



Welcome to Year 1 Welton Primary School

Class teachers:
Mr Bentham & Mr Dixon

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



At Welton, the gates will open at 8:40am and will registers will open at 8:45am.

It is essential that your child arrives at school promptly, to ensure they do not miss part of their first lesson which begins at 9am prompt.

The lessons every class has daily:

Guided reading and /or phonics, SEEC or spelling, maths, number fact fluency sessions, English, handwriting and the class reading book.

Learning and lesson will stop at 3:20pm - children will then prepare to leave the building. The expected collection time for children will be 3:30pm and no earlier.

Ready

Respectful

Safe

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

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 in control 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.

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

At Welton, we all agree to use bags which fit safely and easily into our lockers. Rucksacks are too big for the 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**.

Soft PE bag



Book bag



Nothing else (rucksacks / gola bags)



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





NUT FREE SCHOOL

We would like to remind all parents that Welton Primary is a **NUT-FREE** school, as we have pupils with severe allergies to all nuts.

Please support us by ensuring your child **DOES NOT** bring any nuts or snack bars or other products containing nuts into school at anytime.



HEALTHY PACKED LUNCHES

Children are allowed to have a **biscuit or cake bar treat** within their packed lunches but no sweets. If your child's lunch contains sweet confectionery in their lunchbox, **it will remain in their lunchbox** to take back home. At Welton, we are always impressed by the number of children who do choose bring a healthier alternative to biscuits and cake bars.



Water is the healthier and preferred drink for children. Fizzy or energy drinks are not permitted within packed lunch boxes.



At Welton Primary School we provide the children with all the technological equipment they need, therefore they do not need to bring any technology from home into school.



Children are not permitted to bring mobile phones and any type of smart watch to school.



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 school



- Recently pierced ears must be covered by parents/guardians. After 6 – 8 weeks, it is the expectation that earrings can be removed.

Children will wear their black outdoor trainers for PE



This is one of our Welton expectations.

The lockers mean that children can keep their kit in school all week in their 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 and teacher meetings
- Hear your child read every night
- Encouraging your child to read regularly

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

Parental support: Stay and learn sessions



Across the school year we welcome parents to come and join their child in school for our stay and learn sessions – particularly our stay and read sessions.



Also, look out for our termly invitations to come to our open classroom, book looks where your child will show you all their new learning.

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.

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

By the end of Year 6.....

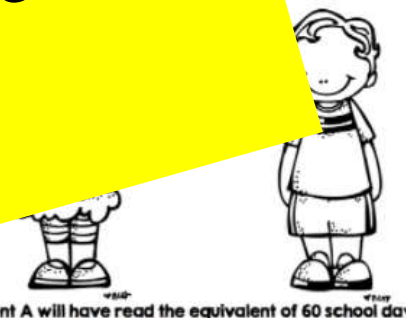
Student A will have read the equivalent of 60 whole school days
Student B will have read the equivalent of only 12 school days.

WHY CAN'T WE SKIP READING TONIGHT?

Student A reads 20 minutes each day. This equals 3600 minutes a school year. Student A will read approximately 1,800,000 words.

Student B reads 5 minutes each day. This equals 900 minutes a school year. Student B will read approximately 450,000 words.

Student C reads 1 minute each day. This equals 180 minutes a school year. Student C will read approximately 90,000 words.



By the end of the school year, Student A will have read the equivalent of 60 school days. Student B will have read only 12 school days. Which student do you expect to be the better reader? (Nagy & Herman, 1987)



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

Breaking News



[HOME](#) ▶ [CURRICULUM](#) ▶ [CURRICULUM PLANNING](#)



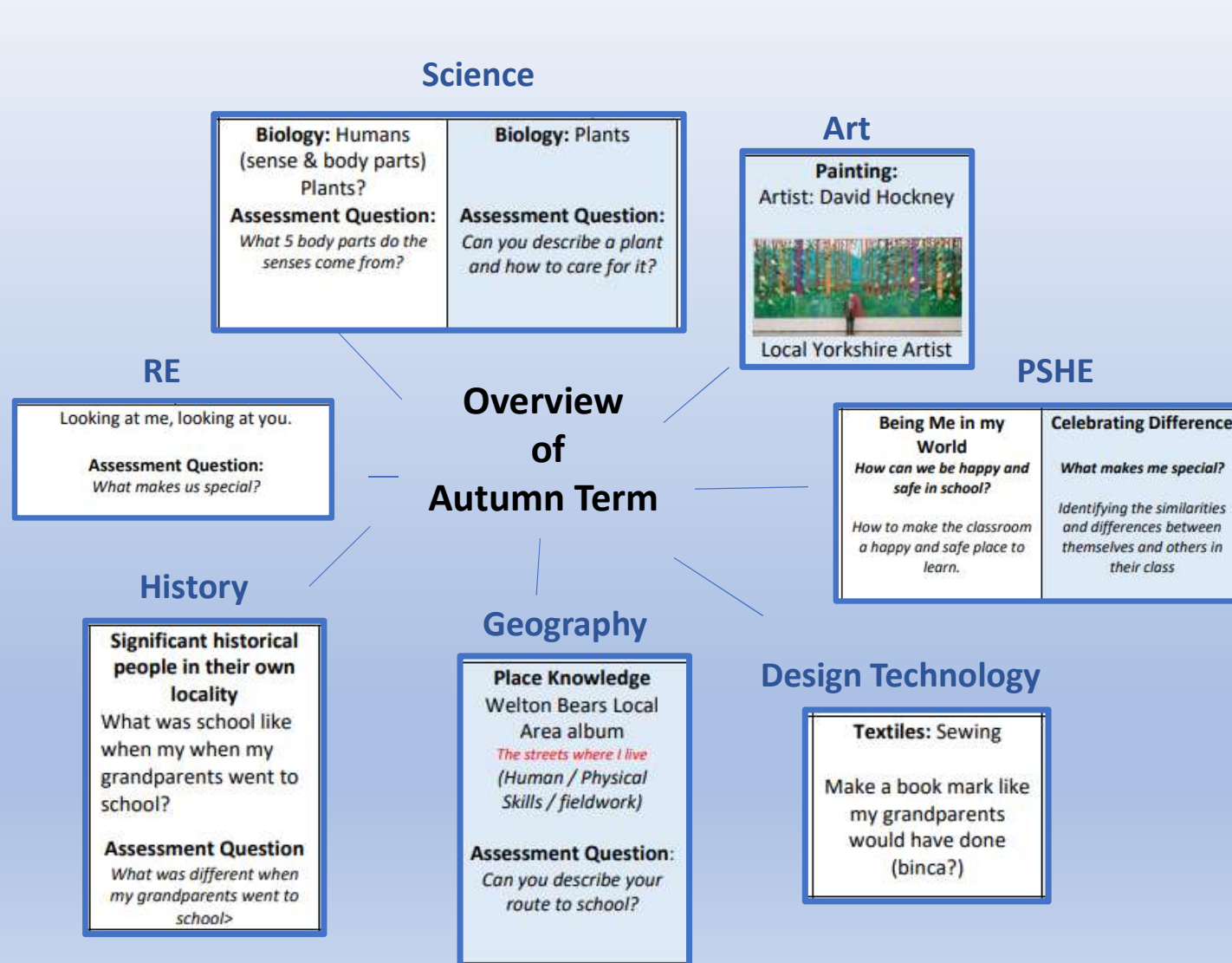
We, at We
dream th
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confident
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of genius

The image displays four overlapping sample pages from 'The Big Book of Science'. Each page is a grid of small, colorful illustrations and text boxes, designed to be interactive. The pages cover a wide range of scientific topics, including space exploration, biology, physics, and general science facts. The layout is visually appealing with a mix of blue, green, and white backgrounds, and the text is presented in a clear, readable font.

-  [Year 1 Long Term Plan 2022 Draft](#)
-  [Year 2 Long Term Plan 2022 Draft](#)
-  [Year 3 Long Term Plan 2022 Draft](#)
-  [Year 4 Long Term Plan 2022 Draft](#)
-  [Year 5 Long Term Plan 2022 Draft](#)
-  [Year 6 Long Term Plan 2021 Draft](#)

[illegible]

What does learning look like in Year 1?



Whole school priorities for September	
Reading	<ol style="list-style-type: none"> 1. Developing a culture and love of reading across school. 2. Developing reading fluency to close the bridge between word recognition and comprehension. 3. Developing understanding of vocabulary and effects. 4. Developing inference.
Writing	<ol style="list-style-type: none"> 1. Building children's confidence, enjoyment and stamina through short burst, creative writing so that they see themselves as writers. 2. Developing fluency of spelling to support their writing and free them to develop their creativity. 3. Developing handwriting and presentation skills so that children have a sense of pride in their work 4. To develop and apply the new vocabulary learnt in reading across writing. 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	<ol style="list-style-type: none"> 1. Develop confident mathematicians, who acquiring a deep, long-term, secure, and adaptable understanding of the subject. 2. Strengthen their understanding of number, fluency with number facts and relationships with number. 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



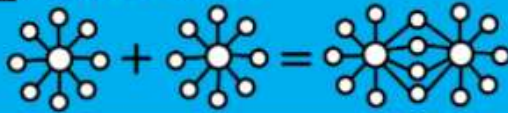
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful 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 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.



Help with supporting your children at home



Year 1

Summer 2

How to support your child's learning.
First follow the link (control and hover) [click here](#)

Mathematics

This term we will be continuing to work on being able to unitise and solve real life problems. In order to support fluency and recall, you can help your child to count equal groups of 2, 5 and 10 within real life contexts. Counting pairs of socks in a drawer, shoes or even the number of fingers in your household. Looking at 2p, 5p and 10p coins and counting the amount of pence that you have. Grouping and organising money will also help with the ability to manage and work with coins.



Reading and Spelling

As we move towards the end of year 1 it is vital that in this term you continue to listen to your child read. It may well be that your child now has a firm love of reading and a particular favourite genre. Please continue to foster their love of reading by celebrating their success. Key words to support your child with spelling are listed below:

friend, thought, through, there, their. Additional to this, please could you practice spelling the days of the week and numbers one to twenty.



Writing

Our text this half term is 'Oi Get off My Train.' Support your child by talking to them about the structure of the story. Listen to your child read their text maps and share their retelling like a performance with family members.

Children can be supported at home to create their very own version of 'Oi Get off My Train'. Encourage them to change the characters in the story. How could they change the story? What other animals could get on the train? What if the child went to bed with a different toy?



Science

Throughout the Summer term, we are exploring the changes in weather through the seasons. As we head into the Summer season there are a number of fantastic ideas below that you could do with your children to support their learning journey:

- Keep a weather diary
- Watch the weather forecast together and discuss it
- Go on a Summer's walk and talk about what they can see, smell, hear and touch that helps them identify the season we are in.



Geography

Look at where Amy Johnson stopped at on her epic journey from the United Kingdom to Australia.

- Vienna-Austria
- Istanbul-Turkey
- Calcutta-India
- Darwin-Australia

Talk about the range of climates that these countries are in. Furthermore, we are introducing compasses this half term. When going on walks, driving around in the car or even playing in the garden you could use a compass to identify the different direction that you are pointing or traveling in. There are many free compass apps you could download to support this activity.



Design and Technology

As we are exploring how to make a healthy packed lunch that Amy Johnson could have eaten on her journey to Australia, it would be fantastic if you could support children to complete the following food preparation techniques in the kitchen

- Slicing
- Dicing
- Grating
- Chopping

We will be using these techniques in the class room to prepare a healthy food option for Amy's Packed lunch.



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

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

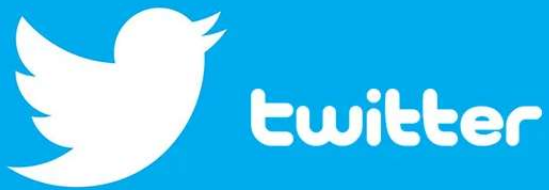
Every Friday
– special assembly



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.
- Phonics Screening – summer term.

Look out for parent workshop meetings in the autumn term.



← **Welton Primary**
692 Tweets



Welton Primary
@WeltonPrimary

Joined December 2016

11 Following 528 Followers

Please follow us on twitter where you can see all the exciting things we do in Year 1



Welton Primary @WeltonPrimary · Jun 17

A very successful FOWS "Bun Sale". Thank you everyone who supported this event.



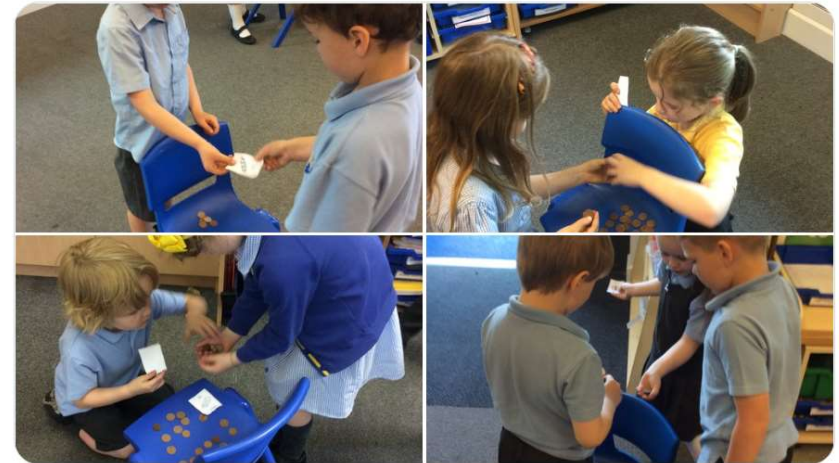
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WeltonPrimaryY1 @WeltonPrimaryY1 · Jun 15

We had a fantastic time this morning playing shopkeepers. All the children learned how to spend money and how Unitising supports us to spend.

[#money](#) [#NCETM](#) [#Year1](#)



Questions

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