# Welcome to Year 3 Welton Primary School

Teachers: Miss Green and Mr Hurst

We, at Welton have a dream that our children will be proud, happy and confident; knowing that they are being nurtured, challenged and encouraged to ignite their own unique spark of genius, so that it catches fire and shines.



## School Day

*Everything below is subject to change at short notice if the guidance changes either nationally or locally.*

At Welton, the gates will open at 8:40am and will close at 8:55am.

If your child is later than 8:55, they miss an important part of their school day.

In Key Stage 1 and 2 learning and lessons will draw to a close at 3:20pm – children will then prepare to leave the building and the staff will supervise the children leaving the classroom by the classroom door. The expected collection time for children will be 3.30pm and no earlier.

The lessons every class has daily:
Guided reading and /or phonics, SEEC or spelling, maths, English, handwriting and the class reading book.

*We are assuming we will be able to re-introduce the following September and are planning for this:*
*assemblies, school lunches, after school clubs, trips, visitors, PE, church visits*

Ready

Respectful

Safe

1. **Calm, Consistent Adults** - All adults managing their own emotional state and responses to behaviour in a calm and controlled way

2. **First attention for best conduct** - Making learners feel important for the right reasons and placing first attention to the behaviours you want to see more of and dealing with the behaviours you don't want to see in a private and discreet way

3. **Relentless Routines** - Establishing clear, simple routines that entrench positive behaviour patterns into the day to day running of the school or college. "This is how we do it here"

4. **Scripted Intervention** - The use of careful, planned and structured responses to negative behaviour choices with negative emotion stripped out and clear and defined structure that encourages learners to remain dignified and incontrol of making better choices about their behaviour

5. **Restorative Approaches** - The emphasis is placed firmly upon finding solutions and not punitive sanctions. Restorative conversations that are designed to improve relationships and support behavioural issues where learners can be empowered to establish resolution and reparation.

## Over and above Recognition

- Praise
- Recognition board / display
- Same session email/ message to head teacher / deputy head -to request a pop by visit
- Postcards (mailed)
- Phone call home






## Stepped Sanctions *(in private)*

Numerous 'drive bys' to have taken place before stepped sanctions

- Reminder of the rule
- Warning
- Last Chance
- Take up time
- Restorative conversation

## Restorative Questions

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?



# Uniform

**Soft PE bag**



**Book bag**



**Nothing else (rucksacks / gola bags)**



*Please support the school in this matter. It really does matter!*

At Welton, we all agree to use bags which fit safely and easily into our lockers.

All our children will wear a pair of **plain black trainers** for outdoor playtimes and PE and a pair of **school shoes** for indoor use which remain at school.











At Welton, we encourage all children to drink **plain water** from a **named water bottle**.

Lunchboxes must be made from **hard plastic**.

Soft, fabric lunchboxes are not permitted.







At Welton, we look smart in our PE kits:

- PE t-shirt
- Navy blue school hoodie or school jumper (spare)
- Shorts or black/navy tracksuit bottoms
- No jewellery to be worn in PE 
- Recently pierced ears must be covered by parents/guardians. After 6 – 8 weeks, it is the expectation that earrings can be removed.



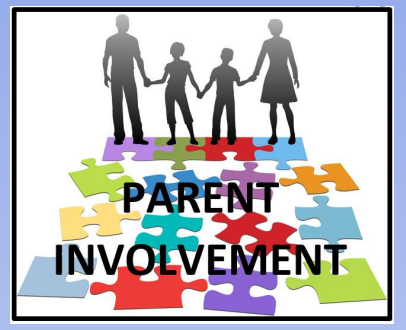


**<u>They will wear their black outdoor trainers for PE</u>**



This is one of our Welton expectations.
The lockers mean that children can keep their kit in school all week in a drawstring bag.
Please ensure all items are named!

# At Welton, we value parental support:




- Positive dialogue between parents and teachers
- Ensuring children uphold our Welton expectations
- Ensuring your child wears the correct uniform and PE kit
- Providing us with information to help us understand your child and support them in the best way
- Attending parent evenings
- Hear your child read every night
- Encouraging your child to read every night and complete homework tasks

***Small things are actually very important and provide your child with security.***

# What does learning look like in Year 3?

## Overview of Autumn term:

| | | |
|---|---|---|
| Science | Rocks<br>and fossils<br>Focus on Mary Anning palaeontologist | Light<br>Focus on working scientifically. investigate reflective surfaces, uses of etc |
| History | Changes in Britain from the Stone Age to Iron Age.<br>Local—brough located within iron age tribe the Parisi<br>The Ferriby 3 boats (bronze publicly acclaimed as Europe's earliest sea craft | |
| Geography | | Brough<br>Use field work to observe, measure and record human and physical features in local area-sketch maps, plans and graphs |
| Art | Sculpture (Artist: Christo)* link to history<br>Combine and create shapes to make recognisable forms (using card, paper, wood, wire, paper mache)<br>Explore modelling using a range of materials (modelling clay, salt dough) | |
| DT | | Textile<br>Community project to produce something representing Local rea for library, health centre etc<br>Measure, tape or pin, cut and join fabric (including cross-stitch and running stitch) with some accuracy |

| Whole school priorities for September<br>In light of school closure | |
|---|---|
| Reading | 1. Developing a culture and love of reading across school.<br>2. Developing reading fluency to close the bridge between word recognition and comprehension.<br>3. Developing understanding of vocabulary and effects.<br>4. Developing inference. |
| Writing | 1. Building children's confidence, enjoyment and stamina through short burst, creative writing so that they see themselves as writers.<br>2. Developing fluency of spelling to support their writing and free them to develop their creativity.<br>3. Developing handwriting and presentation skills so that children have a sense of pride in their work<br>4. To develop and apply the new vocabulary learnt in reading across writing.<br>5. To develop children's understanding of a range of writing genres by providing them with good quality writing models to explore and innovate. |
| Maths | 1. Develop confident mathematicians, who acquiring a deep, long-term, secure, and adaptable understanding of the subject.<br>2. Strengthen their understanding of number, fluency with number facts and relationships with number.<br>3. Develop a depth of understanding within the key concepts of mathematics and ensure children are ready to progress within the core strands or mathematics. |

# THE PRINCIPLES OF INSTRUCTION

## 01 DAILY REVIEW




Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

## 02 NEW MATERIAL IN SMALL STEPS



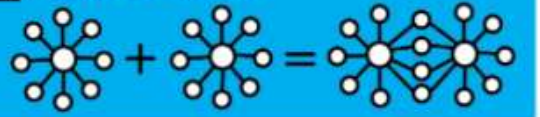
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

## 03 ASK QUESTIONS




The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

## 04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

## 05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

## 06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

## 07 OBTAIN HIGH SUCCESS RATE



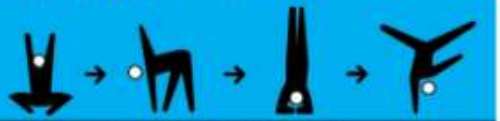
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

## 08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

## 09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

## 10 WEEKLY & MONTHLY REVIEW




The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

# Welton Independent Learning Skills (W.I.L.S.)

- Stickability
- Personal Best
- Risk It
- Organised
- Asking Questions
- Focus
- Collaboration
- Reflection

Every Friday
– special assembly



# *Why can't I skip my 20 minutes of reading tonight?*

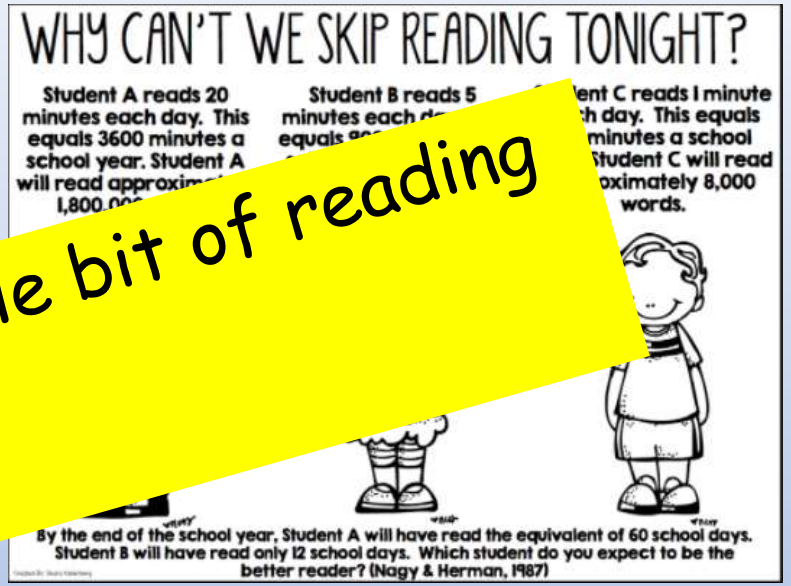
LET'S FIGURE IT OUT --- MATHEMATICALLY!

Student A reads 20 minutes five nights of every week:
Student B reads only 4 minutes a night…or not at all!

Step 1: Multiply minutes a night x 5 times each week.
Student A reads 20 min. x 5 times a week = 100 mins./week
Student B reads 4 minutes x 5 times a week = 20 minutes

Step 2: Multiply minutes a week x 4 weeks each month
Student A reads 400 minutes a month.
Student B reads 80 minutes a month

…ading the equivalent of ten whole school days a year.
…s the equivalent of only two school days of reading practice.




**Please support your child to do a little bit of reading every night. It really matters!**

**By the end of Year 6…..**

Student A will have read the equivalent of 60 whole school days
Student B will have read the equivalent of only 12 school days.

Bug Club

**We encourage children to read a wide range of books rather than race through the book bands**

# Homework

**The school is beginning a review of home work in September.**

**Your views are important to us and will be collected at the beginning of the Autumn Term.**

# Assessments

- End of year standard for each year group. Pupils will either be **emerging, developing,  secure, secure plus or greater depth.**

- Ongoing, daily assessment in all year groups, supported by termly standardised assessments.

- External tests  in Year 3
  - None

**Look out for the parent workshop meetings in the autumn term!**

# Questions
???