



# Welcome to Year 4 Welton Primary School

Class teachers: Mr Hurst  
and Miss Marsden

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**



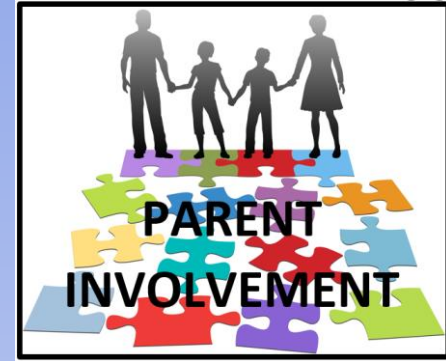
This is one of our Welton expectations.

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!

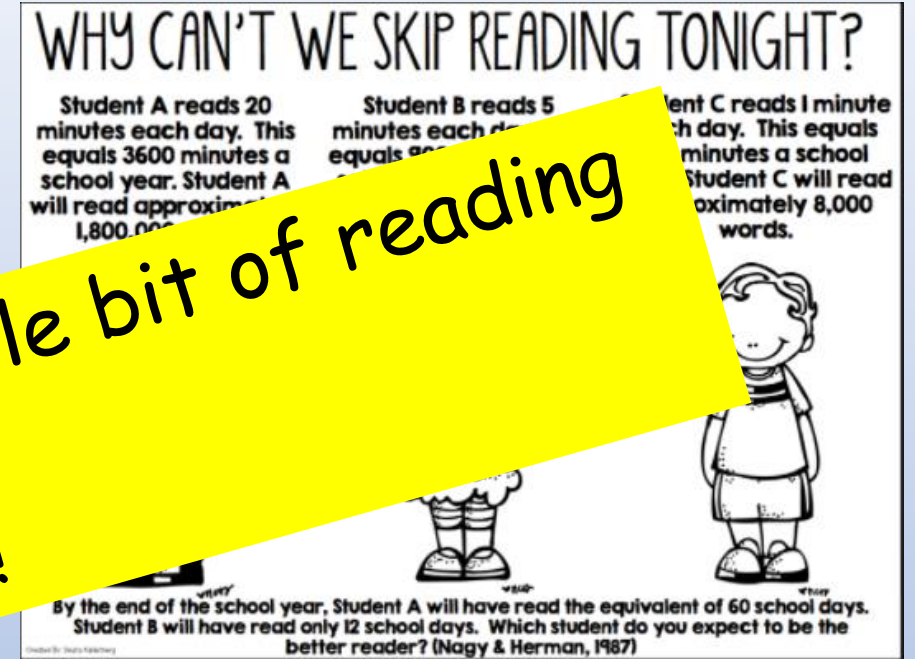
Step 1: Multiply minutes a night x 5 times each week  
Student A reads 20 min. x 5 times a week = 100 mins./week  
Student B reads 4 minutes x 5 times a week = 20 minutes

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 4?

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 to achieve their academic goals, 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 (these are 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 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	Summer 1
English Core Texts					

Core Texts	Autumn	Spring	Summer	Autumn	Spring
English Writing					
Maths					
Science					

History	Changes in Britain from the Stone Age to Iron Age	Roman impact on Britain and how life changed	Anglo-Saxons
Geography			
Religious Education			
Physical Education			



# What does learning look like in Year 4?

## Science

<b>Biology:</b> Animals including Humans  <b>Assessment Question:</b> <i>What are the different parts of the digestive system in humans?</i>	<b>Physics:</b> Electricity <b>Significant People:</b> Volta, invented battery Faraday—magnetism, Edison—direct current Swan—incandescent filament lamp  <b>Assessment Question:</b> <i>What are the components of a simple electrical circuit and can you draw the symbols to represent each one?</i>
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## Drawing:

Artist: Pierre Yves Riveau



Use line tone and shape to represent figures and forms in movement.

## Art

## 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

Belief in the community

### Assessment Question:

*What does it mean to belong to a faith?*

## History

Vikings and Anglo-Saxon struggle for England

### Assessment Question

*Raiders or settlers? How should we remember the Vikings?*

## Geography

**Human and Physical Knowledge**

Hull & Humber Industry & Ports

### Assessment Question:

*Why might a business decide to locate near the River Humber?*

## PSHE

**Being Me in my World**  
Who listens to me?

*Understand why being listened to and listening to others are the cornerstones of our school community.*

*Learn about democracy and why this is important.*

**Celebrating Difference**  
Do we judge on first impressions?

*Identify scenarios where our impressions about someone or a group of people changed.*

*Recognise where, at times the ways that bullying might be hard to spot.*

## Design Technology

**Construction:**  
Humber Ports Product

*Make a product that uses mechanical components to create movement (e.g., cams/pulleys/gears)  
Know that mechanical and electrical systems have an input and output*

# 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 4 Summer 2

How to support your child's learning.

First follow the link (control and hover) [click here](#)

### Mathematics

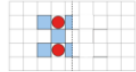
Over the next two weeks, each year four child will take their government year four times table assessment. Please keep supporting your child by **practising one or two of the 6, 7, 8 or 9 times tables each night-if possible**. This website will help.

<https://www.timestables.co.uk/multiplication-tables-check/>

We are continuing to learn about proper and improper fractions. They will be studying fractions with different denominators. **Look together at where you use fractions in everyday life, such as: following a recipe, making drinks, shopping etc..**

We will then start a new focus about symmetry.

To support this, pattern making colouring sheets are ideal plus activities such as mirror drawings. A symmetrical art idea which children love is highlighted below.



### Reading and Spelling



We are reading a traditional tale this half term called Amazon Rain forest magic by Barbara Crane Navarro. Barbara is an author and illustrator who has campaigned to save the amazon rain forest throughout her life.

We are reading volume one which tells the story of a Yamamori boy.

If you wish to continue with the story with your child, **read volume two which tells the story of a Yamamori girl.**

Other books that would support the reading of traditional tales from other cultures. Folk tales from Africa, India, or traditional Nordic or British stories would reinforce the genre being explored in the classroom.

Spellings this half term will concentrate on the -tion and -sion suffix. Children will consider how the addition of a suffix will also change the word usage. For example, decide is a verb but decision is and adjective.

**Words to study are:** television, invasion, confusion, division, vision, conclusion, explosion, illusion, decision, collision and their verb derivative televisive,



### Writing

Our writing starts with learning about and then writing our own warning tales. We have linked our model text to traditional tales that have the Amazon jungle as the setting together with the belief structure of indigenous people there. Agouti has to learn the hard way not to destroy the tree of life that provided life and good health to all the villagers and the plants and animals.

**Ask your child to retell the story of Agouti and the tree of life.**

After writing their creative warning tales, we will then focus on how to write information texts. This will be heavily linked with the science and geography lessons about the environment and the Amazon.

It would be very beneficial for your child to be exposed to information books. If they have a particular interest or curiosity, **grab that moment to buy or borrow a book or a google search to find the information would be great.** When reading with your child, features to **point out:** the title, table of contents, index, headings and subheadings, bold print and italics, glossaries, key words and diagrams.



which will widen the knowledge and skills required to **deepen learning** across all areas of the curriculum

### Science

We will be learning facts about the environment and how humans can affect the plants and animals within different environments. **Can you help your child find the answers to the following questions.**

What does the word environment mean?

How many different environments do you know?

What kind of animals and plant life might you see in different environments?

In what ways can we improve the environment?

In school we will be making bug hotels to add to the school ground to enhance help the local food chains there. **Maybe you could design a bug hotel for at home too and send us a photo of it.**

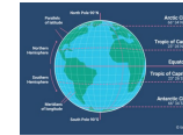


There are many books about food chains and the environment that could enhance your child's science learning. Fancy supporting your local environment, **consider which plants may attract more wildlife to live in your garden.** If you fancy a project about the wetlands which covers the same skills we are covering in the class room, then use the link below-particularly the who it eats who and the circle of life.

<https://www.wwt.org.uk/discover-wetlands/fun-and-learning/home-learning/>

### Geography

We will be learning about European countries and locating them on a map. **Can you find out about how far away these countries are from the equator?**



We will be using the vocabulary: poles, Tropic of Cancer and Capricorn. Can you look at these together and consider and **explain the difference between weather and climate.**

We will be comparing geographical features of the UK and Brazil. It would be great if you could you **find out some facts about Brazil to help us.**

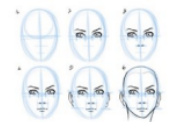


There will be a large focus on the rainforests using the key question: **What is the rainforest like and how does its structure help it?** There are many good factual books and

websites about the Amazon to read at home which would be a fantastic way to improve your child's factual information.

### Art

Our skills focus is the use of clay to create sculpture. We will be creating faces with expressions. Could you **collect images facial expressions from within artwork and discuss how you think the artists have created successful expressions.** Maybe you could practise drawing a face that is anatomically correct together. We



will be doing this in class and transferring them onto clay.

Our artist study is **Elisabeth Frink**. She is a British sculptor. She has sculpted many male figures as well as animals. **She is on display at Yorkshire sculpture park** which is well worth a visit at any time but would compliment our sculpture work.



[https://yvsp.org.uk/artists/elisabethfrink/#:~:text=Elisabeth%20Frink%20\(1930%E2%80%931993\),%20Geometry%20of%20Fear%20school.](https://yvsp.org.uk/artists/elisabethfrink/#:~:text=Elisabeth%20Frink%20(1930%E2%80%931993),%20Geometry%20of%20Fear%20school.)



# Help with supporting your children at home

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

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

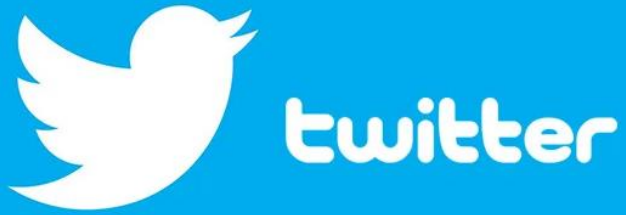
Every Friday  
– special assembly





# 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.
  - Statutory Multiplication Check – 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.



WeltonPrimaryY4 @WeltonPrimaryY4 · Jun 21

Y4 got hands on with some of the inhabitants of Tropical World on their trip today. Nice to get out and about and learn about tropical rainforests.

[#Geography](#)



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Please follow us on twitter where you can see all the exciting things we do in Year 4

# Questions

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