



Unity Academy Primary Newsletter
5/6/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

A Message From Mrs. Shaw

Welcome back!

I hope you all had a lovely half term break? The sun definitely made a difference didn't it?! I spent a lot of time catching up with friends and family and doing those jobs that I never seem to get around to doing during term time!

Teaching and Learning

Our week back started with a recap on our RRS expectations during assembly. In primary, the staff team are working on cold-calling. This means all children listening and being ready to add their contribution to the lesson without putting their hands up. It is actually a hard habit to break and both staff and children are working hard to put it into action. I tried it with the whole primary school during our RRS assembly and was very happy when any child I spoke to could answer questions or build on a response given by another child in regard to our Ready, Respectful and Safe expectations. I put some of our Y6 prefects on the spot during assembly and asked them to come to the front to demonstrate some of our expectations for the rest of the children to guess - Whole primary charades!! It worked well and the children enjoyed sharing their ideas of what the Y6 prefects were acting out - without putting their hands up! Well done everyone!

This week has been Y4 Multiplication check week. The children were well-prepared by the Year 4 staff team and so could relax and enjoy the process and show off what they know. Huge thanks to the staff involved in ensuring they were ready and well done to the children for trying their very best - it's all I ever ask for!! Next week is Phonics Screening testing week - All Year 1/2 children MUST be in school, on time every day anyway - but especially next week!

In our RRS assemblies and follow up classroom sessions there is often a task for the children to do which helps them to reflect on the main idea. Before the holidays, I set a task of creating something using junk materials with a view to the children being resilient. Amellia in Year 2 came to me this morning with her creation. She had spent time with her mum making a Tardis and I think she has done an excellent job. I asked what was the trickiest part and she said the light on the top as they couldn't get it to stick and so they had to keep trying. Well done Amellia and Mum! See the pictures below!

Advance Notice - INSET Day - School will be closed to all children on Monday 29th June.

Thank you

And finally ...

Have a wonderful weekend everyone!





My TARDIS School Project

Amelia Rose Beavis

My mum and I made a TARDIS out of recycling products. We used old materials and turned them into something new. This links to real life because recycling helps us reuse things instead of throwing them away.

The TARDIS looks like an old police telephone box from the 1960s. In the past, police boxes were used by police officers before they had mobile phones and walkie-talkies. A police officer could use the telephone inside to call the police station for help. The public could also use the telephone in an emergency. Sometimes the box could even be used as a small place for police work.

The TARDIS is also a time machine from the TV show called Doctor Who, so it links to clocks and watches. Clocks and watches help us measure time. Long ago, people invented different ways to tell the time, and now we use clocks, watches, phones, and even computers.

The TARDIS also travels through space and time. This links to real inventions that help people travel, such as cars, trains, aeroplanes and rockets. These inventions help people explore the world and even outer space – just like The Doctor.

I enjoyed making my TARDIS because it shows how imagination, science, history and recycling can all work together. I also enjoyed working with my mummy on such a fun project.

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



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	92.13	1
• 1MT	97.32	4
• 2BH	100	1
• 2JB	98.61	5
• 3KG	86.76	1
• 3HP	98.80	1

• 4CBL	93.48	0
• 4HB	91.28	3
• 5MB	95.83	1
• 5JH	95.98	5
• 6TT	94.83	2
• 6VA	85.17	6

Keeping children safe!



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

What Parents & Educators Need to Know about

ROBLOX

WHAT ARE THE RISKS?

Roblox is an online platform where users can play and create games known as 'experiences' made by other users. Roblox has a large UK audience. ITV News has reported that millions of people in Britain use the platform regularly, with children forming a significant proportion of its users. The sheer scale of it makes it extremely difficult to moderate effectively, creating risks for unsupervised children.

A PLATFORM RATHER THAN A GAME

Roblox differs from traditional video games in that it hosts millions of user-created experiences rather than a fixed set of developer-produced content. Each experience is self-rated by its creator rather than independently age-rated in advance, as is the case with PEGI-rated games. With millions of user-created experiences, moderation is largely automated which means that inappropriate content may reach younger players and have a harmful effect.

MATURE CONTENT

With much of Roblox's moderation automated through AI and creators self-certifying suitability, inappropriate content frequently appears on the platform. Some experiences may include content intended for older players. While Roblox has tools to restrict access based on age settings, these systems are not always perfect. Younger players are likely to encounter content you may deem unsuitable.

IN-GAME SPENDING

Roblox is free to play, but many experiences and cosmetics include optional purchases using Robux, the platform's virtual currency, to get advantages in games. This business model is common across online games, but reporting has highlighted cases where children have spent large amounts of money unintentionally or without understanding the real-world cost.

RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences are made of short tasks, rewards, and progression systems that can prompt users to keep playing for longer periods of time. Some games also use reminders, daily rewards, or timed events to encourage frequent logins. These designs can make it difficult to stop playing. Spending long periods online may affect sleep, schoolwork, or other activities if boundaries are not in place.

COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigations have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In response, Roblox has announced changes to how chat works. The platform plans to use facial age-estimation technology to restrict chat access between adults and children they do not know.

Advice for Parents & Educators

USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular supervision, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

CONSIDER LIMITING OR DISABLING CHAT

Although Roblox is introducing tighter age-based chat restrictions, some parents and educators may prefer to disable chat entirely for younger children. Children can still play games while communicating with friends they know through other supervised platforms.

PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how monetisation works, and how children interact online. This shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor all games played on Roblox due to its self-rating nature.

ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age appropriate, and for many children, the platform is an important way to socialise with friends. Rather than banning it outright, parents and educators should talk openly with children about online safety, spending, and how to respond to inappropriate behaviour.

Meet Our Expert

Alan Martin is a technology journalist who has written for publications including Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.



See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.01.2026

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

What Parents & Educators Need to Know about IMAGE-ALTERING FILTERS

From playful puppy ears on Snapchat to 'beauty mode' on TikTok, image-altering filters are now a routine part of how young people communicate online. While many are harmless, others subtly reshape people's faces and bodies. This can blur the line between reality and edited content, potentially influencing how children and young people see themselves and others.

WHAT ARE THE RISKS?

ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can shift a child's idea of what is 'normal' or attractive, creating unrealistic expectations about their own and others' appearances.

PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval, rather than feeling confident in their natural appearance.

LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

HIDDEN ADVERTISING

Some filters are linked to beauty products or trends, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data – such as facial images and usage habits – with apps and third parties.

BLURRED REALITY

As filters become more advanced and natural-looking, it can be difficult for children and young people to distinguish edited content from real life, especially when filters are used in everyday photos and videos.

SEXUALISED EDITS

Certain tools can make users appear older or more sexualised. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

Advice for Parents & Educators

START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of real life. Emphasise that they don't need to meet these artificial standards.

PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, friendships, and creative interests, so that confidence isn't tied solely to online validation.

Meet Our Expert

Parveen Kaur is a digital parenting expert and founder of Kids N Clicks, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for Internet Matters, offering practical guidance on emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, TalkTV, and other major media outlets, supporting families across the UK.



[See full reference list on our website](#)

[@wake_up_weds](#)

www.thenationalcollege

[@wake.up.wednesday](#)

[@wake.up.weds](#)

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 15.04.2026

PSHE lessons. Summer term



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

Nursery



This week in Nursery we have started our similarities and differences topic, we have read the story 'Marmaduke the Very Different Dragon.' We have compared ourselves to our friends and spoken about what we can see is different, such as our hair colour, eye colour, the children have then drawn a picture of their friend.

We have also counted two groups of objects and then found the total when we combined the two amounts. The children have created their own faces, using the items provided.

The children were shocked to see that the tadpoles had turned into froglets when they came back after the half term. Two of the, now

Reception



This week, we have been reading Julia Donaldson's ***The Snail and the Whale***. The story inspired an absolute wealth of creativity in our classroom. The children worked hard on their fine motor skills by creating beautiful snail artwork using a variety of loose parts and natural objects. They also loved mimicking the snail from the story by leaving their own "silvery" snail trails and writing hidden messages around our creative areas!

In **Maths**, we turned our attention to the concepts of sharing and grouping. We practiced dividing objects up to see if we could share them fairly and accurately. This naturally led us onto exploring **odd and even numbers**. The children discovered that an odd number always leaves one object left out, meaning it simply cannot be shared equally between two groups.

Year 1



Welcome back Year 1! I hope everyone had a lovely half term.

In English this week we started a new text 'The Secret of Black Rock'. As we came into our classroom on Tuesday we found lots of mysterious objects including a bed, posters, a lantern, a rope made from pillow cases and a diary entry. We discussed how the items linked together and how they may help us predict our story.

In Maths we have started our topic on Position and Direction. We will be exploring different types of turns, including, quarter, half, three quarter and full turns, using our fraction knowledge to help us.

This week we have done lots of preparation and practise for our Phonics Screening Check which is coming up next week. We have gone through lots of past papers and had lots of fun with phonics games to support us with our sound knowledge and blending. This will give us the best opportunity to show all of our knowledge next week!

Thank you to those parents and carers who have supported your child to access the QR code stickers. Please continue to do this during the weekend and in the coming week. We really appreciate all of your support!

I hope you have a lovely weekend.

Year 2



What a busy and exciting week we have had in Year 2! In maths, the children have been diving into the world of fractions, working hard to understand halves and quarters by finding equal parts of shapes and numbers.

We also had some incredibly special visitors when our local firefighters came to school! They taught us all about the importance of fire safety and how to stay safe at home.

Finally, we have launched our brand-new Immerse lessons, introducing the children to a fantastic new book that has already sparked so much curiosity and imagination.

Have a lovely weekend!

The Year 2 Team.

Year 3



What an amazing first week back after half term!

We hope everyone had a lovely and restful break.

On Tuesday, we had a visit from our school nurses who talked to us about the importance of looking after our teeth. We learned about good oral hygiene habits, healthy food choices, and how to keep our teeth and gums healthy.

Maths - This week, we continued our shape topic. We have been recognising and describing 2D shapes, drawing polygons, recognising and describing 3D shapes, and making our own 3D shapes.

English - We planned and began writing our complaint letters based on our class book *It Fell From the Sky*. We are writing from the point of view of the dung beetle and have enjoyed thinking about the story from a different perspective.

Science - We continued our plants topic and looked at the different parts of a flower, learning about their important functions.

Art - Linked to our Science learning, we explored the work of artist Georgia O'Keeffe and discussed what we liked about her artwork, particularly her detailed flower paintings.

Reminder - Letters and payments for the Showtown trip are due soon. Thank you to everyone who has already paid.

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

Year 4



What a wonderful first week back we have had in Year 4!

This week Year 4 have completed their MTC which we have been working towards all year. We are so proud of all the children's hard work and effort. Times tables will continue to be an important part of school life and their dedication to their times tables has shone through this week.

In English, we began our book 'The Journey' with some excellent sentences about the emotions and feelings of the characters.

In R.E. we looked special places to use and related feelings to these places. These included home, school and the park!

Well done Year 4 and keep up your continued hard.

Blackpool Football Club are asking for Parent/Carer feedback on the Fit2Go programme that all our Year 4 children took part in over last term.

As a thank you, parents who complete the form and provide their email address will be entered into a prize draw at the end of the school year.

[Parents/Carers of children in Year 4 are asked to click this link to complete the short survey.](#)

Year 5



Welcome back! It has been wonderful to see the Year 5 children return from the half-term break with such positive energy and readiness to learn. They have settled straight back into our classroom routines and have worked incredibly hard this week. They have certainly earned a well-deserved weekend rest!

We have hit the ground running with some exciting new curriculum topics for this half of the term:

- **English:** We have stepped into the dramatic world of William Shakespeare by beginning our new English text, *Macbeth*. The children are already captivated by the mystery and excitement of the story. We are also thrilled to announce that this fantastic play will be the focus of this year's Year 5 production! We can't wait to see the children bring these characters to life on stage.
- **Science & PSHE:** In Science, we have started our new unit exploring **Animals, including Humans**. To provide a cohesive and supportive learning experience, this connects directly with our new PSHE topic, **Changing Me**. Together, these subjects will help the children explore and understand human development and life cycles in a clear, age-appropriate context.

We are so proud of the focus, effort, and maturity the class has shown during this first week back. Have a wonderful and restful weekend!

Year 6



Starting on Monday, Blackpool FC Community Trust is supporting our Year 6 students with a successful six-week PSHE programme, Unstoppable. The programme is now in its 6th year of delivery and has supported pupils with difficult life topics, including mental health, knife crime, friendships, family dynamics and the transition to high school. Students read up to

certain points each week and are then led through a classroom session by one of their Health and Wellbeing Officers, discussing hard-hitting topics. The use of literature to facilitate child led PSHE discussion is a relatively new concept, however, has been extremely well received within schools. Unstoppable has been developed using bestselling author Dan Freedman's book of the same name, and allows pupils to talk openly about the situations the fictional characters find themselves in. These discussions then allow conversations to progress to pupil's lived experiences and how coping strategies could be developed to support them through difficult situations. This week, students in Year 6 have enjoyed reading up to page 37 of the book in readiness for Monday's first session!

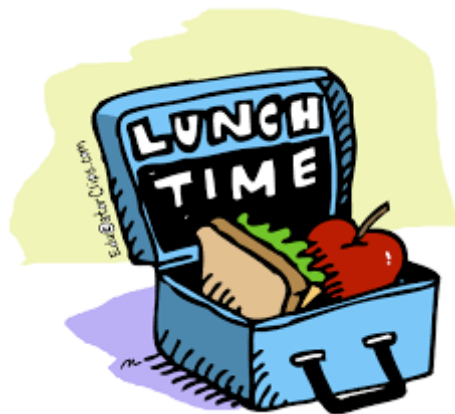
Star of the week



- **RHH - Torvi - Fantastic focus and effort in Phonics!**
- **1MT - Kali - Producing an absolutely fantastic abstract self portrait in the style of Picasso!**
- **2BH - Ellis - For producing some fantastic independent work and growing in confidence.**
- **2JB - Amellia-Rose - For making a positive change in her attitude to learning and focus since coming back from our half term holiday!**
- **3KG - Aaron - For growing in confidence and contributing excellent ideas in our English lessons!**
- **3HP - Darcie-Mai - For being an always person by following our school values and being a fantastic role model.**
- **4CBL - All of 4CBL - For absolutely smashing their MTC this week! we are so so proud!**

- 4HB - Layla - For all her hard work and focus in maths!
- 5JH - Mason - For his insightful and thoughtful contributions to our PSHE lessons.
- 5MB - Alexis - For great effort and concentration across all subjects.
- 5MB - Charlie - For super focus and attitude to learning.
- 6TT - Junior - For an improving attitude as the year has gone on.
- 6VA - Scarlett - For working so hard in English, taking her time to plan out her writing effectively.

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