



Welcome to Year 5 Welton Primary School

Class teachers: Mrs Millar
and Mr Selke

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.



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!

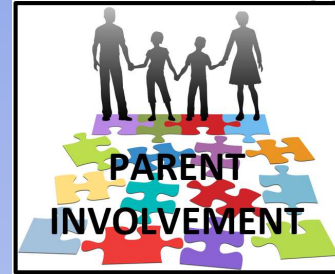
At Welton, we value parental support:



- 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.....

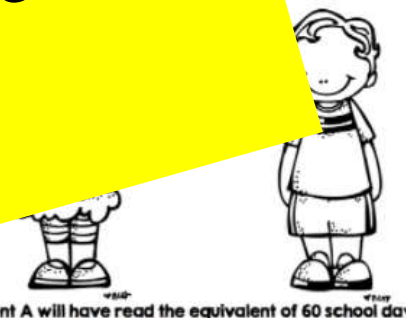
Student A will have read the equivalent of 60 whole school days
Student B will have read the equivalent of only 12 school days.

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 6?

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 (the subject tabs 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](#)

SUPPORTING LEARNING AT HC

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

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What does learning look like in Year 5?

Science

Physics: The Earth and Beyond <i>Significant Individuals:</i> Erastosthenes, Claudius Ptolemy Assessment Question: Can you draw a detailed diagram of our Solar System?	Physics: Forces Assessment Question: What do air resistance, water resistance and friction all have in common? What would happen if these forces did not exist?
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Art



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

Expressions of Faith

Assessment Question:
How do people express their faith?

History

Magnificent Achievements of the Maya

Assessment Question
What was life like for the ancient Mayans and how was this different to the Stone Age?

Geography

Location and Place Knowledge
Journey to America

Assessment Question:
What would be the same and what would be different living in the UK or (Pupil selected county in North or South America)?

PSHE

Being Me in my World Is my life the same as other peoples? Compare our lives with the lives of others within our country. Understand how our rules, rights and responsibilities make our school community a safe and fair place.	Celebrating Difference What does it mean to be discriminatory? Understand the differences between direct and indirect bullying and identify strategies we can use to help us when we may experience this. Understand the meaning of discriminatory behaviour. Look at racism and other forms of discriminatory behaviours and understand why they are dangerous.
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Design Technology

Textiles: Weaving



Use structural changes (such as plaiting or weaving) to create new products such as rope belts or bracelets

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



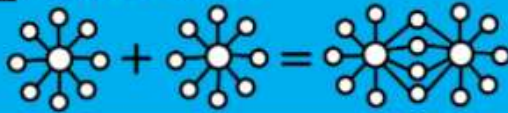
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

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 5 Summer 2

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

Mathematics

In maths, we are learning about fractions. Put this learning into practice by cutting pizzas / cakes into equal parts.



Can you split a bag of sweets into equal groups? What is the fraction?

Can it be simplified? Which number is the numerator? Which is the denominator?

Could you use Lego block to create a design that was 1/6th blue and 5/6th yellow? 3/4 red and 1/4 green?

If you are going on a journey, could you say when you will be half the way there? A third of the way there?



Reading

This half term we will be continuing to read *Wonder*. What are the main messages of the story? What was your favourite part of the story? Have a go at orally retelling this section from the point of view of another character? What were the characters thinking and feeling at this point in the story?

Spelling

We are recapping words which sound the same, but have a different spelling. These are called homophones. First say the definition of each homophone, then have a go at writing it in a sentence. We will be learning to use spell checker on Word, so why not type your sentences instead and practise this skill too!

Practice / practise	Effect / affect
Wear / where	Aloud / allowed
Their / there / they're	Past / passed

Writing

Our new text will be *Malala's Magic Pencil*.



This is the story of Malala Yousafzai, who is the youngest ever recipient of the Noble Peace Prize. You could find out more about this prize.

<https://www.nobelprize.org/prizes/facts/nobel-prize-facts/>

How old was she when she won the award? Which region in Pakistan is she from? Can you retell her a story in the form of a comic strip? Could you write a letter to Malala to congratulate her on her achievement? Choose another winner and find out what important things they achieved?



deepen learning across all areas of the curriculum

Science

We are continuing to find out about living things.



We will be learning about the average life expectancy of different animals. You can build on this at home by finding out the life expectancy of these animals: whale; crocodile; elephant and mouse.

Turn this into a fun family game by all guessing first, then researching together to find out. Which will live the longest? Which the shortest? Which one surprised you? Can you make any generalisations about the size of the animal and how long it is expected to live?

Apply your prior knowledge of habitats to create an environment for one of the animals to live. Use Lego, junk, natural resources, playdoh... get creative!



Geography

We are learning about Pakistan.

Use a world map to locate Pakistan. Role play being a tour guide and give an adult at home a tour! Can you locate its capital and the three surrounding countries? Which 3 bodies of water surround it? Can you name and find the rivers and mountain ranges?



Use your knowledge of Pakistan to create a list or picture of what you would need to pack in your suitcase for a trip there. Think

about the climate and what clothes you will need to take with you. What currency will you need to take? Would this be the same if you were packing for a trip in the UK?

Use paper mache or playdoh to create a replica of the mountain ranges and rivers that you have learn about in class.

D and T

We are building on our food preparation skills and understanding of coeliac disease.

You can apply this new learning to plan a gluten free meal suitable for a coeliac. Use the food wheel to ensure that it is a balanced meal using ingredients from different food groups.



You can write a set of instructions for how to make your meal. It would be lovely to work with an adult to prepare your meal for your family. Lay the table together. You could even make name placards and a menu for each person. Ask your family for some positive feedback on how good the meal was. They could even give TripAdvisor style review! Don't forget to use the bridge and claw grip for chopping safely!



Bridge



Claw

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

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

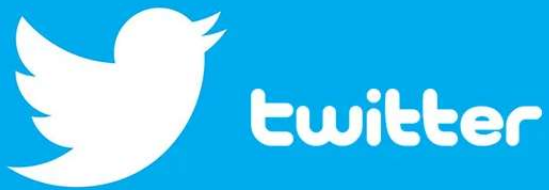
Every Friday
– special assembly



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.



WeltonPrimaryY5 @WeltonPrimaryY5 · May 19

Year 5 had so much fun designing and recording stop motion animations based on a scene from the Odyssey for our creative day. [#creativity](#) [#stickability](#)



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Please follow us on twitter where you can see all the exciting things we do in Year 5

Questions

???