



# Stanway Primary School Newsletter

## A Fresh Start!

Well, I can't believe that I am almost at the end of my first half-term at Stanway Primary– it seems to have flown by.

Thank you so much to our families and staff for making me feel so welcome. I am on the way to learning all the children's names, and have spent time in almost half the classes now getting to know your children a little better.

It has been a real pleasure to chat to pupils at lunchtimes and listen to their responses in assemblies and school council meetings.

We have lots of exciting things to tell you about in our new half-termly newsletter, from the introduction of our new reading and writing initiatives to our cautious return to a more normal dining experience in our fantastic school canteen.

I am really looking forward to working with you all in the terms to come to continue to move the school forward, embracing a cautious return to normality for our pupils and staff and the prospect of many exciting curriculum events and opportunities in the days to come.

Look out for the introduction of library and nurture spaces in the next term or so!

Have a relaxing and fun-filled half-term with your families.

Rebecca Loader  
Headteacher

## LUNCHTIMES

First of all, a big thank you to those who completed our dinner surveys which were largely positive. We will be re-launching a spring menu which will take into account some of the items you have told us are popular with your children. We are very lucky to have an extensive home-cooked menu prepared on site– why not give us a try?!

As we come to the end of Covid restrictions, we are going to resume a more normal service in the canteen at lunchtimes as well as extending our menu again to include a baked potato option, the salad bar and puddings rather than a dry dessert.

Coupled with this, children will now be queuing up with their meal trays so that they can have some choice over side-dishes, and will be able to leave the dinner hall once they have finished their meals, rather than waiting for their class-mates.

We think these changes will have a positive impact on everyone's enjoyment of dinner-times so that we have a calmer atmosphere in the school hall and are able to focus on things like developing the children's social



As we have said in previous communications, our focus on **punctuality** and **attendance** has meant we have seen a big shift towards improved attendance and less children arriving late. I cannot stress how important it is that you ensure your child is at school on time every day: it has a massive impact on achievement and life chances...



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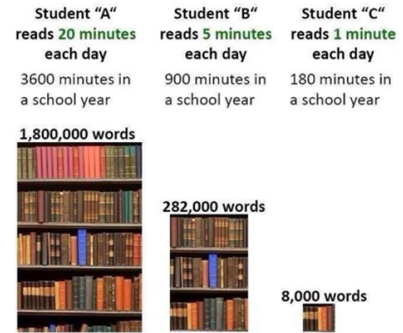


# Stanway Primary School Newsletter

## ACCELERATED READER

At Stanway Primary, we believe that reading is at the heart of children's learning and development. Reading a book is something that should be enjoyed by everyone, and reading is one of the most important things you can do. Studies have shown that reading for pleasure makes a big difference to children's educational performance. Children who read for enjoyment every day not only perform better in reading tests, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

In 2021, in order to further support our focus on reading, we researched a number of reading programmes that would help to develop a culture of 'reading for pleasure', as well as allowing staff, parents and pupils to monitor progress and attainment. Accelerated Reader allows Stanway Primary to achieve this.



### What is Accelerated Reader?

AR is a daily reading programme, which uses a highly sophisticated reading assessment tool to select appropriate reading material for each child, and then motivate them to read as much as possible, continually evaluating and assessing their progress through regular quizzes and repeated assessments.

It measures children's comprehension of their reading books and how much they are reading in a fun and engaging way, and has proven success in dramatically increasing children's reading ability in thousands of schools world-wide.

#### How does it work?

At the beginning of each half term, each child in Years 2 to 6 will take a Star Reading assessment, which uses computer-adaptive technology to enable the questions to continually adjust to your child's responses. If the response is correct, the difficulty level is increased. If the child misses a question, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 20 minutes to complete.



After taking the assessment, your child will be given a ZPD Score by their teacher. ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. It is important for children to read with a high degree of comprehension and within their ZPD.

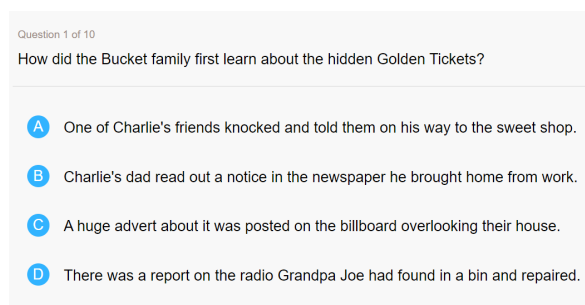
**You may feel that your child is reading 'easier' books than they were reading previously, but this is an intentional and important change; we want to ensure that your child is understanding and thinking about what they are reading rather than simply reading words on a page that make little sense to them. The more they read at their level, the more their comprehension will improve.**

Class teachers and the Leadership Team will be monitoring Pupil Progress closely and, if children are finding a level particularly easy, then we will consider moving them to the next band.

### What happens next?

Once a child has been given a ZPD, they will be able to start selecting and reading books at their own level, which they can read at their own pace.

When a child has finished a book, they will take an online quiz on a computer or iPad, collect points (depending on the size of their book) and increase their word count. There are usually around 10 questions in a quiz.



Passing the quiz is an indication that children have understood what they have read. Accelerated Reader gives children immediate feedback on their quiz results, and provides teachers with information on how they are achieving, what books they are reading and how much they are reading each week; they can then use this information to help your child to set goals.

*\*Children can also take quizzes on books they read at home— you can check whether quizzes are available for books through the AR Book Finder web-site: [www.arbookfind.co.uk](http://www.arbookfind.co.uk)*

It has been proven that children who read at least 35 minutes a day, with a 90% comprehension rate (average percent correct) on AR quizzes see the greatest gains. We will ensure that children have 30 minutes of reading time daily, between 9am and 9.30 a.m. However, they need to supplement this by reading as much as they can at home.

### How can I help?

As with anything, performance improves with practice, and we would therefore encourage the children to read their AR books as much as possible at

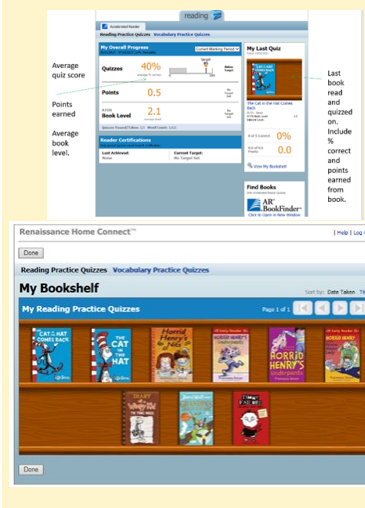
home, ideally for at least 15 minutes a day. Create a culture of reading in your household by reading with your child, starting a home library, visiting your local library, charity shop or book shop on a regular basis, and by letting your child see you reading.

When reading with your child, stop and ask questions to be sure that they are comprehending what is read. Reading with your child, no matter what their age, is an important part of developing a good reader and building a life-long love of reading and learning.

### How will I know how my child is doing?

You can access information about your child's reading, and track their progress with their quizzing, at home by using the link to DB Primary on the school website. **Use the same login and password your child uses at school.**

Your child's teacher will also shortly be sending you information about how you can sign up to **Home Connect**, which provides instant access to your child's progress.



### Celebrating Achievements

Each week, in our assemblies, we recognise and celebrate children who have achieved the following word counts:

250,000 words  
500,000 words  
1,000,000 words

We also celebrate the child who has read the most words throughout the school each week, and the class which has passed the most quizzes.

In a recent assembly, we shared with your children some exciting plans for upcoming reading competitions, end of term rewards (including popcorn and movie afternoons) and creating a Millionaires Club for children who have read over 1 million words.



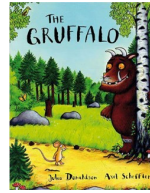
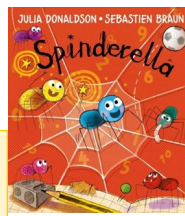
# Reception

In Daisy Class, the children have continued their amazing discoveries through play. We stepped into Spring Term and we made sure we bounded outside for our learning.

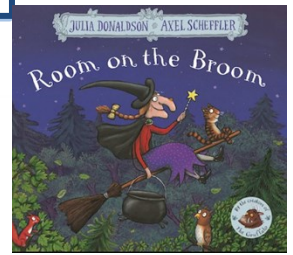
Weekly, we have put on our wellies and ventured to Forest School! This term we have been following the wonderful writing of Julia Donaldson as we explore her stories in nature! Throughout this half term, our focus has been on exploring habitats and looking at the differences between our own houses and the homes of animals.

We started with "Stick Man" (following on from our wonderful Christmas performance), then "The Gruffalo" where we hunted for signs of the nocturnal fox! Then, we looked for spiders as we read "Spinderella". We didn't find many spiders so we made our own creations with stones and sticks! The clever witch in "Room on the Broom" used magic to create a wonderful broom to accommodate her new friends but Daisy class used their construction skills to make a big den for Mrs Hunt to live in! Finally, as we celebrated Lunar New Year, we made our own mud paint to make some magical paintings, inspired by "The Magic Paintbrush".

The children have deepened their explorative skills through climbing, digging, observing and enjoying nature in their playful way! A fantastic start to 2022 for Daisy Class!



I wonder about Space..



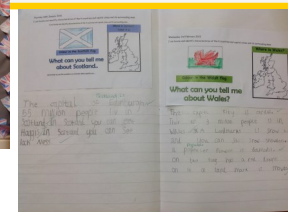
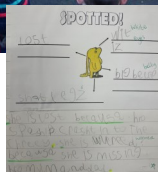
In spring term 1 Bluebells became interested in learning about space, after we added some fantastic space books to our reading corner. From this interest bluebells have enjoyed making rockets out of junk modelling in choosing time and created some fantastic child led space art after viewing a variety of artists work. This allowed the children the creative freedom to develop their own style and to experiment with a variety of tools to create their space painting!



## Year 1

### Highlights in Year 1 Spring Term 1

One highlight of Year 1 this half term has been a visit from something out of this world! We used this stimulus to enthuse and promote exciting vocabulary in our English lesson. Using this vocabulary the children wrote some wonderful sentences to describe the alien from the story Beegu. They even challenged themselves to use 'because' to explain their word choices. The children were then given the task to make their own alien and describe its appearance using the fantastic vocabulary we had been learning. It was lovely to see the children so excited to write about their aliens and thinking hard about all the adjectives and verbs that they could use. Take a look at some of the examples!



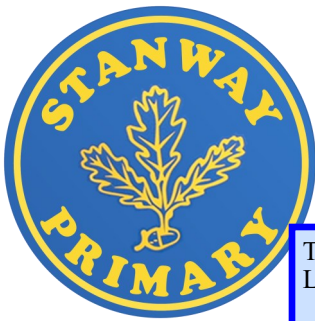
Another high point for 1NC and 1F this half term has been learning about the 4 countries of the United Kingdom. We begun by looking at a map of the UK and locating familiar places and physical features. The children were very excited to talk about places they have visited, and landmarks they have seen. We learnt that the flag of the UK is the Union Jack and enjoyed making our own flag for display.

Over the last few weeks we have looked at postcards from our very own Barnaby Bear, exploring each country and learning about significant landmarks and facts. We have learnt about the Loch Ness monster in Scotland, the Giants Causeway in Northern Ireland and Mount Snowdon in Wales. We now know that Colchester is in England, not far from our capital city of London, which is home to a very important person, the Queen!

To finish our geographical themed topic we have been working together to create leaflets about the countries of the United Kingdom. We needed to learn about features of an information text and explore persuasive language to promote the amazing things to see and do in each of the countries. This week will be our fabulous finish, where the children will write their own information leaflet telling people about England and what there is to see and do.

We are so impressed with the children's engagement and thirst for knowledge, we are sure there will be some fabulous writing that the children will be proud of.





# Year 2



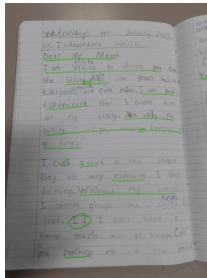
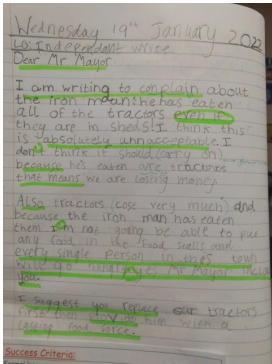
This half term in year 2 we have been excitedly exploring the Great Fire of London!

We had a mysterious burnt box appear in our classroom with objects which gave us clues about our Topic. There were some pretty random objects in there, a pie, a red London bus, a rolling pin, a small cheese, and some old images of houses from Tudor times. We pieced together the clues and finally pulled the great fire of London book from the box revealing our topic.

We set to work exploring the causes, facts and misconceptions surrounding the great fire. We completed some fantastic research and through investigation, including an opportunity to question the bakery owner himself, Thomas Farriner, we were then able to write our own diary entries recording the events as if we were really there.

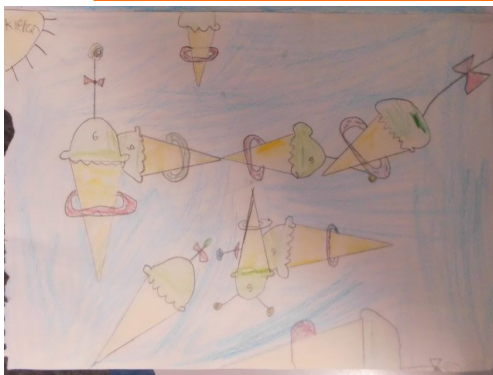
To get an idea of how ferocious the fire was we painted our own pictures of the great fire using bright, flaming colours and using black paper to create the silhouette of a burning London.

Finally, we had the chance to make our own models of Tudor houses and re-create the great fire (from a safe distance) on the playground. Our Topic has been a Blazing Success!

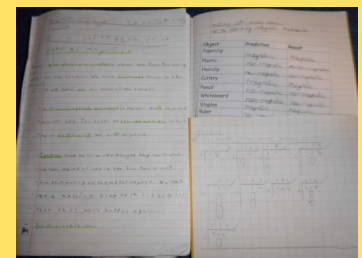


# Year 3

We have had an exciting half term here in 3R. Over the course of the last few weeks, we have explored written methods for short multiplication and division in Maths; have delved into formal letters and adventure stories in English; have experimented with Newton-metres and magnets in Science; and have admired and been inspired by Eric Joyner's delectable snack-filled artwork in Art. This last part we've linked to one of our English texts The Iron Man too, so the children have keenly combined colourful, food-filled backgrounds with a cross-hatched drawing of The Iron Man's head!



This term 3M have enjoyed their Magnets and Forces topic. The children have been learning all about a magnet's magnetic force field and different magnetic materials in our science lessons. This also linked in nicely to our writing in English where we read The Iron Man and wrote a formal letter of complaint. In Maths, the children have been working hard to master short multiplication and short division.





In 4W this half-term, the children have been transported back in time to learn the story of Shackleton's journey to Antarctica. They have written application forms to Shackleton, diary entries from the point of view of a crew member, and finally written a newspaper report on the treacherous voyage. We have also linked this to our Art pieces this term. Using Van Gogh's *Starry Night* as our inspiration, we have been creating seascapes of the Antarctic and soon we will be adding Shackleton's ship (The Endurance) sailing across the Weddell Sea.

Plus, in science the children have explored the differences between states of matter. We thoroughly enjoyed the chance to carry out our own investigation as a class to test if there is a difference in the evaporation rates of different liquids (even though the vinegar on the window sill got a bit smelly in the end!).

Lastly, with the introduction of SQUIRT every morning, the children have really impressed me with their eagerness to read and engagement with their books. I can't wait for their return after the half-term break to carry on their amazing work and watch them continue to persevere and progress even further.



# Year 4



This half term class 4PH have explored the story of Ernest Shackleton's incredible survival journey across Antartica, they have enjoyed following every aspect of the journey and are finishing writing



newspaper reports on the experience. In Art, using Van Gogh for inspiration, we created a silhouette of Shackleton's ship (The Endurance) with a starry night background. We have also explored the fantastic landmarks of Colchester such as Colchester castle, Red Lion Hotel, Balkerne Gate, Firstsite, The Mercury Theatre and Colchester's Roman circus. The children researched the

different places exploring their history and considered why they were such famous landmarks. A lot of the areas we looked at the children didn't know about, it might be nice to go and explore these in your families during half term.

In science, the children have looked into states of matter and the process by which solids can change to liquids and liquids to gasses etc.



They have enjoyed setting up experiments to answer the question "Do all liquids evaporate?". The children have risen to times table challenges, tackled division and faced tricky spellings. There has been so much to learn and master, I am incredibly impressed with their maturity in facing challenges. We are also proud

to welcome Ameira and Timi to our class this term, joining a school part way through a term is never easy but both have settled in brilliantly.



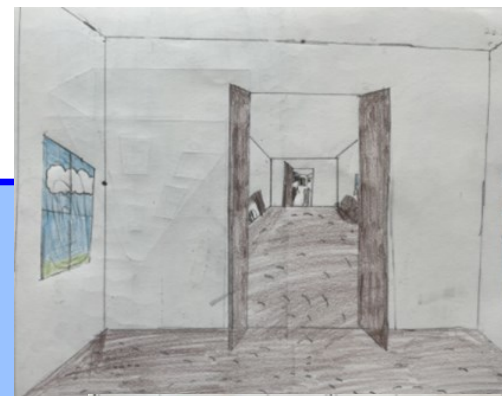
# Year 5

This half term we have been exploring 'Brilliant Britain'. We have looked at a range of features across the UK, including hills, mountains, rivers and coasts. We have researched a chosen city and the different features of that city. We have learnt the difference between a village, town and a city and the difference between urban areas and countryside.

In art, we explored the styles of L.S Lowry, JMW Turner, Gainsborough and Constable. We looked at a range of paintings by the artists and had discussions on what we liked and why.

In English, we have been exploring the legend of Beowulf by Michael Morpurgo and used what we had learnt to write some amazing legends of our own. The children then edited the legends and wrote them up in their neatest handwriting. The children have been exploring non-chronological reports and their features and have written some of their own on Stanway Primary School.

In maths, we have continued learning about multiplication, division and have begun to learn how to convert mixed numbers into improper fractions and improper fractions into mixed numbers. The children have looked at how to simplify fractions and how to add and subtract fractions with the same denominator.

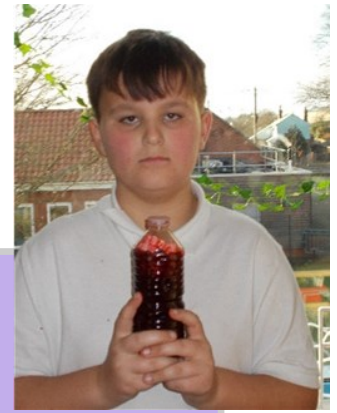


Now design your own superhero! Use foreshortening to make it look like he or she is coming straight towards the viewer.





# Year 6



In 6R, we have had a very busy and productive half term!

In English, our reading and writing lessons have been based upon the book *Boy in the Tower* by Polly Ho-Yen.

Using the structure of the book as a starting point, the children wrote some amazing apocalyptic stories of their own, which were full of suspense and tension! Their narratives included sink holes, asteroid strikes, tsunamis and even a break-out from Colchester Zoo! I was so impressed with their use of mature and exciting vocabulary, and their ability to develop their plot.

Last week, we held a highly-animated class debate about whether or not junk food should be banned for children, and, this week, they are writing a balanced argument text to reflect their understanding of the key points For and Against the issue.

As well as reading our class text, the children are now enjoying daily quiet reading time, between 9.00 and 9.30. During this time, they are reading books within their ZPD, based on their last Star Reader Test on Accelerated Reader. They are also able to quiz on the books that they have read, earning themselves a word count and points.

In **Maths**, we have been learning to convert between decimals, fractions and percentages, calculate percentages of amounts and to multiply and divide decimals by integers. Over the last two weeks, we have also been focusing on Algebra, including formulating simple algebraic expressions, substituting values, and solving one- and two-step equations.

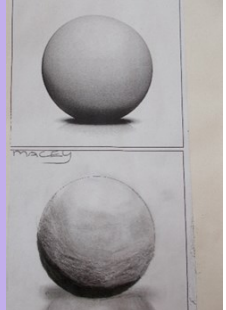
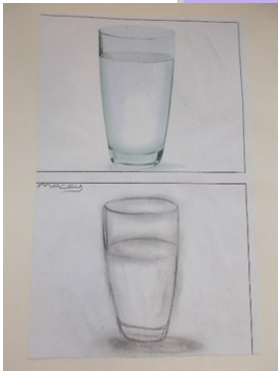
Our **Science** focus for this half term has been Animals Including Humans. We have learned about the different parts of the human circulatory system and their functions, with a particular focus on the heart, and the children had great fun spending a practical lesson learning about the components of blood:

In **Computing**, we have been learning to create spreadsheets. The children have studied how to enter and edit text in cells, use the SUM formula to complete calculations, format cells, to add, edit and calculate data and to solve problems.

Our **Geography** topic this term has been Mapping It Out, and the children have been busy learning about world biomes and climate zones, as well as having fun creating quizzes for each other based on 4- and 6-figure grid references.

We have been learning about creating illusions in Art, and have produced some fantastic pieces of work using techniques including: using a vanishing point to create depth, foreshortening and trompe l'oeil. We have explored how artists have created illusions by playing with perspective to trick the viewer, and have also generated our own optical illusions.

This term, 6C thoroughly enjoyed their English work linked to *Boy in the Tower* which kept them guessing and wanting to find out more. They then went on to write their own fantastic apocalyptic story. In art, the children have been exploring how artists use illusion in their work. I have included two pictures of the brilliant artwork that has been completed: one looks like you can walk straight into the room and the other like the characters are about to jump out from the page! As well as this, the children liked getting creative (and messy!) by making their own blood during a science lesson while learning about the circulatory system.





# School Council



## Stanway Primary School Newsletter

Hi, we are the School Council and we are going to tell you about what we have accomplished these last couple of months. Here's what we have done and what we are going to do.

First of all, we will talk about clubs. We have been planning to make more clubs for everyone to enjoy, so if you have any ideas then please tell us.

We are also asking each class to make a suggestion box and we will have a competition with all the classes to see who has the best decorated suggestion box. In the suggestion box, you can put whatever you want in it; you can put how you feel or if you have any ideas for the school council.

Let's talk about the certificates; we are holding a competition and whoever has the best design in each class will have the template for the new certificate. The school councillors in each class will pick a person who has shown great leadership or who has been really kind.

We have also just carried out a survey to see what everyone in each class thinks about their learning and the school. We will use the results to write an action plan.

## Writing

### The Big Write

This term, we are introducing Big Write lessons across the school. When they return from the half term break, children will have a weekly Big Write lesson, where they are encouraged to write at length independently in order to build stamina and confidence.

The starting point might be an artefact, a walk in the school grounds or a link made to the class topic; we want children to be enthused about their writing, and apply the skills they are learning to longer pieces of writing. The Big Writes may also be linked to an English Unit of Work, and will focus on producing a 'best' piece of work which has been redrafted and edited to a state of which the child can be really proud.



## Our New Handwriting Style

We have decided to change our handwriting style to a fully cursive style of handwriting. There are several reasons for doing this:

- \* We want to raise the standards of presentation in all subjects, and we need to achieve consistency across the school;
- \* Cursive handwriting has been proven to help children who find spelling and presentation difficult as all letters start from the same place;
- \* Cursive handwriting moves seamlessly into joined handwriting, meaning that children transition into joined handwriting at their own speed, much earlier than their peers who are not using this style.

After half term, we will be delivering our handwriting lessons using an online scheme called Letterjoin.com and you will be able to access this at home using these login details and the link on the school web-site.

### Home-School Account

User name: *dw8191*

Account Password: *home*

### Tablet Edition

User name: *dw8191*

Password: *A capital L` shape starting at top left*

The screenshot shows the Letter-join website. At the top left is the 'Letter-join' logo with a pencil icon. A search icon is in the top right. On the left is a vertical menu with buttons: 'Patterns' (red), 'Easy letters' (blue), 'Easy words' (blue), 'Harder letters' (green), 'Harder words' (green), 'More letters >' (orange), and 'Phonics >' (purple). The main area has a header 'Choose a level to practise' and three large buttons: 'Patterns' (red), 'Easy Letters' (blue), and 'Harder Letters' (green). Each button features a green pencil icon and a sample letter or pattern. Below these buttons, it says 'LOGGED IN AS STANWAYPS. FONT: Letter-join Plus >'. At the bottom, there is a green banner with the text 'NEWS & UPDATES' and a small 'X' icon in a circle.



# Stanway Primary School Newsletter

## RSHE Update

As you know, in line with the National Curriculum and Government guidelines, we teach RSHE (Relationship, Sex and Health Education) from Y1-6. The 'Sex' element is linked to the Year 6 curriculum and when the point comes to teach this aspect (the second half term in the summer term), you will be informed and have the resources which will be used shared with you. You can withdraw your child from this particular element. As a result of this you may see the subject given the title of just RHE (Relationship and Health Education).

We recently invested in a package of lessons entitled 'Health and Relationships' that has been developed by Discovery Education from whom we already subscribe to Espresso (a fantastic resource we have been using for many years across the whole curriculum).

Relationships and Health Education (RHE) is an important part of our school commitment to provide pupils with the knowledge and skills to keep themselves safe, make healthy choices, develop respect for themselves and others, and form positive and healthy relationships.

On the next page is the Programme Progression map that gives an outline of the statutory content to be taught in each half term and in each year group, following the Government guidelines. All classes will begin using the resource after half term and will start on the fourth block, except for Year 6 who will begin on the fifth block and deliver the fourth block in the last half term.

If you would like to view the resources/lessons used, please speak to your child's teacher.



# Programme progression

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
<b>Y1</b>	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
<b>Y2</b>	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
<b>Y3</b>	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
<b>Y4</b>	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
<b>Y5</b>	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance - valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
<b>Y6</b>	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family.*	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.



# The Acorn Diner

WEEK COMMENCING	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Week 1</b>  <b>21.2.22</b> <b>14.3.22</b>	Bubble Fish New Potatoes Whole green Beans	Spaghetti Bolognese Garlic Bread Roasted Peppers	Roast Beef Roast Potatoes Yorkshire Pudding Cauliflower Cheese Roasted Parsnips Gravy	Macaroni Cheese Dough Ball Broccoli	Open Chicken Burger on a Bun Chips Corn on the Cob
	Quorn Dippers	Quorn Mince Spaghetti Bolognese	Quorn Fillet	As above	Vegetarian Burger
	Jacket Potato with various toppings	Jacket Potato with various toppings	Jacket Potato with various toppings	Jacket Potato with various toppings	Jacket Potato with various toppings
	Bakewell Tart & Custard	Treacle Sponge Pudding	Fruit Smoothie	Apple Pie & Ice Cream	Eve's Pudding & Vanilla Sauce
	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo
	Bread roll with a choice of filling from the above with, sea salted crisps, cherry tomatoes, cheese portion, piece of fruit, fruity flapjack and a drink				
<b>Week 2</b>  <b>28.2.22</b> <b>21.3.22</b>	Chicken Nuggets Spiral Fries Baked Beans	Fish Stars Herby Diced Potatoes Peas	Roast Gammon Roast Potatoes Yorkshire Pudding Carrots & Sweetcorn Gravy	Jumbo Sausage Mashed Potato Spaghetti Hoops	Meatballs & Pasta In Tomato Sauce French Bread
	Vegetable Nuggets	Scrambled Eggs	Quorn Fillet	Vegetarian Sausage	Vegetarian Meatballs
	Jacket Potato with various toppings	Jacket Potato with various toppings	Jacket Potato with various toppings	Jacket Potato with various toppings	Jacket Potato with various toppings
	Cheesecake	Sticky Toffee Pudding & Ice Cream	Angel Delight	American Pancakes & Maple Syrup	Chocolate Sponge & Chocolate Custard
	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo
	2 triangle sandwiches with a choice of filling from above with, tortilla chips, carrot & cucumber sticks, piece of fruit, yoghurt and a drink				
<b>Week 3</b>  <b>7.3.22</b> <b>28.3.22</b>	Cheese & Tomato Pizza Potato Wedges Coleslaw	Cottage Pie Runner Beans Julienne Carrots	Roast Chicken Roast Potatoes Yorkshire Pudding Vegetable Medley Gravy	Omega 3 Fishfingers Chips Peas	Toad in the Hole Mashed Potato Sweetcorn & Carrots Gravy
	As above	Quorn Mince Cottage Pie	Quorn Fillet	Cheese Omelette	Vegetarian Toad in the Hole
	Jacket Potato with various toppings	Jacket Potato with various toppings	Jacket Potato with various toppings	Jacket Potato with various toppings	Jacket Potato with various toppings
	Frozen Yogurt Pot	Belgian Waffle & Ice Cream	Fruit Jelly	Apple Crumble & Custard	Fresh Fruit Salad
	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo	Packed Lunch - Ham, Cheese Tuna Mayo, Egg	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo	Packed Lunch - Ham, Cheese Tuna Mayo, Egg Mayo
	Bread roll with a choice of filling from the above with, sea salted crisps, cherry tomatoes, cheese portion, piece of fruit, Yummy Biscuit and a drink				