



Welcome to Year 6

Welton Primary School

Class teachers: Miss
Seddon and Mr Barnes

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.....

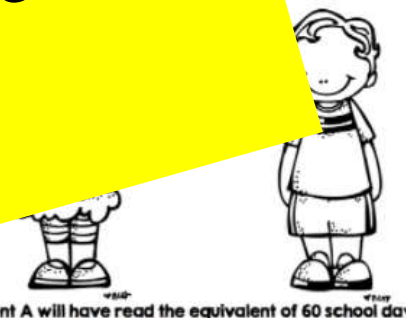
Student A will have read the equivalent of 60 whole school days
Student B will have read the equivalent of only 12 school days.

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

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					

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
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What does learning look like in Year 6?

Science

Biology: Evolution and Inheritance <i>(links to Mary Anning, Darwin – previous learning)</i> Alfred Wallace https://youtu.be/cpOJPldYN5I Assessment Question: What is the difference between an inherited feature and an environmental feature?	Biology: Living Things and their habitats Assessment Question: Can you create a classification key which includes all five kingdoms?
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Art

Drawing: Artist: Leonardo Da Vinci <i>Use a variety of taught techniques to create life like and impressionistic drawings.</i>

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

Justice and Freedom Assessment Question: <i>Is it fair?</i>
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PSHE

Being Me in my World Do my choices matter? <i>Understand how the choices we all make can impact on local and global issues.</i>	Celebrating Difference What can cause conflict in our world? <i>Gain an understanding into how conflicts can arise from difference. Explain how we feel when we hear and see people experiencing conflict due to differences.</i>
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History

Local History: Slavery Significant Individual: William Wilberforce Assessment Question: <i>Who was William Wilberforce and what impact has he had on British History?</i>
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Geography

Human & Physical: Investigating climate and biomes. Assessment Question: <i>Plan an itinerary for a visit to a biome of your choice. What would be seen on the tour?</i>

Design Technology

Textiles: Weave and sew – make a felt phone case)

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



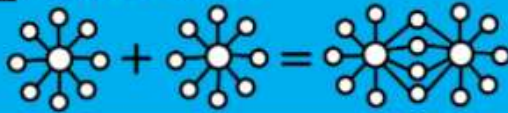
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

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 6

Summer 2

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

Mathematics

In maths we will be revisiting prior domains to embed knowledge. We will cover: ratio, symmetry, angles, and a review of the four operations (addition, subtraction, multiplication and division).

At home, they could:

Ratio:

- Measure liquids (e.g. water/juice) to a given ratio (e.g. 3:1)

Symmetry:

- Draw/observe geometric images/items and show how many lines of symmetry there are.

Angles:

- Treasure hunt for different angles in the home/garden- it could be done with siblings too!

Reading and Spelling

We will finish reading 'When My Name Was Keoke' by Linda Sue Park before starting our new text: The Bone Sparrow by Zana Fraillon. The main character has been born into an immigration camp and therefore spent all their life surrounded by fences. Other books to support with this are:



We will continue to practise Year 6 tricky words:

- Practice the words by using look, say cover, write, check
- Art-the children could draw their own images to represent the words they find the trickiest.
- Mnemonics-the children can invent these to help them memorise the words.

Writing

In writing, we will be producing a range of genres based on The Bone Sparrow, with a focus on personal narrative. This will give the children the chance to practise a wide range of skills.

At home, they could write:

- Diary entries from a character's perspective
- Re-tell the story in their own words
- Write character/setting descriptions
- Choose a key event and turn it into a newspaper report.
- Turn the story into a play



Science

Our learning this half term is all about Light. There are many activities that can be done at home to support this!

- Light hunt! How many light sources can they spot at home? In the supermarket?
- Carry out some research on our main source of light-the sun.
- Test different materials to see if they are transparent, opaque or translucent. How are they similar? How are they different?
- Get creative and make a shadow puppet! Explore how to increase/decrease the size of a shadow using a simple light source.
- Explore sundials and how they used light in the past to tell the time.



History

In history this half term, we will continue learning about the British empire.

Research key figures: John Cabot, Elizabeth 1st, Queen Victoria, Mahatma Gandhi.



Look at a world map and talk about which countries are still part of the commonwealth and what this means.

By week 2, the children will have considered what life was like for Indian people in the 1800s living under the British Raj-they could carry out some extra research at home about this.

Research other famous explorers e.g. Christopher Columbus.

Compare people in India at this time to those living in Victorian Britain during the Industrial Revolution. Can they explain the changes.

Design and Technology

In DT, the children will be researching, planning and creating models which represent the British Monarchy before integrating an electrical system into their model.

Home research into possible structures will benefit! Examples include:

- WW2 houses
- Merchant ships
- Buildings e.g. Buckingham Palace

If you have spare materials such as cardboard, balsa wood or paper, you could practise smaller scale structures and investigate how to strengthen them. Look at folding paper / card, triangles in structures etc..



We'd look to see any model you make at home.

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

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

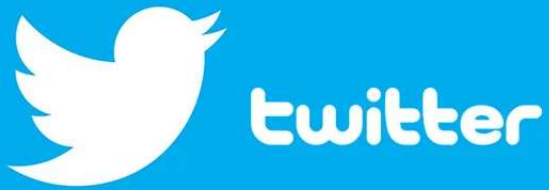
Every Friday
– special assembly



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.
- SATS - Week commencing 8th MAY 2023

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.



Follow



Welton Primary Y6 @WeltonPrimaryY6 · Jun 21

Exploring light and how it travels today - some delightful work across the year group! Well done [#science](#) [#inspired](#)



4



Please follow us on twitter where you can see all the exciting things we do in Year 6

Questions

???