



Welcome to Year 2 Welton Primary School

Class teachers:
Mrs Fox and Mrs Duffin

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

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?

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.





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

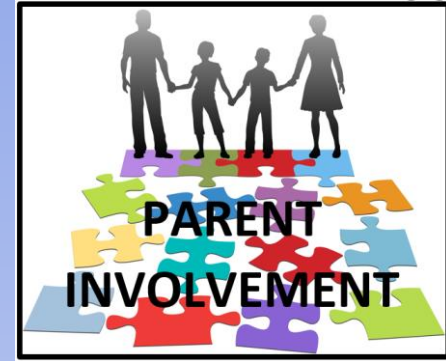


This is one of our Welton expectations.

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!

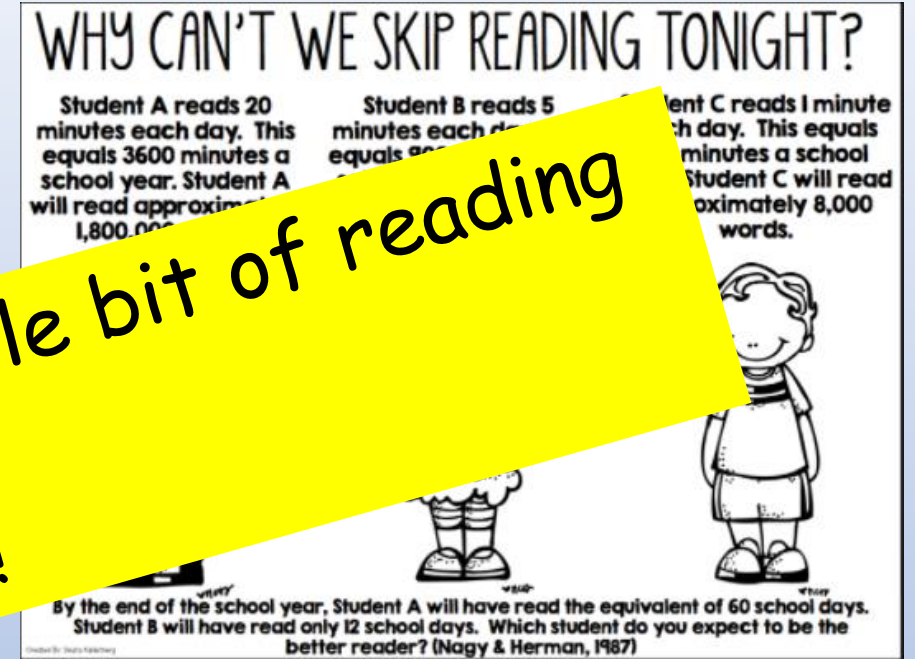
Step 1: Multiply minutes a night x 5 times each week
Student A reads 20 min. x 5 times a week = 100 mins./week
Student B reads 4 minutes x 5 times a week = 20 minutes

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 ten whole school days a year.
Student B will have read the equivalent of only two school days of reading practice.

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



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

What does learning look like in Year 2?

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**, the teaching activities we will use to do 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 documents and knowledge organisers).

In addition, there are long term plans that identify broad themes and content 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

Welton Primary School Long Term Plan 2022/23					
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
English	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor
Care	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor
Maths	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor
Science	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor
History	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor
Geography	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor
Religious Education	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor
Physical Education	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor	The Three Little Pigs Author: Stephen Taylor

What does learning look like in Year 2?

Science

Biology: Living things and their habitat	Biology: Living things and their habitat
Assessment Question: <i>What makes a good habitat?</i>	Assessment Question: <i>Can you give an example of a food chain?</i>

Art

Sculpture
Artist: Henry Moore



*Sculptures in local area –
Bridgehead woods
Arts trail-*

PSHE

Being Me in my World	Celebrating Difference
How does my behaviour affect others? <i>Explain how our own behaviour (positive or negative) affects other people. Compare and discuss personal choices with the choices of others</i>	Is it ok to be different? <i>Celebrate differences between that make us all individual. Explore bullying and understand how some people may experience bullying because they are different (including people who may not conform to gender stereotypes)</i>

Whole school priorities for September

Reading

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

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

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

Belonging

Assessment Question:
What does it mean to belong?

History

Local History: Victorian Childhood and Schooling



<https://www.english-heritage.org.uk/members-area/kids/guide-to-victorians/>

Assessment Question:
How has childhood and schooling changed throughout the years?

Geography

Human and Physical: Welton Village

Including compass work and fieldwork.

Assessment Question:
What is the difference between a village, a town and a city?

Design Technology

Construction:

Moving Toy *suitable for a Victorian child*

Design, make, evaluate and improve construction & mechanics



Year 2

Summer 2

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

Mathematics

In mathematics we will be working on using money. You could support your child by letting them make different amounts using coins and notes. Let them find the right coins to pay when they go to the shop or set up a shop with their toys and play at being shop keepers. Encourage your child to sort different values of coins and apply skip counting (eg counting in 2s, 5s and 10s) to count the value of each type of coin. Explore different ways of making an amount eg 10p or 15p.

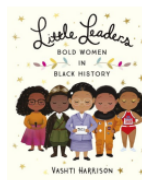
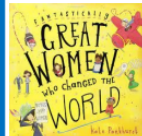


We will also be working on telling the time to the nearest 5 minutes. You could talk about the times things are happening or measure amounts of time using egg timers, kitchen timers etc. Try looking at both analogue and digital clocks and comparing them.

Reading

This half term we will be reading books about significant people and stories about people who have demonstrated resilience to achieve their goals.

We have looked at the book, "Shaking things up" in class. Here are some similar books that you could share and talk about with your child:



Writing and Spelling

In English, our Talk4Writing unit is based on the book After the Fall. You could support your child to learn the story using the story map and ask your child to draw their own story map and use it to retell the story. Learn nursery rhymes and talk about the problems the characters have. Write new stories about what happens next to the nursery rhyme characters.

We are also learning to spell homophones. You could make sets of words that are homophones and think of ways to remember what they mean. Ask your child to draw pictures to remember. Help your child to spell these words and practise writing sentences using the correct spelling of each word.



Here are some examples:

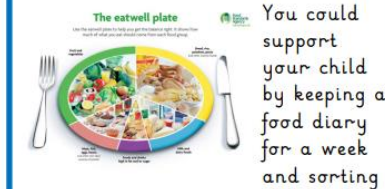
here/hear where/wear/were



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

Science

In science we are finding out about how to stay healthy.



You could support your child by keeping a food diary for a week and sorting the foods into the different sections of the eatwell plate. You could look in your cupboards and try and sort the different foods.

Support your child to research staying healthy and make an information leaflet to explain to someone how to stay healthy.

Taste different types of healthy food and decide which is your favourite. Plan a recipe for a salad, pasta dish or fruit salad and then help your child to make it for the family. Write the recipe out and share it with their friends.



History

In History we will be finding out about Walter Tull.



You could support your child to use the computer to do some research to find out why Walter Tull was significant.

Celebrate differences and similarities and talk with your child about the word racism. You could find out about racism in sport and make a poster to help stop it.



You could help your child to find out about other sports people who have achieved their goals and collect some pictures of them. Find out about the Commonwealth Games, and find out about inspiring people who will be there.

Art

We will be finding out about the artist Paul Klee in our Art lessons. You could support your child to find some facts out about Paul Klee. Why is he significant?



We will be exploring colour mixing. Try mixing food colouring or coloured icing and decorating biscuits. Make different coloured playdough using primary colours, then mix the colours to see what happens. Try making all the colours of the rainbow. Use coloured ice cubes and watch the colours mix as they melt.



Explore printing with wooden blocks and different colours.

Help with supporting your children at home

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.

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

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

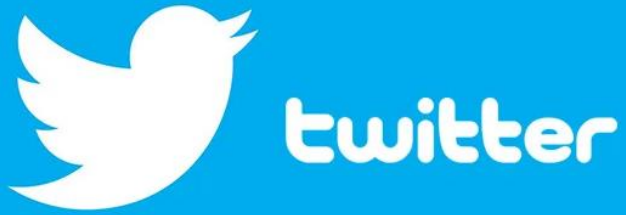
Every Friday
– special assembly



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



Welton Primary @WeltonPrimary · Jun 17

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



Follow



WeltonPrimaryY2 @WeltonPrimaryY2 · Jun 15

We had another wonderful stay and read this morning in year 2. The children loved sharing stories with their grown ups. Thank you to all who attended. [#readingforpleasure](#) [#weloverreading](#)



Please follow us on twitter where you can see all the exciting things we do in Year 2

Questions

???