



Unity Academy Primary Newsletter  
6/3/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

## A Message From Mrs. Shaw

Another busy week in school life at Unity this week!

### **Teaching and Learning**

I have been a very proud Primary Lead this week as we have had Ofsted in to check on our improvements. The children and staff have absolutely blown me away with their positive attitude and team work. The Pupil Voice came out incredibly strong with children confident to talk about how they feel about all aspects of school life, who their trusted adults are and how much the school has done to support behaviour to aid their learning. The inspectors could see the areas we have improved and what made me really happy is they agree with the steps we have taken and what we want to do next. Thank you to everyone who has supported us over the last few days whether that be through filling in the survey, speaking to inspectors or just checking in with the staff team each day.

### **World Book Day**

Yesterday was just what we needed after our Ofsted visit. Year 3 got it off to a flying start with their assembly. They spoke so confidently about their love of books and the positive impact reading has on you. Well done Year 3!

It was so nice to see so many children taking part in World Book Day - whether that was dressing as a book character, dressing as a 'word' or just by simply bringing their slippers for the shared reading session. You really are a creative bunch too aren't you?! The story spoons and story boxes are simply fantastic and I was very happy to announce the winners in assembly earlier this morning...

Nursery - Aaliyah-Jean Fowler

Reception - Ellie Yates

Year 1 - Paisley Pace

Year 2 - Adam Dridi

Year 3 - Mollie McKee

Year 4 - Gracie-Mai Trower

Year 5 - James Myers

Year 6 - Joshua Clarke

### **Parents' Evening - Monday 9th March**

We are looking forward to seeing you all on Monday for Parents' Evening. Appointments are five minutes long and we will try our very best to keep to the timings. Parents' Evening will give you the opportunity to discuss your child's progress and next steps with their class teacher.

To access school Monday, please come in through the primary late gate (green gates to the left of the Nursery/Library entrance) and not via the main entrance. You will then have an opportunity to look through your child's books before meeting with their teacher.

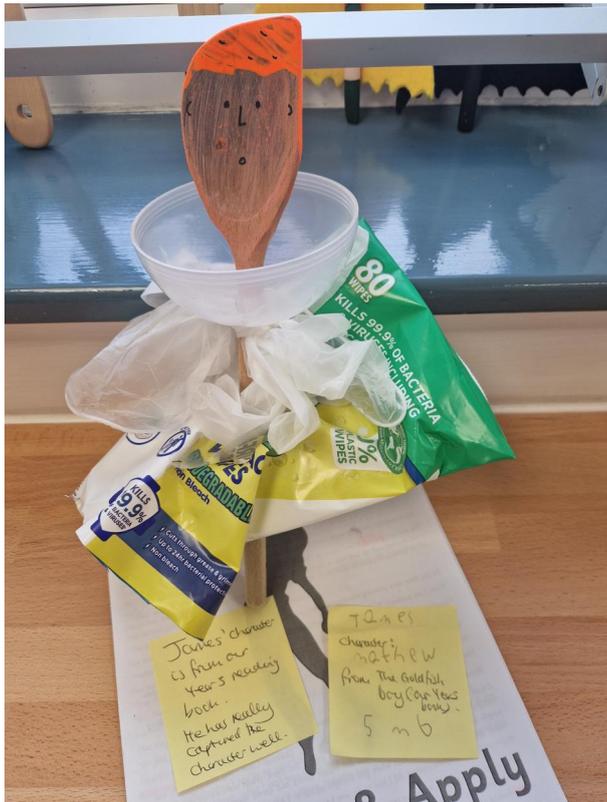
### **Parking**

If you are parking close to the school, please be very careful and aware of child pedestrians and both mindful of and courteous towards residents and school neighbours. Please observe no parking zones such as double yellow lines and those indicated by student safety signage. We are aware that Blackpool Council Parking Enforcement Officers are operating in the area and issuing tickets.

### **And finally ...**

I am looking forward to catching up on a bit of sleep this weekend after a very long and busy week. Have a great 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

or



**Unity logo cardigan**  
Plain black cardigan with Unity logo on the left chest



**Tailored Skirt**  
Plain black



**Trousers**  
Plain black, no logo or branding



**Plain black socks**

**Plain black tights**  
No logo, branding or pattern  
Available at many retailers



## Optional Uniform



**Shorts**  
Plain black



**Summer dress**



**Plain white socks**  
(To be worn with summer dress)



**Black Blazer**  
with the Unity logo

## PE Uniform

(No children in any year group are to come to school wearing P.E. kit)



**Red polo shirt**



**Black shorts**



**Black Pumps or Trainers**

## Unity Academy Footwear



Footwear should be all black with no identifiable markings. If this footwear is a boot it must be no bigger than ankle length. No crocs or sandals are permitted. Trainers are permitted as long as they are fully black. Please check the guide opposite



## Jewellery and Hair

A maximum of 2 earrings can be worn in each ear. These should be stud-type earrings. No other visible piercings are allowed. If children have ear piercings, they should be able to remove and replace them independently for PE. Children should not wear rings for school, it is unsafe on play equipment. Any necklaces and/or bracelets are to be kept inside the shirt and removed for PE. Primary aged students are expected to have long hair tied back for health and safety reasons. Bows and bobbles should be black, white or red. The school will not allow students to have words/logos shaved into their hair. The school will have due regard to equality laws when considering hair styles. Hairstyles and head coverings that are part of the culture and identity of an ethnic or racial group will be respected. The school would prefer children's hair to be of a natural colour but will tolerate hair which has been coloured. Children should not have very bright, non-natural hair colourants (e.g. green, blue etc.)



## Dates for the Diary



## Celebrating Culture and Difference





Lent: the Christian time of reflection enters its third week. [Click here to learn more](#)



Ramadan - the Islamic holy month of fasting enters it's third week. [Click here to learn more](#)

## 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

<b>R1</b>	An RRS point awarded for meeting expectations.	<b>C1</b>	A direct reminder of RRS expectations
<b>R2</b>	100 RRS points achieved, text message home to inform parents.	<b>C2</b>	A formal warning, recorded on Class Charts
<b>R3</b>	200 RRS points achieved, certificate awarded in assembly.	<b>C3</b>	15 minutes reflection in buddy class
<b>R4</b>	500 RRS points achieved, badge awarded in assembly.	<b>C4</b>	Remainder of session (AM/PM) in Reflection Room
<b>R5</b>	1000 RRS points achieved, invitation to end of year rewards trip.	<b>C5</b>	Day in the Reflection Room

## Community Corner





Premier League  
**Kicks**

Free activities for 8 to 18 year olds



Join us at one of these locations:

- ❖ **NORTH STAND COMMUNITY HUB**  
Bloomfield Road, Seasiders Way, FY1 6JJ
- ❖ **MOOR PARK LEISURE CENTRE**  
Bristol Avenue, FY2 0JG
- ❖ **STANLEY PARK**  
West Park Drive, FY3 9HU
- ❖ **CLAREMONT PARK COMMUNITY HALL**  
Claremont Road, FY1 2QH
- ❖ **ASPIRE SPORTS HUB**  
Garstang Road West, FY3 7JH
- ❖ **MERESIDE PRIMARY SCHOOL**  
Langdale Road, FY4 4RR
- ❖ **MONTGOMERY ACADEMY**  
All Hallows Road, FY2 0AZ
- ❖ **REVOE PARK**  
Central Drive, FY3 5HZ
- ❖ **SOUTH SHORE ACADEMY**  
Saint Annes Road, FY4 2AR

**PTO FOR OUR 2025/26 WINTER TIMETABLE**

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

Charity Registration Number: 1128235

You're invited to...

**PREMIER LEAGUE  
KICKS**

We deliver a number of FREE weekly sessions across Blackpool, between 4pm and 7.30pm. Sessions include open football for everyone, girls-only sessions and football for young people with disabilities.

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

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
South Shore Academy 5pm - 6pm	Aspire Sports Hub 5pm - 7pm	Claremont Park Community Hall 5pm - 6pm	Montgomery Academy 5pm - 6pm	Stanley Park (U16to'2g) 4pm - 5pm
Mereside Primary School 5.30pm - 6.30pm	Moor Park Leisure Centre 4pm - 6pm	Aspire Sports Hub 5pm - 7pm	Montgomery Academy 6pm - 7pm	North Stand Community Hub 5pm - 7pm
		Aspire Sports Hub 5pm - 7pm		Revoe Park 5pm - 7pm

Key: **Free** **Open Football** **Girls Football** **For all abilities**

All sessions free, free only.

## Attendance



	<i>Attendance %</i>	<i>Late marks</i>
• <i>RHH</i>	<i>94.64</i>	<i>0</i>
• <i>1MT</i>	<i>97.32</i>	<i>0</i>
• <i>2BH</i>	<i>98.75</i>	<i>1</i>
• <i>2JB</i>	<i>93.06</i>	<i>3</i>
• <i>3KG</i>	<i>99.34</i>	<i>1</i>
• <i>3HP</i>	<i>94.05</i>	<i>4</i>
• <i>4CBL</i>	<i>99.00</i>	<i>3</i>
• <i>4HB</i>	<i>98.75</i>	<i>0</i>
• <i>5MB</i>	<i>98.33</i>	<i>2</i>
• <i>5JH</i>	<i>94.83</i>	<i>5</i>
• <i>6TT</i>	<i>99.17</i>	<i>3</i>
• <i>6VA</i>	<i>97.41</i>	<i>5</i>



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](http://nationalcollege.com).

## What Parents & Educators Need to Know about EMOJIS

**WHAT ARE THE RISKS?**

**GENERATIONAL MISCOMMUNICATION**

An emoji like 🍑 (thumbs up emoji) might seem friendly to adults, but teens often interpret it as sarcastic or passive-aggressive. These differing interpretations can create confusion or unintended tension in cross-generational conversations.

**SHIELDING BULLYING OR PEER PRESSURE**

When embedded in emojis, mean-spirited jokes or exclusionary language can fly under the radar. Terms like 'mid' or 'delulu' may seem harmless, but they can be used to undermine peers in subtle ways.

**RAPIDLY SHIFTING MEANINGS**

Emoji meanings can change overnight. A person standing emoji (🦯) once signified awkwardness but might now be repurposed for something entirely different. This ever-changing lexicon can leave adults in the dark and young people vulnerable to misunderstanding or misuse.

**MASKING DISTRESS OR HARM**

Some emojis are used to discreetly signal troubling behaviours. For instance, 🍃 (falling leaves emoji) or 💊 (pill emoji) might suggest drug use, while 🌸 (wilted flower emoji) could hint at emotional struggles. Such usage can obscure serious issues, making them harder for trusted adults to detect.

**NORMALISING RISKY BEHAVIOURS**

Emojis can make harmful actions seem light-hearted or fashionable. Strings like 🔥🍑 (fire + 'woozy' face + pill emoji) may appear humorous but can reference partying, intoxication or dangerous challenges, which might otherwise raise red flags.

### Advice for Parents & Educators

**LEARN THE LINGO**

Stay updated with emoji trends and definitions using resources like [emojipedia.org](http://emojipedia.org) or Urban Dictionary. Knowing current meanings builds confidence when engaging with young people and helps spot potential concerns early.

**ASK, DON'T ASSUME**

Approach unfamiliar emojis with curiosity rather than suspicion. A light-hearted "Was does 🍑 (juice box emoji) mean these days?" can open conversation and show that you respect their knowledge.

**CREATE SAFE SPACES FOR DISCUSSION**

Encourage casual chats about emojis, online slang, memes, or social media trends. Showing interest without judgement reassures young people that they can talk about their digital world openly and safely.

**PRIORITISE TRUST OVER SURVEILLANCE**

While parental controls and monitoring tools can be useful, emotional safety matters most. Be someone children and young people feel they can come to — not just someone who's watching them.

**EMOJI CHEAT SHEET** - The following slang terms and emojis are some common examples - please be aware this isn't an exhaustive list.

COMMON EMOJIS:	POTENTIALLY CONCERNING EMOJIS
<ul style="list-style-type: none"> <li>🤡 (Clown face) Foolishness or clowning around</li> <li>👁️ (Eyes) Watching drama unfold</li> <li>👑 (Crown) 'slaying', as in doing great</li> <li>🍑 (Fleeting face) Over-affectionate or 'simping'</li> <li>🐐 (Goat) Greatest of all time (G.O.A.T.)</li> <li>👉 (Nails) Confidence, sassiness, or indifference</li> <li>🚩 (Triangular flag) Red flag; a warning sign about someone's behaviour</li> </ul>	<ul style="list-style-type: none"> <li>🌽 (Ear of corn) Slang for pornography (avoids censorship algorithms)</li> <li>🌨️ (Snowflake, snowman, snow cloud) Can symbolise cocaine</li> <li>🗝️ (Key, lying face) Related to cocaine use</li> <li>🍀 (Falling leaves, herb, maple leaf) Can symbolise cannabis</li> <li>💊 (Pill) May reference drug use or prescription misuse</li> <li>🌸 (Wilted flowers) Often used to convey emotional struggle or sadness</li> <li>🐍 (Snake) Can represent betrayal or being 'two-faced'</li> <li>🔫 (Water pistol) Sometimes used to reference violence or self-harm</li> <li>⚠️ (Warning) Used to emphasise drama, threats or emotional turmoil</li> <li>🍜 (Steaming bowl) Refers to nudes (noods' is an abbreviation of noodles)</li> </ul>

**Meet Our Expert**

Keith Brani is a globally renowned emoji expert and the Editor in Chief of [emojipedia.org](http://emojipedia.org), the world's number one emoji resource. He has an MSc in Business Psychology from University College London and an MSA from Quantic School of Business and Technology.

# What Parents & Educators Need to Know about YOUTH VIOLENCE

## UNDERSTANDING YOUTH VIOLENCE

Youth violence affects one in four children in the UK, but it doesn't have to. When parents, carers, and educators understand the risks, they're better placed to support young people affected by violence to feel safe, manage conflict, and make positive choices.

### WHY DO YOUNG PEOPLE COMMIT SERIOUS VIOLENCE?

A recent study surveyed over 10,000 young people affected by violence, asking why serious violence occurs among their peers, such as an assault involving a weapon or sexual violence. The most common reasons given were due to a personal characteristic of the victim (e.g. race, religion, sexuality, gender), a gang or school rivalry, and being provoked. While not all young people face these issues, many lack the emotional regulation skills needed to manage provocation.

### WHAT ARE SIGNS A YOUNG PERSON IS AT RISK?

Children and young people often express that something is wrong through behaviour rather than words. Be alert to signs such as sudden mood changes, secrecy around friendships, excessive phone use, unexplained slugs, unexplained injuries, fear of school, aggression, going missing, or substance use. They may also be associating with older peers. These behaviours can indicate underlying issues that can lead to violence.

### ONLINE INFLUENCES

Social media plays a powerful role in normalising and escalating violence. Platforms like TikTok and Snapchat can expose young people to harmful content, often shaped by algorithms. Many see violent material that distorts reality, leading to fear and desensitisation. A recent study found 70% had seen real-world violence online, and 80% felt less safe in their communities. Alarmingly, 33% said it made them more likely to carry a weapon. Online conflict can often spill into real life, with serious and sometimes tragic consequences.



### WHEN IS VIOLENCE MORE LIKELY TO HAPPEN?

For children and young people in England and Wales, the hours between 4 pm and 8 pm – just after school – carry a particularly high risk for serious violence. This can stem from conflicts that escalate during the school day, online arguments, or simply moving through unfamiliar areas on the way home. Understanding this risk helps us support safer travel and routines. Our recent report found that over one in three young people don't feel safe in the area they live in, and 35% don't feel safe walking the streets.

### WHY MIGHT A YOUNG PERSON CARRY A WEAPON?

Young people may carry weapons due to fear threats, peer pressure, or a false sense of protection. Many young people tell us they feel unsafe and carry weapons 'just in case', while others may be influenced by social media, peers, or criminal activity. Some don't realise it's illegal or may believe it earns respect.

### WHERE IS VIOLENCE MORE LIKELY TO HAPPEN?

Violence often happens in certain places. Busy areas like transport hubs carry risk simply because lots of people gather there. Other hotspots, like places linked to drug activity, attract those more likely to be involved in violence. Some areas become risky due to poor supervision, such as under-resourced public spaces. Understanding where violence tends to occur helps us guide young people safely through their communities and advocate for better support and safer spaces.

## Advice for Parents & Educators

### TALKING TO CHILDREN ABOUT STAYING SAFE

Choose a safe moment for the conversation, emotionally and physically. If a child is upset or angry, help them settle before discussing serious topics. Listen actively without judgement, even if what they share is difficult. Avoid interrupting and offer advice when the time feels right. If you're worried, you're not alone; support is available.

### AVOID CONFLICT & MANAGE ESCALATIONS

Encourage young people to consider the 'Safe T's' – Trust instincts, Take a breath, and Talk to a trusted adult. When triggered or provoked, they may react from their 'survival brain', unable to think clearly about the consequences. Taking a breath helps calm, and helps them access their 'thinking brain'. Remind them that moments pass, and seeking support from trusted adults builds resilience and safer decision-making.

### HELP CHILDREN UNDERSTAND CONSEQUENCES

Young people can be searched by police or teachers if suspected of carrying a weapon. If found with a knife, they could face arrest and criminal proceedings. A conviction can result in a criminal record. Even being present during a violent assault, encouraging it, filming, or sharing footage can lead to prosecution. Open and honest conversations can help children understand these risks and make safer choices.

### REPORT INFORMATION

We all have a role in preventing violence. If a child shares concerns, you can act. For educators, it's important to follow your school's safeguarding procedures. Other adults can report anonymously through Fearless or Crimestoppers, and speak with other parents, the school, or local police through 101. If someone is in immediate danger, always call 999. These steps help protect children and the wider community.

### Meet Our Expert

The Ben Kinsella Trust is a UK anti-knife crime charity educating young people through immersive workshops, awareness campaigns, and community resources. Visit: [benkinsella.org.uk](https://benkinsella.org.uk)



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/youth-violence>

@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: 24.09.2025

Nursery



This week in Nursery, the children have loved reading our story, 'Supertato.' We have spoken about our favourite vegetables, the children have created their own Supertato, we have built a jail for the evil pea, and fished the evil peas out of the water tray. We have also started to look at repeating patterns, and some children were able to identify when there was a mistake in the pattern

The children loved coming into school on Thursday dressed as their favourite story character. During circle time we told each other what our favourite story book is and who we were dressed as.

## Reception



This week, Reception transitioned into Spring by becoming 'Nature Detectives', observing seasonal changes and new growth in our environment. In Geography, we took to the skies using Google Earth to compare the urban features of Blackpool to rural farms, identifying key differences between town and country life. Our World Book Day celebrations were a highlight, where children shared their love for stories and practiced early Maths skills by voting for their favorite books with cubes—comparing the "tallest" and "shortest" towers to crown our classroom winner!

## Year 1



We have had a fantastic week in Year 1!

In English we have continued our focus around Hermelin by Mini Grey. We wrote character descriptions, considering Hermelin's personality and what he looks like. It was lovely to see lots of the children include some of our key vocabulary and adding additional information to their sentences using the connective 'and' independently.

During our PSHE lessons we have been learning about how we keep our bodies healthy. Last week we discussed how we can keep our bodies healthy and progressed this week to considering healthy choices. We had some really insightful and mature discussions and explained our ideas fantastically using oracy skills (agree, build and challenge) and sentence stems. Well done Year 1!

In Science we have been discussing why it is important that we care for our planet. We discussed that our actions can help or sometimes harm the planet and the living things within it. We then discussed the choices we can make to care for the planet, including, turning off taps, putting our litter in the bin, recycling, caring for animals and growing plants. We then created our own birds feeders for the EYFS/Year 1 garden to promote and care for wildlife in our local area.

We also had such a wonderful time during World Book Day! We took part in lots of continuous provision, creating World Book Day headbands, reading stories together, creating our own puppets to retell stories and designing our own World Book Day banner for our classroom. We spent lots of time reading lovely stories together including during cosy reading time in our slippers and when visiting our school library. We finished off the day with class story time whilst enjoying hot chocolate!

I hope you have a lovely weekend.

Miss Tench

Year 2



What an exciting week it's been in Year 2! This week, our discovery table held a fascinating mystery! We found some mysterious footprints and became excellent detectives, making predictions about who or what could have left them. It was so much fun guessing! Then, something magical happened – we discovered a wonderful book in our classroom called "The Bog Baby." We absolutely loved reading it together and exploring the story.

In Art, we've been getting creative with colours! We've been busy colour mixing and have successfully made lots of secondary colours. It's amazing to see what new colours we can create and finally, in RE, we've been having important discussions about the Easter story. We've learned so much and shared our thoughts. What a busy and brilliant week for Year 2!

Year 3



What a busy week year 3 have had!

In English the children have started reading their new book called 'Wisp' the children came into school and found the classroom in darkness with glowing stars, torches and a tent placed around the classroom. The children then had to predict what might happen in the story and even wrote a simile poem all about a dark setting.

In Maths the children have continued their topic of mass and capacity and have been learning how to add and subtract mass.

In science the children have been learning about how light allows us to see. The children learnt that once light reaches our eyes, signals are sent to our brain, which detects objects and produces an image.

On Thursday the children celebrated world book day and took part in their world book day assembly. The children made all of their teachers so proud with how confident and clearly they spoke into the microphone. Thankyou to all of the parents/carers who came to watch the assembly we hope you enjoyed it just as much as we did. The children then took part in lots of world book day activities, they desinged book marks, book covers, watched the BBC live lesson on world book day wearing their slippers, read Alice in Wonderland and even had an Alice in Wonderland tea party during the afternoon.

Well Done Year 3 we hope you all have a well rested weekend.

The Year 3 Team





Year 4



What a wonderful week we have had in Year 4!

On Tuesday, we went on our trip to Turton Tower to enrich our History topic of the Tudors. We met a family of three, rich tutors who showed us around the home. They talked to us about food, bedding, clothing and much more - although we were most interested in finding out about the latrine! The children were very well behaved and showed our school values excellently!

On Thursday, we loved World Book Day! We saw fabulous costumes, read books together, did reading tasks including making bookmarks, designing book covers and drawing our costume!

In Maths, we are continuing with our Fractions topic - we have learned about mixed numbers and improper fractions and will be moving onto converting fractions. Please continue to quiz us at home.

Please be reminded: Children should be reading **at least 3 times weekly** and bringing their book into school **every Friday** to complete a quiz and change their book.

**Swimming is on Wednesdays for 4HB**, children must bring a swim kit, towel and a bag to keep it in.

Have a lovely weekend!

Year 5



**It has been a fantastic week in Year 5! Here is a quick look at what we've been up to:**

**A World of Stories** A huge **thank you** to all our parents and carers for your help with World Book Day costumes. The children looked incredible and had a wonderful time celebrating their favorite characters and sharing stories. The effort put into the outfits truly brought the magic of reading to life in our classroom!

### **History & RE Highlights**

- **Journeying to Japan:** In History, we have been exploring the rich heritage of Japan, looking at its unique cultural influences and historical significance.
- **Reflecting on Holy Week:** As we approach Easter, our RE lessons have turned toward the events of Holy Week, allowing the children to reflect on this important time in the Christian calendar.

## Year 6



Year 6 have started to make their cam mechanism toys this week. We have also taken part in some really great paired research around Christian festivals. Our writing has taken shape this week and we have written some brilliant discovery narratives! We have continued our work on decimals and we have really enjoyed this maths topic.

World Book Day was a lovely day and we really enjoyed taking part in the 'Footy and Booky' quiz. Remember to spend your voucher on a book of your choice at Sainsburys, The Works, Tesco, Asda etc...

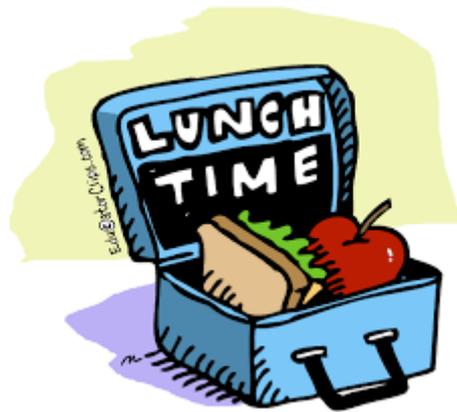
Next week our precision tutoring sessions start -

## *Star of the week*



- ***RHH - Marcel - For growing in confidence!***
- ***1MT - Ella-Louise - Settling in to Unity fantastically and always being a ray of sunshine!***
- ***2BH - Dexter - For working super hard in all areas, especially in English where he has shown lots of progress.***
- ***2JB - George - For the fantastic progress he has made in his English and specifically his handwriting!***
- ***3KG - Wynter - For the effort she has put into this week! She has tried so hard across all our lessons and had some lovely contributions!***
- ***3HP - Kai - For his fantastic focus and independent work in maths.***
- ***4CBL - Leila - For being a shining example of our values - Ready, Respectful & Safe during the year 4 trip this week!***
- ***4HB - Tilya - For all her hard work, focus and positive attitude to learning this week and being super well behaved on our class trip!***
- ***5MB - Renae - For her focus and concentration in everything she does and for being a good friend.***
- ***5JH - Sophie - For the effort she has put into improving her spellings and always being a kind friend to everyone in the classroom.***
- ***6TT - Zekiye - For always putting 100% effort into everything she does***
- ***6VA - Adele - For being an advocate for the school - your positivity shone through this week!***

## Lunchtime menu for this week



 Monday	 Tuesday	 Wednesday	 Thursday	 Friday
Plant Power Meatballs (v) with Pasta, Wholemeal Bread & Mixed Salad Or Vegetarian Sausage & Pastry Twists (v), Oven Baked Herby Potatoes, Tomato Ketchup & Baked Beans	British Beef Stew & Dumplings, Roast Potatoes, Seasonal Vegetables & Gravy Or Pasta in a Tomato Sauce (v), Homemade Dough Balls & Mixed Salad	Mini Brunch: Pork or Vegetarian Sausage, Omelette, Hash Brown, Baked Beans, Grilled Tomato & Mushrooms Or Sweet Potato & Cauliflower Curry (v), Rice & Naan Bread	Chicken, Vegetable & Mash Potato Pie with Seasonal Vegetables Or Cheese & Baked Bean Puff Pastry Parcel (v), Mash Potato & Seasonal Vegetables	Youngs Fish Fingers, Oven Baked Chips, Garden Peas or Baked Beans Or Crispy Vegetable Burger (v), Oven Baked Chips, Garden Peas or Baked Beans