



Welcome to Year 3 Welton Primary School

Class teachers:
Miss Harrison and Miss
Elton

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.



Soft PE bag



Book bag



Nothing else (rucksacks / gola bags)



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

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





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.

THIS SCHOOL IS
NUT FREE



THANK YOU
for keeping our school safe!



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

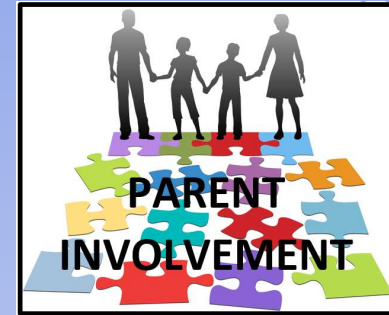


This is one of our Welton expectations.

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.....

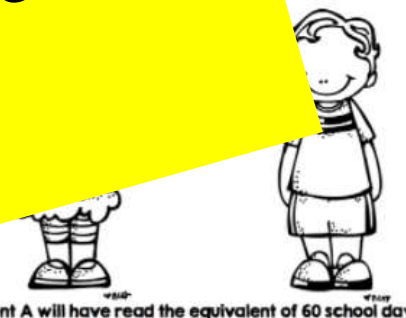
Student A will have read the equivalent of 60 whole school days
Student B will have read the equivalent of only 12 school days.

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

What does learning look like in Year 3?

Breaking News



About Us ▾ Admissions ▾ Well-being ▾ Learning ▾ **Curriculum** ▾ Parent Info ▾ Contact Us

Curriculum Planning

HOME ▸ CURRICULUM ▸ CURRICULUM PLANNING

What is the intent of our curriculum?

At Welton Primary School we aim to provide a **metacognitively ambitious curriculum**, driven to challenge stereotypes, based around the **locality of the Humber region** that meets the bespoke needs of our children.

What will this look like at Welton?



We aim to provide **first-hand experiences** that will stimulate **enquiring, imaginative and creative minds** which will widen the knowledge and skills required to **deepen learning** across all areas of the curriculum.

Welton's curriculum planning identifies what we want children to learn, their academic goals, the teaching activities we will use to achieve this and how we will know the children have learned the knowledge and skills for future learning.

The curriculum is designed starting with subject progression documents. The curriculum is coherently planned and sequenced towards cumulative skills. These are used to produce schemes of learning and knowledge organisers under the curriculum tab for progression document organisers).

In addition, there are long term plans that identify broad themes and topics for each half-term. You can download copies of those below.



- [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](#)

SUPPORT
LEARNING


Welton Primary School Long Term Plan 2022					
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Class Teachers
English					
Maths					
Science					
History					
Geography					

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Class Teachers
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					

History	Changes to Britain from the Stone Age to the Iron Age	Human Impact on Britain and our locality	Anglo-Saxons	Medieval Britain
Geography	Human and Physical Geography of the Humber	Human and Physical Geography of the Humber	Human and Physical Geography of the Humber	Human and Physical Geography of the Humber
Religious Education	Reverend	Reverend	Reverend	Reverend
Physical Education	Health and Fitness	Health and Fitness	Health and Fitness	Health and Fitness
Computing	Computing	Computing	Computing	Computing
Art	Art	Art	Art	Art
Music	Music	Music	Music	Music
Design and Technology	Design and Technology	Design and Technology	Design and Technology	Design and Technology
Science	Science	Science	Science	Science
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
English	English	English	English	English
French	French	French	French	French
Spanish	Spanish	Spanish	Spanish	Spanish
Latin	Latin	Latin	Latin	Latin
Classical Civilisation	Classical Civilisation	Classical Civilisation	Classical Civilisation	Classical Civilisation
Modern Languages	Modern Languages	Modern Languages	Modern Languages	Modern Languages
Other Languages	Other Languages	Other Languages	Other Languages	Other Languages

What does learning look like in Year 3?

Science

Chemistry: Rocks & Fossils Assessment Question: <i>What types of rock are you likely to find fossils preserved in and why?</i>  Dinosaur lady Author: Linda Skeers	Physics: Light Assessment Question: <i>Why do humans need light, and can it ever be dangerous?</i>
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Art

Sculpture
Artist: Christo



Combining and creating materials to make recognisable forms

PSHE

Being Me in my World Do we really need rules to follow? <i>Establish why it is important to have rules and how they help people learn. Understand the feelings of importance and being valued.</i>	Celebrating Difference Is it OK to fall out with my friends and family? <i>Understand how words can be used in hurtful or kind ways and how this can lead to arguments. Explore how arguments in a relationship might happen and how conflict might make us, and others feel.</i>
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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.

Overview of Autumn Term

RE

Remembering

Assessment Question:
What would you like to be remembered for?

History

Changes in Britain from the Stone Age to Iron Age.

Assessment Question:
What main changes occurred between the Palaeolithic and Iron Age?

Geography

Human and Physical / locality fieldwork study: Brough

Assessment Question:
Describe Brough's place in the East Riding and what human and physical features make it a good place to live?

Design Technology

Textiles:
Brough Community Project

Sewing – symbolise themselves (create a whole blanket)

Measure, tape or pin, cut and join fabric with some accuracy

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



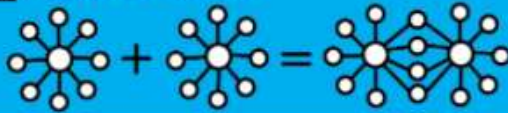
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

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.



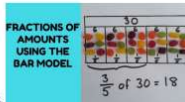
Year 3

Summer 2

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

Mathematics

This half-term in maths we will be looking at unit and non-unit fractions. Support your child to find fractions of numbers by sharing objects into equal groups. Use this to find non-unit fractions of numbers (eg If you know how many are in one group, how many would be in three groups?).



Find fractions of shapes by cutting square, round or rectangular cakes, bread or pizzas into different numbers of equal parts. If everyone in your family has a piece, what fraction of the cake has been eaten? What fraction

Don't forget you can also practice your times tables recall using TT Rock stars and Purple Mash. If you have forgotten your log in and passwords, please email office@welltonprimarieschool.com



Spelling and Reading

This half term in reading we are learning about the Jewish story of Passover.

Try visiting the library and find some different books about Passover. What is the same and what is different about these books?



Here's another book by the same author, David Adler. Are there any books about other Jewish festivals or beliefs? How are these the same or different to Passover? Try writing a book review about a book you have found.

In Spelling we are learning about regular and irregular verbs. When your child is reading, encourage them to collect lists of irregular verbs from their books. Use the verbs found to make a poster to remember some of the past and present forms of these irregular verbs.

Irregular Verbs	present	past
go	went	
run	ran	
give	gave	
speak	spoke	
write	wrote	



Writing

This half term we are writing a "Warning" tale based on the book "The story of Passover" by David Adler.

Past and present tense - Irregular verbs

To link in with spelling work, we will be working on using the correct form of irregular verbs in writing. Support your child to write sentences in past and present tense using some of the irregular verbs that have been collected. Choose a favourite story book and change the tense between past and present tense. Remember to look out for the irregular verbs when writing these down.

Adding drop in clauses to sentences.



Start with a simple sentence and work on adding in a drop in clause to add additional information. How many different sentences can you make? Remember to use commas around your drop in clause.

Try using: **who which that**
e.g. My bike is broken.
My bike, **which is very old**, is broken.



stimulate **enquiring, imaginative and creative** mind which will widen the knowledge and skills required **deepen learning** across all areas of the curriculum.

Help with supporting your children at home

Science

In science we are learning about the nutrient humans need to survive and where they get them from.

You could support your child by visiting the supermarket or looking in your cupboards and comparing the labels on different types of foods.



Try keeping a food diary for a week and looking at the different food groups. What nutrients were included. How healthy have your meals been?

As a family, try planning a healthy, balanced meal containing important nutrients. Make the meal together and talk about what you liked and disliked.

Now write down the recipe and pass it to a friend to try.



Geography

In geography we are learning about volcanoes.

You could try making a volcano at home using sand or papier mâché and then try this fun experiment:



[How to Make a Paper-Mache Volcano That Erupts \(thesprucecrafts.com\)](http://thesprucecrafts.com)

Visit the library or explore the internet to find out facts about volcanoes. You could use your facts to make a fact file about volcanoes.



Here's a website to get you started :

[Volcano facts | National Geographic Kids \(natgeokids.com\)](http://Volcano facts | National Geographic Kids (natgeokids.com))

Make a list of volcanoes and find out if they are active or dormant. Look on maps and atlases to see if you can find them. What continent or ocean are they in?

Design Technology

In design technology we are exploring savoury dips and dippers. You could support your child to learn the skills of slicing, chopping and peeling.



You could try tasting a variety of sweet dips and dippers as a family. Which ones do you all like?

For dippers try :

- pieces of fruit
- breadsticks
- biscuits
- crackers
- waffles/wafers

For dips try adding flavours to:

- yoghurt
- fruit puree
- chocolate
- caramel
- cream cheese

There are lots of ideas here:

[25+ Sweet Dip Recipes | NoBigger.net](#)

Once you've tasted some, plan your own recipe for a sweet dip and dipper then use your skills to follow your recipe. Link back to science. How could you make it healthy?



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

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

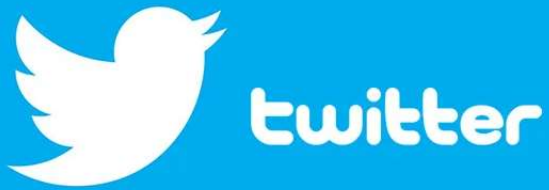
Every Friday
– special assembly



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.

Look out for parent workshop meetings in the autumn term.



← **Welton Primary**
692 Tweets



Welton Primary
@WeltonPrimary

Joined December 2016

11 Following 528 Followers



Welton Primary @WeltonPrimary · Jun 17

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



WeltonPrimaryY3 @WeltonPrimaryY3 · Jun 22

Y3 loved using the bridge and claw techniques today when cutting up our ingredients to create a dip! Can you guess which dip we created? 🍅🥑🧄
[#dt](#) [#excitement](#)



7



Please follow us on twitter where you can see all the exciting things we do in Year 3

Questions

???