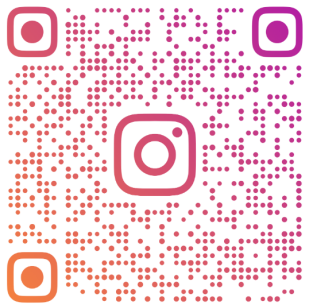




# Welcome to Year Welton Primary School



WELTONPRIMARYSCHOOL

Class teachers: Miss Bibby  
and Miss Marsden

# School Day



At Welton, the gates will open at 8:40am.  
Learning starts at 8:45am.

It is essential that your child arrives at school promptly, to ensure they do not miss part of their first lesson.

The lessons every class has daily:  
Guided reading and /or phonics, SEEC or spelling, maths and 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.

## New School Vision

Over the year, the Welton School community has collaborated to produce a new vision statement and set of values.

This combines the viewpoints and what matters to parents, teachers, pupils and governors.



Our children will leave Welton proud, happy and confident.

They will know how to be kind and always try to do their best.

Our pupils will be academically successful and have a lifelong love of learning.

Our school family will nurture, challenge, and lead our pupils, igniting their unique spark of genius.

# Values The Welton Family will demonstrate our values by remembering to:

## Be Kind

We will ensure that everyone feels accepted, valued, and included. By being nurturing and understanding, we will be able to offer friendship and kindness. When we collaborate, we will share our own ideas, while listening and responding respectfully to the opinions of others. By respecting ourselves and each other, our community will be a happy one.

## Be Responsible

We will take responsibility for ourselves, our actions and our community to ensure it is a happy, safe and nurturing place to be. When we make mistakes, we will take responsibility for putting things right and be prepared to forgive. We will always try to do our best so we can be proud of ourselves and our achievements.

## Be a Learner

We will be ready to be an active learner. We will join in by asking questions, sharing our experiences and making connections. We will show resilience by taking on new challenges with a positive attitude. Our confidence will help us be successful and ignite our unique spark of genius.

## Dream Jars

Some of you may remember that last year we asked you to complete a Dream Jar for your child. You will already be familiar with the idea of a dream jar. We asked you to write anything that you wanted them to achieve, improve or simply be in the next 12 months.

The idea of Dream Jars comes from the story of the BFG by Roald Dahl. The giant keeps good dreams in jars and whispers them into the ears of the children as they sleep.



We have kept these dreams safe for the last year in a book in each classroom. You will be able to look at these during the open classrooms next week.

It would be lovely to see if the hopes and aspirations for your child have come true.

We would like to repeat this activity again this year. Paper copies are available for you to collect. Please return them to school by Wednesday 17<sup>th</sup> July.

We will again keep them safe for you to reflect on again with your child next year.

(Please remember to put your child's name and year group on!)

Thank you.



# Expectations

When we chose to work at Welton, we chose to champion 'The Welton Way'. This is something we all believe in.

We want to make the school day as predictable as we can for every child.

We know that this helps them to feel safe and to achieve their potential.

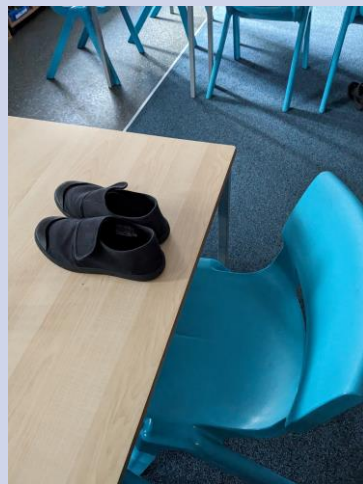
Because of this, we have introduced some new expectations, routines and scripts.



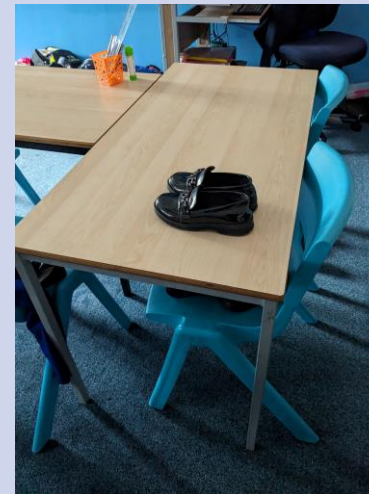
# The Welton Way- “the way we do things around here”



Always enter through the classroom door.  
Doors will open at 8:40am for children to come straight in.



Sit on your chair and change your shoes that will be tidily on your desk.



Wait with voices off with your outdoor shoes tidily on your desk.



Your teacher will send you the cloakroom a few people at a time.

Scripts for all adults at any time of the day	The Welton Way Prompt
1. Remember to .....	Change your shoes
2. I am reminding you to ..	Change your shoes
3. The consequence is ...	to have indoor break and miss PE

End of day routine

To keep everyone safe we will ...

Walk out of school

Walk with scooters and bikes



This will be followed up in school with a logical consequence

# Welton Primary School Uniform Expectations

At Welton, we expect the children to look smart at all times. They will wear their uniform with pride, having shirts and tops tucked in to skirts and trousers.

## Shoes

Indoor shoes - flat, black, leather type, school shoes



Outdoor shoes – trainers: any colour than black



## Hair

- Hair styles will be sensible and undyed
- Long hair will be tied up with a school bobble
- Alice bands will be plain and school colours or black

## Presentation– No thank you

- Make up
- Nail varnish

## Accessories—leave at home

- Jewellery
- Technology (including phones and smart watches )



# Welton Primary School Uniform Expectations

At Welton, we expect the children to look smart at all times. They will wear their uniform with pride, having shirts and tops tucked in to skirts and trousers.

## Uniform staples

- Grey or black trousers
- Grey or black shorts (knee length )
- Grey or black pinafore
- Grey or black skirt (knee length )
- Yellow or blue checked "summer" dresses

**No thank you**  
Leggings



## Socks and Tights

- Grey or white school socks
- Grey or black opaque or woolly tights

## Shirts and tops

- Blue or yellow cotton shirts must be worn with a school tie, top button fastened
- Sky blue or yellow polo shirt
- V-neck school logo sweatshirt and cardigan
- School knitted jumpers and cardigans
- Optional base layer to wear under school tops in winter

**No thank you**  
white shirts/tops



## Bags

- Soft draw string PE bag
- A traditional book bag

**No thank you**  
Rucksacks and other bags

01482 223539

**rawcliffes**  
The Schoolwear Specialists

info@rawcliffes.co.uk

"Where pride in what you do still matters"

[home](#) [sizing](#) [shop online](#) [plain range](#) [about](#) [returns form](#) [contact us](#)

# Welton Primary School Uniform Expectations

At Welton, we expect the children to look smart at all times. They will wear their uniform with pride, having shirts and tops tucked in to skirts and trousers.

PE Kit - EYFS Foundation Stage do not need PE Kit

PE top from Rawcliffe  
PE Shorts from Rawcliffe  
PE Hoodie  
Black or Navy Blue tracksuit bottoms  
PE Socks are *optional*



Optional Items for Outdoor Wear Only

Welton Fleece  
Welton Mistral Coat  
Welton Ski Hat



Welton Primary Fleece  
(with embroidered logo)  
£14.00 - £18.00



Welton Primary Mistral  
Coat (with embroidered  
logo)



Welton Primary Ski Hat  
(with embroidered logo)

Please note

The school has new central heating boilers. Fleecees are to be worn outside only.

Feel the cold:

- Wear a vest or short sleeved base layer under school polo top or shirt .
- Thick tights or trousers



# Water bottles

Bottle to be no larger than Air Up bottle

Free school water bottle available for all children



No thank you to:

- Metal
- Screw lids
- Juice
- Stanley style cups





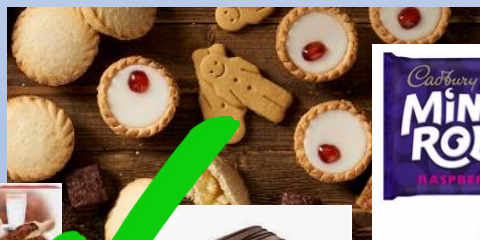
# NUT FREE SCHOOL

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 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 not sweets. If your child's lunch contains sweet confectionery in their lunchbox, it will remain in their lunchbox to take back home.



THIS SCHOOL IS  
**NUT FREE**



**THANK YOU**  
for keeping our school safe!



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.

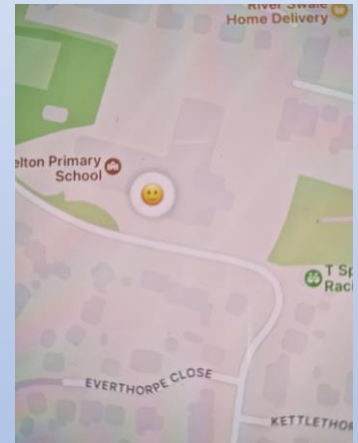


No high value items  
Need to track to your child?  
Low-cost items available



**Review: Reliable and Accurate**

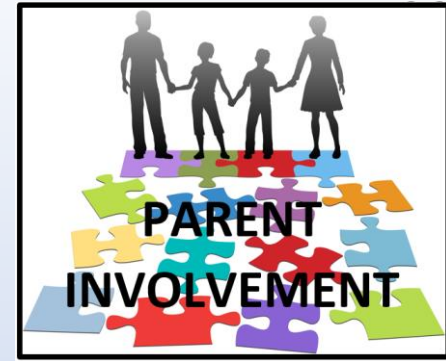
This GPS tracker is reliable and accurate. The app provides real-time updates and is very user-friendly.



Children are not permitted to bring mobile phones and any type of smart watch to school.



# 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.*

# 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.....

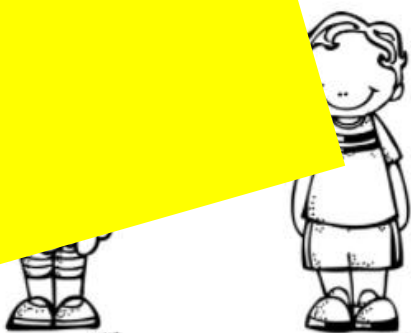
Student A will have read the equivalent of 60 whole school days  
Student B will have read the equivalent of only 12 school days.

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 words.

Student B reads 4 minutes each day. This equals 720 minutes a school year. Student B will read approximately 360 words.

Student C reads 1 minute each day. This equals 180 minutes a school year. Student C will read approximately 90 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

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

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

Every Friday  
– special assembly





# What does learning look like in Year 3?

## Breaking News



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



Welcome to Welton

We, at Welton Primary School, dream that every child will be **profoundly confident** in their own abilities, they are **challenged** to reach their **potential**, **encouraged** to express their own **ideas** and **of genius** in their learning.

## 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 these 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 documents (the subject tabs under the curriculum tab for progression document organisers).

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



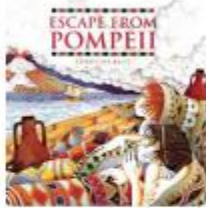
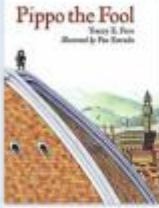





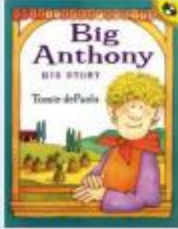
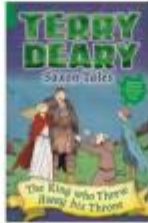



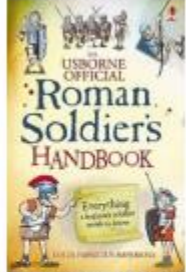







- [Year 1 Long Term Plan 2022 Draft](#)
- [Year 2 Long Term Plan 2022 Draft](#)
- [Year 3 Long Term Plan 2022 Draft](#)
- [Year 4 Long Term Plan 2022 Draft](#)
- [Year 5 Long Term Plan 2022 Draft](#)
- [Year 6 Long Term Plan 2021 Draft](#)

## SUPPORT LEARNING






Welton Primary School Long Term Plan 2022					
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
English					

Core	Autumn	Spring	Summer
English			
Maths			
Science			

History	Geography	Religious Education	Physical Education

Welton Primary School Long Term Plan				Year Group: 3		
Subject	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
English Core Texts	 <p><b>Stone Age Boy</b> Author: Satoshi Kitamura</p>	 <p><b>The Dragon Snatcher</b> MP Robertson</p>	 <p><b>Escape from Pompeii</b> Author: Jackie Morris</p>	 <p><b>Pippo the Fool</b> Tracey E Fern</p>	 <p><b>The Princess Who Hid in a Tree</b> Jackie Holderness</p>	 <p><b>The Story of Passover</b> David A Adler</p>
	 <p><b>Stone Girl, Bone Girl</b> Author: Laurence Anholt</p>	 <p><b>Dragons at Crumbling Castle</b> Terry Pratchett</p>	 <p><b>A Roman Adventure</b> Frances Durkin</p>	 <p><b>Big Anthony</b> Tomie dePaola</p>	 <p><b>The King who Threw Away his Throne</b> Terry Dreary</p>	 <p><b>Osnat and Her Dove</b> Sigal Samuel</p>
	 <p><b>Boy Genius of the Stone Age and His Search for Soft Trousers</b> Raymond Briggs</p>	 <p><b>Evidence of Dragons</b> Pie Corbett (Poetry)</p>	 <p><b>The Roman Soldiers handbook</b> Author: Leslie Simms</p>		 <p><b>Everything Anglo Saxons</b> National Geographic</p>	 <p><b>The Hardest Word</b> Jaqueline Jules</p>
	 <p><b>DKfindout! Stone Age</b></p>	 <p><b>Pet Dragon</b> Author: Mark Robinson</p>		 <p><b>Where is the Frog?</b></p>	 <p><b>Sukkot</b></p>	



Core Poetry	Autumn		Spring		Summer	
	 <a href="https://www.youtube.com/watch?v=tq3Q85aA_0k">https://www.youtube.com/watch?v=tq3Q85aA_0k</a>	 Tell Me A Dragon Jackie Morris	<a href="https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-one/">https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-one/</a>  <a href="https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-two/">https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-two/</a>			 Carnival of the Animals Michael Morpurgo
English Writing	Writing to Entertain: Narrative Adventures in stone Age  Writing to inform: Letter	Writing to Entertain: Narrative A Dragon Adventure  Writing to Inform: Instructions How to look after a dragon	Writing to Entertain: Poetry Volcano soundscapes  Writing to Inform: Speech to persuade	Writing to Entertain: Narrative  Writing to Inform: Newspaper report	Writing to Entertain: TBC  Writing to Inform: TBC	Writing to Entertain: TBC  Writing to Inform: TBC
Spelling	Learning Words 2	Vowel Suffixes 2 (-ing, -en, -er, -ed, -ation)	Prefixes	Homophones 2	Irregular Verbs	Unsounded Consonants
Maths  (NCETM: Covid Recovery Curriculum)	NF: Addition and Subtraction across 10 NPV: Number and Place Value Numbers to 1,000	AS: Numbers to 1000 - Addition & subtraction NF: Number Facts – numbers to 1,000	Geo: Right Angles  AS: Manipulating and additive relationship securing mental calculation	AS: Column Addition  MD: 2, 4 and 8 times tables  AS: Column subtraction	F: Unit Fractions	F: Non Unit Fractions  Geo: Parallel and perpendicular lines in polygons
	Number Sense: understanding of number and fluency with number facts (Addition and Subtraction / multiplication & division facts)					
Science	Chemistry: Rocks & Fossils  Assessment Question: What types of rock are you likely to find fossils preserved in and why?  Dinosaur lady Author: Linda Skeers	Physics: Light  Assessment Question: Why do humans need light, and can it ever be dangerous?	Physics: Forces & Magnets  Significant individual: Pliny the Elder –Roman, discovered natural magnetism  Assessment Question: What is meant by a magnet's poles and how do they act as a force?	Biology: Plants  Assessment Question: Can you name the parts of a flower and explain why each part is important?	Biology: Animals including Humans – skeletal  Assessment Question: What similarities and differences can you find between a human and animal anatomy?	Biology: Animals including Humans - Nutrition  Assessment Question: What nutrients do humans need to survive and where do they get them from?

<b>History</b>	<p><b>Changes in Britain from the Stone Age to Iron Age.</b></p> <p><b>Assessment Question:</b> <i>What main changes occurred between the Palaeolithic and Iron Age?</i></p>		<p><b>Roman impact on Britain and our locality</b></p> <p><b>Locality Link*</b> <i>Including local history:</i> <i>Brough on Humber, Petuaria fort, Brantingham villa</i></p> <p><b>Assessment Question:</b> <i>What impact did the Romans have in Britain?</i></p>		<p><b>Anglo Saxons</b></p> <p><b>Locality link:</b> <i>King Aldrich – died in Driffeld</i> <i>Humber boundary in Anglo Saxon times</i></p> <p><b>Assessment Question:</b> <i>Who were the Anglo-Saxons and what changes did they make to Britain?</i></p>	
<b>Geography</b>		<p><b>Human and Physical / locality fieldwork study:</b> Brough</p> <p><b>Assessment Question:</b> <i>Describe Brough's place in the East Riding and what human and physical features make it a good place to live?</i></p>		<p><b>Place Knowledge:</b> UK/Italy/ Rome capital city</p> <p><b>Assessment Question:</b> <i>What are the human and physical geographical similarities and differences between Italy and the UK?</i></p>		<p><b>Human and Physical:</b> Volcanoes and Earthquakes</p> <p><b>Assessment Question:</b> <i>Why do volcanoes and earthquakes occur?</i></p>

# Assessments

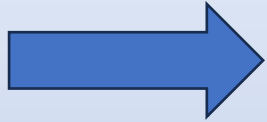
- End of year standard for each year group.
- Ongoing, daily assessment in all year groups, supported by termly standardised assessments.

Key		
Progress	Current Attainment	Attitudes
1: Making more than expected progress. e.g.: moving from at national expectations to above national expectations or moving from below national expectations to at national expectations	1: Consistently achieves highly, including in tests and assessments	1: Consistent focus, hard-working and perseveres with work. High levels of self-motivation
	2: Secure: consistently achieves the expected standards for the year group	2: Occasionally needs prompting to stay on task and to persevere with work. This is typical for many children
2: Making Expected Progress e.g.: maintaining at expected, above expected or not falling further behind if below expected	3: Working towards the national expectations for the year group	3: Frequently needs prompting to stay on task and to persevere with work.
3: Making less than expected progress e.g.: not closing the gap or accelerating progress.	4: Significantly below the national expectations for the year group	



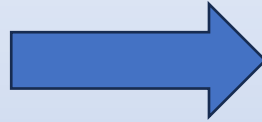
# Who and how to contact school

All queries and concerns to be raised with class teacher in the first instance



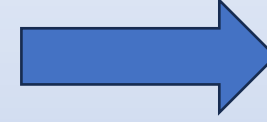
If after speaking to the class teacher you still have a concern, you may ask to speak to the Phase Leader

EYFS, Y1 & Y2:  
Mrs Jones  
Y3 & Y4:  
Mrs Millar  
Y5 & Y6:  
Miss Seddon



If after speaking to the phase leader you still have a concern, you may ask to speak to an Assistant Head

Mrs Jones  
Mrs Leitch



If after speaking to an Assistant Head you still have concerns, you may ask to speak to the Headteacher

Mrs Pidgeon

For a general query you can speak to the class teacher at the end of school day

You can ring or email the school office to arrange a phone call or meeting

Next steps for us next year ...

- What would parents like homework to look like at Welton?
- New behaviour policy
- Parent workshops - more variety. Any suggestions, let us know!



- Arbor launch - messages, reports etc - Have you registered?
- At the end of term we will be deleting the school Twitter (X) accounts.
- Launch of Instagram!
- We encourage you to read our newsletters to keep updated!

