



Unity Academy Primary Newsletter
6/2/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

A Message From Mrs. Shaw

Have a read of what has been happening at Unity this week!

Teaching and Learning

I was very happy to be invited to Year 5 this week where Mrs Bateman's class were demonstrating their D.T. work. They had worked together to plan, design and make fairground rides. There was a real buzz of excitement in the classroom as the children all moved around and provided feedback on each other's work both positive and suggesting improvements in a supportive manner. The children could all articulate clearly what the learning intention was behind the work, how they had worked as a team, the part they played in the creation of the ride and what the success criteria was and how to use it. I was very impressed!

6VA were in the middle of their Science lesson with Mrs King when I visited them. The lesson was coming to a close and she was summarising what the children had learnt. I loved the way she asked a question and then the children built on each other's answers. Their use of scientific vocabulary was fantastic with them not only using them in the correct context but being able to explain their meanings. Well done!

3KG were in P.E. when I nipped into the gym on Wednesday. Mr Hesketh had taught a lesson on the different types of roll and I managed to see the children practising what they had learnt. Zofia demonstrated an excellent teddy bear roll, Kendall's egg roll was fabulous and Sebastian's pencil roll was very straight with pointed fingers and toes.

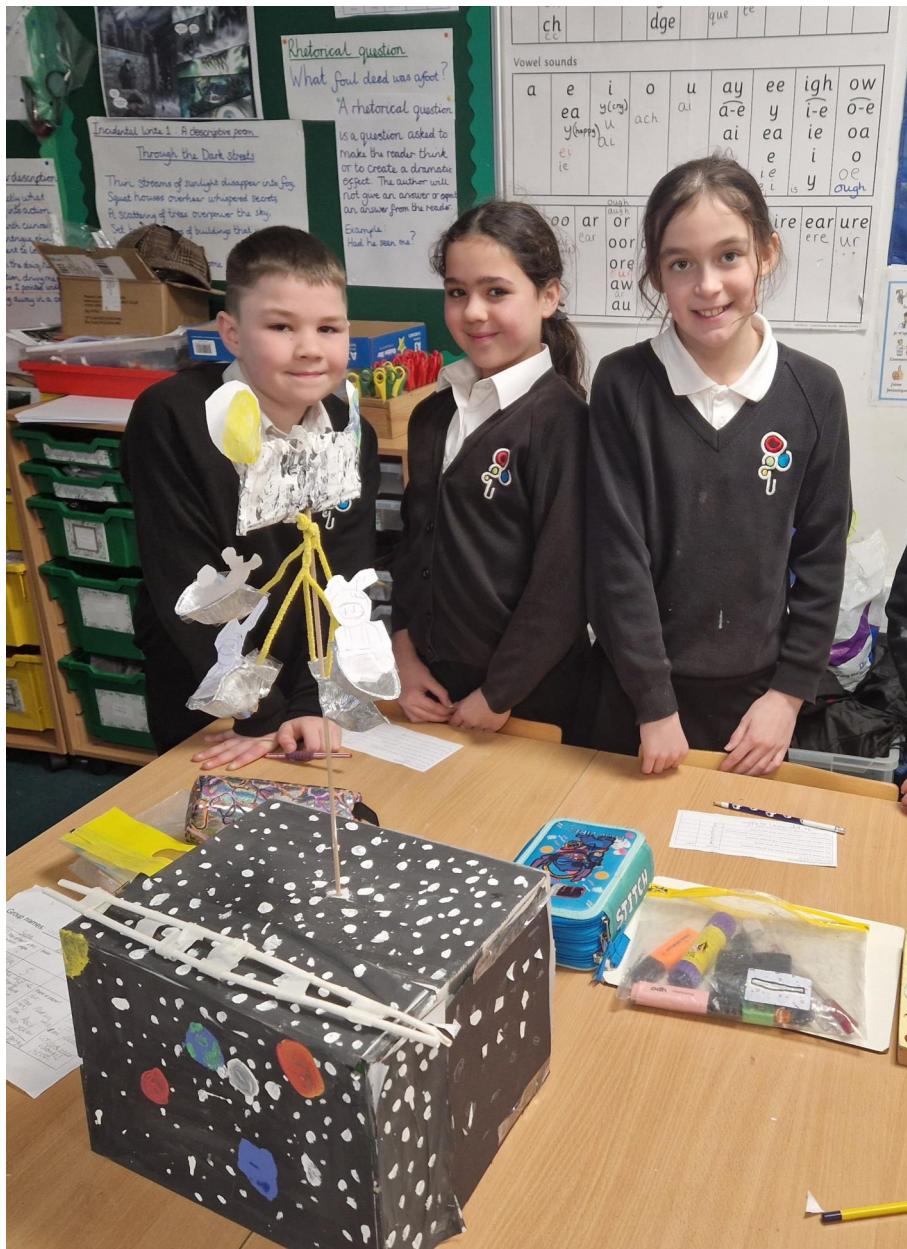
Our new writing scheme is definitely having a positive impact! Tommy came to show me his finished story this week. I loved seeing the finished article after seeing his work building up to this over the last few weeks. Well done Tommy. Charlie-Jack and Tyler were also really excited to share their work with me too yesterday. The scheme enables the children to access high quality and quite challenging texts. The boys could tell me all about The Hound of the Baskervilles

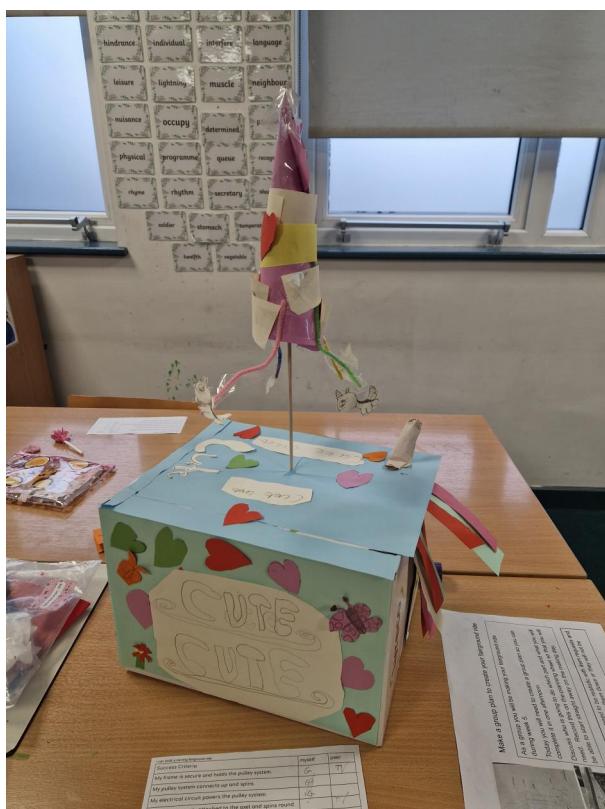
In our RRS assembly this week, we used the book 'Ravi's Roar' by Tom Percival to focus on managing our emotions. This lovely story demonstrates the importance of understanding our emotions and controlling how we react to things which is a tricky thing to do sometimes! Next week our focus is on the importance of wearing our school uniform. As I said last week, wearing our school uniform is a part of our school values and demonstrates that we are ready to learn and being respectful of our school rules. The full uniform list is below should you want to check it. The expectation is that children wear a Unity logo jumper, a white shirt, black trousers or skirt (not leggings), wear fully black shoes and have a full P.E. kit in school. Please support your child in meeting our school values by providing a full school uniform. We do have some spares in school so just let us know if you need any support with this. 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 ...

One more week until half term, this has certainly felt a long one! Have a lovely 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



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



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

Blackpool Football Club Community Trust

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 6JU
- 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 BFCT 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	Clement Park Community Hall 5pm - 6pm	Montgomery Academy 5pm - 6pm	Stanley Park (Astr0/3g) 4pm - 6pm
Mereside Primary School 5:30pm - 6:30pm	Moor Park Leisure Centre 4pm - 5pm	Aspire Sports Hub 5pm - 7pm	Montgomery Academy 5pm - 6pm	North Stand Community Hub 5pm - 7pm
Key chart: Mixed Football Girls Football Fun activity				
Aspire Sports Hub 5pm - 7pm				
Revoe Park 5pm - 7pm				

All sessions term time only.

Attendance



	<i>Attendance %</i>	<i>Late marks</i>
• RHH	99.11	3
• 1MT	94.44	1
• 2BH	99.58	4
• 2JB	92.59	3
• 3KG	96.71	3
• 3HP	96.43	2
• 4CBL	95.00	2
• 4HB	89.29	6
• 5JH	92.24	5
• 5MB	94.40	5
• 6TT	99.17	2
• 6VA	98.33	5

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.

10 Top Tips for Parents and Educators USING TECHNOLOGY TO BOOST READING SKILLS

The way we engage with text has changed dramatically over the years. Whether reading captions on social media, instructions in a video game or an e-book on a digital device, technology plays a major role in modern literacy. While traditional books remain invaluable, digital tools can enhance reading skills by making text more accessible, interactive and engaging.

1 CHOOSING THE RIGHT TYPE OF TEXT
Before integrating technology, consider the types of text that a child engages with. If they need help on occasion, digital reading pens can assist by大声朗读 text. Text-to-speech tools and reading pens are especially useful for students with reading difficulties, and can even be used in exams if they're part of their routine learning process. Proper training and practice are required, but they can be a great help when tackling printed text.

2 READING ON SCREEN
Many devices now allow users to customize text for better readability. Adjusting font type, size and background colour can significantly enhance comprehension. For many readers, white text on a black background is the easiest to see, whereas others may prefer a light background with dark text – these are designed to help those who are struggling. Teaching children how to personalise text settings on their devices empowers them to read more comfortably and with greater confidence.

3 ACCESSIBILITY TOOLS
Most modern devices include built-in tools designed to assist readers with disabilities. These can be found in Settings under Accessibility and may include text-to-speech, speech-to-text and screen magnification functions. Enabling these tools can make digital reading much easier, especially for children with learning difficulties or visual impairments, who might have an easier time with spoken language than the written word, or who might simply require a closer look at the text.

4 INTERACTIVE READING PROGRAMMES
Many digital reading devices, such as Kindle and other e-readers, offer features like word highlighting, adjustable text speed and built-in dictionaries. These tools help learners to break down complex words and sentences while maintaining an appropriate reading pace. Some programmes even allow users to track their progress, making reading a more structured and motivating experience.

5 VIDEO GAMES AND READING SKILLS
Many video games require players to read instructions, character dialogues and mission objectives, making them a fun and effective literacy tool. Games that involve storytelling, puzzles or problem-solving often include large amounts of text – encouraging children to read these texts aloud or discuss them can improve their comprehension and vocabulary in a fun, engaging way.

6 SUBTITLES AND CLOSED CAPTIONS
Watching videos with subtitles or closed captions is an effective way to enhance reading skills. As children watch their favourite shows or documentaries, they follow along with text, gaining a better understanding of how written words sound when spoken aloud. This is particularly beneficial for reluctant readers, as it exposes them to words in a context that makes sense. Repeatedly watching content with subtitles reinforces word recognition and comprehension.

7 USING AUDIOBOOKS
Audiobooks are an excellent way to develop listening and reading skills simultaneously. Children can follow along with the text while listening to a narrator, reinforcing word recognition and fluency. For struggling readers, listening to an audiobook while attempting to read the text independently can boost their confidence and comprehension.

8 VOICE-TO-TEXT FOR WRITING AND READING
Voice-to-text tools allow users to dictate words, which are then transcribed into text. This feature helps children see the connection between spoken and written language. By listening to the voice of their dictated words read back to them, learners can identify mistakes and improve their reading and writing skills simultaneously.

9 TEXT-TO-VOICE TECHNOLOGY
Text-to-voice software reads digital text aloud, making it easier for learners to follow along. Most modern devices come with text-to-speech built-in. When enabled, users can highlight a passage or sentence and press Play to hear it read aloud. This tool is particularly helpful for auditory learners and those who struggle with decoding written words.

10 SOCIAL MEDIA AND PARENTAL CONTROLS
While social media provides opportunities for reading, most platforms have age restrictions of 13–16 years old, making parental guidance essential. Many social media videos include captions and comment sections that encourage reading. However, it's important to use the platform's built-in controls (such as time limits and content filters) to create a safe and educational online environment for children. Encouraging responsible social media use can ensure a balanced and productive approach to digital literacy.

Meet Our Expert
Catrina Lown is a qualified special needs teacher and experienced SENCO. She recently launched her own site, [Neuroteachers](http://neuroteachers.com), which offers a library of free 'How-to' and 'Explanation' videos for educators. Catrina also works with schools and training organisations for multi-academy trusts, businesses, schools and training organisations.

#WakeUpWednesday

The National College

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What Parents & Educators Need to Know about ENERGY DRINKS

Energy drinks are highly caffeinated beverages often consumed for a quick energy boost. However, excessive intake can lead to health risks like increased heart rate and sleep disturbances. Statistics underline these products' popularity among young people – many of whom consume them regularly. Here's our expert's advice on addressing the concerns surrounding energy drink consumption in adolescents.

WHAT ARE THE RISKS?

HIGH CAFFEINE CONTENT

Most energy drinks contain high levels of caffeine – equivalent to a typical cup of coffee or fizzy drink. Excessive caffeine consumption can lead to increased heart rate, high blood pressure, anxiety, insomnia, digestive issues and – in extreme cases – even irregular heartbeat. For children and adolescents, whose bodies are still developing, excessive caffeine intake can be particularly harmful.

INCREASED RISK OF HEART PROBLEMS

The combination of high caffeine levels and the other stimulants found in energy drinks can put extra strain on the cardiovascular system. Potentially, this could lead to irregular heart rhythms, palpitations and increased future risk of heart attack – especially in individuals who have an underlying heart condition.

IMPACT ON MENTAL HEALTH

The significant levels of caffeine and sugar in energy drinks can exacerbate anxiety, nervousness and even – in susceptible individuals – lead to panic attacks. Additionally, the crash often follows the initial energy boost can actually make mood swings worse and possibly lead to feelings of depression and irritability.

DISRUPTED SLEEP PATTERNS

Consuming energy drinks, especially during the afternoon or evening, can interfere with sleep patterns. The stimulating effects of caffeine can make it difficult for children and young adults to fall asleep – leading to insufficient rest and its associated health risks, including impaired cognitive function, mood disturbances and decreased academic performance.

LINKS TO SUBSTANCE ABUSE

Some research has suggested a correlation between energy drink consumption and higher rates of substance abuse among teenagers and adults. Young people may mix energy drinks with alcohol, mistakenly believing that the energy drinks' stimulant effects will counteract the sedative nature of alcohol. This combination, however, can be dangerous and increase the risk of accidents, injuries and alcohol poisoning.

POTENTIAL FOR DEPENDENCY

Frequent consumption of energy drinks can lead to tolerance – meaning that individuals may need to consume more energy drinks to continue achieving the desired effects. This can potentially lead to dependency and addiction, especially in younger individuals who may be more vulnerable to addictive behaviours.

Advice for Parents & Educators

LIMIT CONSUMPTION

It's wise to educate young people about the potential risks related to energy drinks, emphasising the consequences of excessive caffeine consumption. Encourage healthier alternatives like water, herbal teas or natural fruit juices. You can model healthy behaviours by restricting your own consumption of energy drinks and creating a supportive environment for informed choices.

PROMOTE HEALTHIER HABITS

Schools can help with this issue by including discussions about the possible dangers of energy drink consumption into their health education curriculum. Encourage children and young adults to critically evaluate the marketing messages they see and make informed choices about their health. Teachers could also provide resources and support for children to identify healthier alternatives.

ADVOCATE FOR REGULATION

If this is something you're particularly passionate about, you could work with local health organisations and policymakers to advocate for regulations on energy drink sales to children and young people. Raise awareness among parents, educators and community members about the potential health risks associated with energy drinks and support initiatives promoting healthier options in schools and communities.

SET A POSITIVE EXAMPLE

Adults can model healthy behaviour by visibly choosing alternative beverages instead of energy drinks. Maintain open communication with children and young adults about the reasons for limiting energy drink consumption – underlining the importance of balanced nutrition, adequate hydration and sufficient sleep for overall wellbeing and academic success.

Meet Our Expert

Dr Jason O'Rourke, Headteacher of Washington Academy, champions food education and sustainability – and his school holds the Soil Association's prestigious Gold Catering Mark. Jason has spoken on food education at two major international conferences. A member of the All-Party Parliamentary Group on School Food, he co-founded TastEd, a sensory food education charity.



#WakeUpWednesday®

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Source: See full reference list on guide page at nationalcollege.com/guides/energy-drinks

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Reception



Year 1



Another fantastic week in Year 1!

This week we have been incredibly excited to complete our stories using our text 'Rapunzel' by Bethan Woolvin as a stimulus. The children have now completed their full stories, including an opening, build up, problem and ending. I am immensely proud of the writing all of the children have created and the effort and commitment they have shown! Looking back to just a couple of months ago you can see clear progression from each child. You should all be very proud of yourselves Year 1!

In Maths we have begun a new topic of addition and subtraction within 20. We have focused on completing addition sentences utilising ten frames and base 10 to support us.

In Science this week we have developed our knowledge of animals further; learning about carnivores and herbivores. We categorised various animals and the children had wonderful and insightful conversations, explaining all of their ideas.

A gentle reminder that items from home are not permitted within school, with the exception of school bags, bottles and packed lunches. We ask that items from home, including toys and stationary are kept safely at home to avoid them becoming lost, broken or causing a distraction to learning. Thank you for your support with this.

I hope you have a lovely weekend.

Miss Tench

Year 2



This week in Year 2 we have been starting to make our lighthouses in Design Technology where we had to learn to measure accurately to create a lighthouse structure and it is something the children have found incredibly exciting!

In maths we have been working hard on our 2, 5 and 10 times tables and their division facts and we encourage all Year 2 children to access their Times Table Rockstars accounts to practice these at home as well as in school. If you have not received your child's login details for this please let the Year 2 staff know.

Finally in English we have been putting ourselves in the shoes of "William" from the story "The Night Gardener" and discussing his reactions and experience of seeing the wonderful sculptures from his window as well as analysing the book looking at the language used to interest the reader!

Well done Year 2! 1 week to go!

Year 3



What another fantastic week Year 3 have had!

In English the children have been writing a setting description about our new story 'The Rhythm and the Rain'. The children have chosen a setting from the story and wrote about it using some fantastic descriptive language.

In Maths the children have been exploring fractions and using a number line to help them count in fractions.

In PSHE the children have been working with their group to finish their garden for somebody who is facing a challenge. The children have designed some fantastic gardens and have been very creative.

In Art the children have completed their learning task for this half term where they have used the art pencils and charcoal to draw Winston Churchill in the style of Damian Goidich.

We hope you all have a lovely weekend, only 1 more week to go!

The Year 3 Team

Year 4



Another busy, wonderful week in Year 4!

This week, we have been planning our own myth narrative based around Arthur and the Golden Rope. We have chosen our own Norse mythical creatures to 'defeat' including fire giants, giant serpents and hell hounds! We have also thought of magical items to defeat the beasts from golden rings to magic crystals.

In Maths, we have been continuing our topic of Length and Perimeter, working out missing perimeters, comparing lengths and looking at rectilinear shapes.

In D.T. we have been completing our 'Blackpool Biscuit' packaging thinking about our client, product and secure packaging. There are some very colourful, eye-catching designs that would certainly stand out on Aldi's shelves!

Please be reminded that **after half term** 4HB will be going swimming on Wednesday and 4CBI will be doing P.E.

Have a lovely weekend!

Year 5



We would like to invite you to see our wonderful moving fairground rides on Wednesday 25th February at 3pm. The children have brought all of their hard work from over the last 12 weeks together this week, added their creativity and created the most wonderful fairground rides ever seen. Please come along if you are able to and see them for yourselves.

In English, we have completed our writing unit and written a cliffhanger story based on The Hound of the Baskervilles. The children have used a range of vocabulary to enable them to set the scene on the Baskerville Moor, back in the 1800s and included a range of wonderful description, action and atmosphere.

In maths we are multiplying fractions and support at home with helping your children to learn and recall their times tables will be very beneficial for them in this and all maths topics we cover in year 5 and going forward into year 6.

Next week is our trip to UCLAN, 5MB on Tuesday and 5JH on Wednesday. In preparation we have been finding out about a range of scientists and how theories about space have changed over time. We have started to consider questions about space and if they could be answered yet or will need scientists of the future to explain them. Do you have any questions about space that they could add to their science books?

Wishing you all a lovely weekend, The year 5 team

Year 6



We are currently working on the list of children who we will be asking to join us in the precision teaching leading towards May's SATs, and are looking at LBQ and finding where the gaps are that we need to fill. Unfortunately this week we had 25 children who did not do their homework. LBQ is a really useful tool to inform us of the gaps in their knowledge and we really need your children to be doing their homework weekly. There are opportunities

within the school week for children to complete their work at school and we would really like you to encourage your children to attend the classes if they haven't got round to the work at home. We set homework every Friday and give the children until the following Friday to complete it. If they have any difficulties, they need to come and speak to us so we can help with any problems.

Please support us in our joint efforts to help your children be the best that they can be.

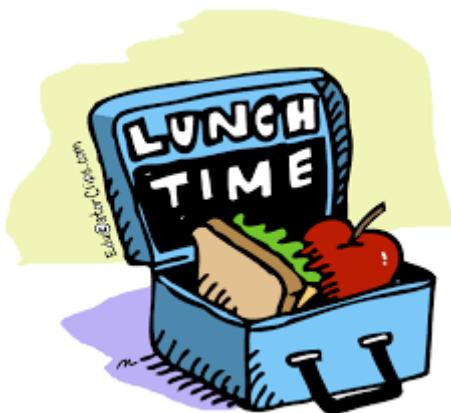
Star of the Week



- **RHH - Ronald - For his enthusiastic approach to learning and sharing his knowledge with others!**
- **1MT - Cody - For flourishing in confidence during your time in Year 1. Well done!**
- **2BH - Paisley - Impressing with her writing.**
- **2JB - Adam - For sharing his passion for his faith and proudly speaking about it to our class in all RE lessons.**
- **2JB - Harrison - For joining in more with his group discussions.**
- **3KG - Aaron - For a wonderful and independent attitude towards his work on Fractions in maths!**
- **3HP - Harvey - For trying so hard with his phonics and reading and has moved up to blue group.**
- **4CBL - Blair - For always being ready to learn, putting in a 100% effort and being a fantastic role model in and out of class.**
- **4HB - Sienna - For working hard on her times table knowledge and massively improving her Soundcheck scores!**

- **5JH - Kuba - For his effort in writing and producing a excellent narrative.**
- **5MB - James - For his dedication to his maths homework, sharing his knowledge of space in science and reading and his wonderful vocabulary and writing style in English.**
- **6TT - Skye - For a fabulous effort catching up with her SATs. Tremendous effort and super results.**
- **6VA - Marley - For his progress in reading (one and a half years since November!)**

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)