tickets are available from the Winter Gardens Box Office.

And finally ...

The lighter mornings and evenings are on their way now which always makes everything feel much brighter - I am certainly ready for this weekend to come. Have a great weekend everyone!

The text 'School Uniform' is written in a playful, rounded, and colorful font. The word 'School' is on the top line and 'Uniform' is on the bottom line. Each letter is a different color: 'S' is blue, 'c' is yellow, 'h' is orange, 'o' is light blue, 'o' is green, and 'l' is red. In the second row, 'U' is yellow, 'n' is purple, 'i' is light blue, 'f' is red, 'o' is blue, and 'r' is green. The letters have a slight 3D effect with a darker outline.



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



- 11th February - School's Alive
- 13th February - School closes for half term
- 23rd February - INSET Day
- 24th February - School reopens for children
- 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
- ❖ **CLAREMONT PARK COMMUNITY HALL**
Claremont Road, FY1 2QH
- ❖ **MONTGOMERY ACADEMY**
All Hallows Road, FY2 0AZ
- ❖ **MOOR PARK LEISURE CENTRE**
Bristol Avenue, FY2 0JG
- ❖ **ASPIRE SPORTS HUB**
Garstang Road West, FY3 7JH
- ❖ **REVOE PARK**
Central Drive, FY3 5HZ
- ❖ **STANLEY PARK**
West Park Drive, FY3 9HU
- ❖ **MERESIDE PRIMARY SCHOOL**
Langdale Road, FY4 4RR
- ❖ **SOUTH SHORE ACADEMY**
Saint Annes Road, FY4 2AR

PTO FOR OUR 2025/26 WINTER TIMETABLE

Visit www.bfct.co.uk to view all of the activities BFCOT 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 6pm - 7pm	Claremont Park Community Hall 5pm - 6pm	Montgomery Academy 5pm - 6pm	Stanley Park (Aston 95) 5pm - 6pm
Mereside Primary School 5.30pm - 6.30pm	Moor Park Leisure Centre 6pm - 7pm	Aspire Sports Hub 6pm - 7pm	Montgomery Academy 6pm - 7pm	North Stand Community Hub 5pm - 6pm
		Aspire Sports Hub 5pm - 7pm		Revoe Park 6pm - 7pm

Activities: Mixed Football Girls Football Pts. 10000

All sessions: Term Time only.

Attendance



	<i>Attendance %</i>	<i>Late marks</i>
• <i>RHH</i>	<i>88.39</i>	<i>2</i>
• <i>1MT</i>	<i>99.07</i>	<i>4</i>
• <i>2BH</i>	<i>98.75</i>	<i>7</i>
• <i>2JB</i>	<i>96.30</i>	<i>6</i>
• <i>3KG</i>	<i>92.11</i>	<i>1</i>
• <i>3HP</i>	<i>92.86</i>	<i>0</i>
• <i>4CBL</i>	<i>93.00</i>	<i>4</i>
• <i>4HB</i>	<i>88.10</i>	<i>6</i>
• <i>5JH</i>	<i>93.53</i>	<i>5</i>
• <i>5MB</i>	<i>96.12</i>	<i>5</i>
• <i>6TT</i>	<i>94.17</i>	<i>1</i>
• <i>6VA</i>	<i>100</i>	<i>3</i>

Keeping children safe!

KEEP OUR CHILDREN SAFE

What Parents & Carers Need to Know about AGE-INAPPROPRIATE CONTENT

"Inappropriate" means different things to different people. What's acceptable for one age group, for example, may be unsuitable for a slightly younger audience. Online, young people can chance upon inappropriate content in various ways – from pop-up ads to TikTok videos. The increasingly young age at which children become active in the digital world heightens the risk of them innocently running into something that they find upsetting or frightening. Trusted adults need to be able to help children be aware of what to do if they're exposed to age-inappropriate content.

WHERE IS IT FOUND?

SOCIAL MEDIA

Age-inappropriate content is easily accessible through many social media platforms. TikTok, for instance, is hugely popular with young people but is arguably best known for clips featuring sexualised dancing or profanity. Some social media users also express hate speech or promote eating disorders and self-harm, which could cause lasting damage to a child's emotional and mental health.

GAMING

Gaming is an enjoyable source of entertainment, but many popular titles can expose children to inappropriate material such as violence, horror, gambling or sexually explicit content. Playing games unsuitable for their age risks normalising to children what they are seeing. Some games also include in-game chat, where other (usually older) online players often use language that you probably wouldn't want your child to hear or repeat.

STREAMING

The range of video streaming services available online means that users can find almost anything they want to watch on demand. Children are therefore at risk of viewing TV shows and movies which contain nudity, drug and alcohol abuse, explicit language and extreme violence. Unfortunately, these streaming platforms can't always determine that it's not an adult who's watching.

ADVERTS

Online adverts frequently include age-inappropriate content usually gambling and nudity or partial nudity, although adverts for alcohol or e-cigarettes are also common. Some search engines also feature adverts that are responsive to your search history, so if you've recently looked up a new horror movie, shopped for lingerie or ordered alcohol online, then the ads appearing on screen could reflect this the next time your child borrows your device.

18 Advice for Parents & Carers

TALK IT THROUGH

Embarrassment or fear of getting into trouble can make it difficult for children to talk openly about age-inappropriate content they've watched. Remind your child they can always come to you if they're troubled by something they've seen online, without worrying about consequences. Before offering advice, discuss what they saw, how they felt and how they came to find the content in question.

CAN WE HAVE A CHAT?

CONNECT, DON'T CORRECT

If your child's been particularly distressed by exposure to content that wasn't suitable for their age, it's important to offer guidance to prevent them from repeating the same mistake – but it's equally vital to help them deal with the emotions that the situation has raised. You could tell them about any similar experiences you might have had at their age, and how you dealt with it.

BLOCK, REPORT, CONTROL

After discussing the problem, you and your child can take action together. This could include blocking any inappropriate sites and reporting any content which violates a platform's rules. To further safeguard your child online, set up parental controls on internet-enabled devices that they use. This will significantly reduce the chances of your child being exposed to age-inappropriate content in future.

GET SPECIALIST HELP

Age-inappropriate content can potentially have a negative impact on a child's mental health, which is sometimes displayed through changes in their behaviour. If the problem becomes more severe, you might consider reaching out to a mental health professional or an expert in this field who can provide you and your child with the proper support.

STAY CALM

Even though it is obviously difficult to stay rational in a situation where your child has been put at risk, it's essential to think before you react. Your child may well have hesitated to open up to you about watching inappropriate content for fear of the consequences, so being calm and supportive will reinforce the notion that it would be easy to talk to you about similar issues in the future.

Meet Our Expert

Cayley Jorgensen is a registered counsellor with The Health Professions Council of South Africa, and she runs a private practice offering counselling to children, teenagers and families. Her main focus is creating awareness and educating the community on the mental health pressures of today's world, as well as resources and techniques to understand and cope better.



National Online Safety®
#WakeUpWednesday

Source: <https://www.nationalonlinesafety.com/parents/carers/what-parents-carers-need-know-about-age-inappropriate-content>
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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 can cause 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 only 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 on small or message as soon as the alert sound pings. 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-Azmi 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.



Source: <https://www.bbc.com/news/technology-55240274>
<https://www.bbc.com/news/technology-55240274>

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Reception



This week in Reception, we were lucky enough to have a very special visitor. The Police came into school to show us their uniforms, equipment and vehicles, and they taught the children important messages about stranger danger and road safety.

The children had a wonderful time dressing up in police uniforms, asking some excellent questions and learning more about the important role police officers play in our community.

In Maths, we have introduced the numbers 6, 7 and 8. The children explored different ways to make these numbers using objects and counters, and practised finding one more and one less.

In Understanding the World, we have been learning about how animals survive in Winter, including hibernation, migration and how some animals change their fur to help them stay warm and safe.

We have also begun learning about Chinese New Year, looking at how and why it is celebrated. Over the next few weeks, we will be finding out more about New Year traditions and how people celebrate around the world.



Year 1



Another lovely week in Year 1!

In English we have continued our stories surrounding our narrative 'Rapunzel by Bethan Woolvin'. The children planned and wrote their 'Build Up Bear' and 'Problem Penguin'. I have truly been wowed by the children's letter formation, vocabulary and attitude towards their learning. The children have also shown so much pride in their work and have been very eager to share it with their peers and other members of staff. I can't wait to see the finished pieces next week!

In Maths we are coming to the end of our unit on Place Value to 20. The children have been learning all about numbers between 10 and 20; using a number line, comparing numbers to 20 and ordering them. Next week we move onto our topic of Addition and Subtraction.

In History we have been learning about the fabulous Amy Johnson. We read a story explaining Amy's dangerous and courageous dream to attempt the first successful solo flight from Britain to Australia in 1930. The children really enjoyed listening to her bravery, dedication and resilience. This linked perfectly to our PSHE topic all about dreams and goals. We discussed that our dreams, no matter how big, can become possible with determination, confidence and resilience.

I hope you have a lovely weekend.

Miss Tench

Year 2



This week in Year 2 has been a busy one, we have continued in Computing to make our own digital music by using the Chrome Music lab in song maker mode to create different beats of music by changing the tempo and instruments used.

We have furthered our knowledge of multiplication and division in maths with a focus on the 2 times table and sharing by 2 just starting to be able to identify odd and even numbers by using the Numberblocks video on "the even tops" to help us!

Finally we have done some investigative work learning all about Allah's 99 names in RE studying the religion of Islam, the children were interested to find out Muslims have more than one name for their God.



What another fantastic week Year 3 have had!!

In English the children have been introduced to a new story called 'The Rhythm of the Rain' They have been writing predictions on what they think might happen in the story using different pictures from the text and they have also been writing a kenning poem all about a river.

In Maths the children have started their new topic of fractions. They have been learning all about the numerator and denominator and comparing fractions from smallest to greatest.

In Science the children have been exploring with the magnets by looking around the classroom to see what objects they think are magnetic and non magnetic material.

In PSHE the children have been working in small groups to create a garden for someone who is facing a challenge. The children have come up with some fantastic ideas so far and they can't wait to show them to the rest of the class next week.

In Art the children have been using charcoal and showing how they can manipulate charcoal to show how it can be used in different ways.

Well done for a brilliant week Year 3, we hope you all have a lovely weekend

Year 4



What a wonderful, and busy, week in year 4!

This week, we have been designing our biscuit packaging in D.T., thinking about how we can make our designs appealing and eye catching! We have used nets of 2D shapes and Tinkercad to create our packaging design.

In Maths, we have begun our topic of Length and Perimeter. We have been looking at comparing lengths, finding how many cm are in a m, how many m are in a km and working out perimeter using counting squares and addition and multiplication.

Next week, we are writing our own myth narrative based on our story 'Arthur and the Golden Rope'

Please be reminded that children should be reading 3 times weekly at home with an adult.

Have a lovely



Design & Technology: Fairground Fun

The classroom has been transformed into a construction site as we began building our **fairground rides**. It has been wonderful to see the children applying their engineering skills to create moving structures.

- **A Huge Thank You:** We are incredibly grateful to the parents and carers who sent in additional materials. Your contributions have made these ambitious projects possible!

English: Chilling Cliffhangers

In our writing sessions, we have ventured onto the misty Devonshire moors. Inspired by Sir Arthur Conan Doyle's classic, *The Hound of the Baskervilles*, the students are crafting their own **cliffhanger narratives**.

We are anticipating some truly thrilling writing as the children master the art of suspense, atmosphere, and leaving their readers desperate for the next chapter.

🍌 Science: Journey Through the Solar System

Our Science lessons took us out of this world this week! We have been exploring the vastness of the **Solar System**, discussing the unique characteristics of the planets and the scale of our galactic neighborhood. The curiosity and questions from the students have been truly stellar.

Year 6



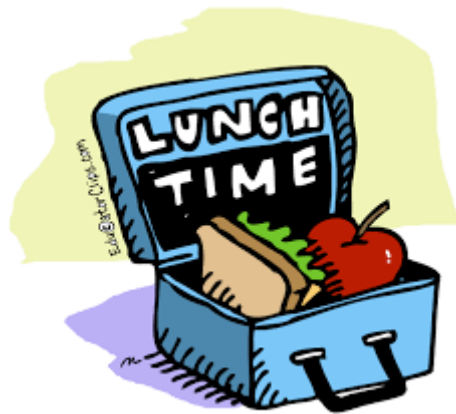
Lots of progress has been made by Year 6 and this week's mock SATs have really demonstrated this; the children have worked really hard and the majority have had such a positive attitude towards taking their tests, keen to know the improvements they have made. Next week, we plan to go through these in class so that the children can learn from any little mistakes made (like missing out a double page worth of questions!). Keep working hard, Year 6 - everything is going in the right direction for you :)

Star of the Week



- ***RHH - Jax - For embracing our 'People Who Help Us' topic and asking lots of brilliant questions!***
- ***1MT - Isabel - For being an always person, having a brilliant attitude towards learning and a ray of sunshine in our classroom!***
- ***2BH - George - For working super hard in maths and English and providing some fantastic sentences.***
- ***2JB - Indi - For a brilliant improvement in her attitude to learning! A more focused approach has been seen in class for the last 2 weeks and it has really been noticed.***
- ***3KG - Edwin - For his fantastic effort in maths trying hard to work independently especially with his 3, 4 and 8x tables***
- ***3HP - Jaxon - For his enthusiasm and positive attitude during all of our lessons this week and for achieving a reading age of 11years and 4 months.***
- ***4CBL - Ted - For his amazing piece of English, writing a character description!***
- ***4HB - Esmay - For her amazing piece of English, writing a character description!***
- ***5JH - James - For his amazing piece of poetry.***
- ***5MB - Poppy - Always ready, focused and challenges herself in all she does.***
- ***6TT - Damson - A fabulous first week at Unity, a fantastic addition to the class.***
- ***6TT - Stanley - Superb effort during the whole of SATs week.***
- ***6VA - Markuss - For the progress shown in mock SATs***
- ***6VA - Kacie - For the progress shown in mock SATs***

Lunchtime menu for this week



Monday	Tuesday	Wednesday	Thursday	Friday
Homemade Pizza Margherita & Salad Bar (v) Or Italian Tomato & Vegetable Pasta Bake (v)	Savoury Mince, Yorkshire Pudding & Mash Potato Or Vegetarian Sausage Roll & Mash Potato (v)	Crispy Chicken Wrap & Herby Potato Wedges Or Cheese & Tomato Pin Wheel Pizza & Herby Potato Wedges (v)	Quorn & Sweet Potato Curry & Wholegrain Rice (v) Or Pork & Leek Meatballs, Tomato Sauce & Pasta Spirals	Crispy Vegetable Fingers & Oven Baked Chips (v) Or MSC Harry Ramsden's Fish & Oven Baked Chips