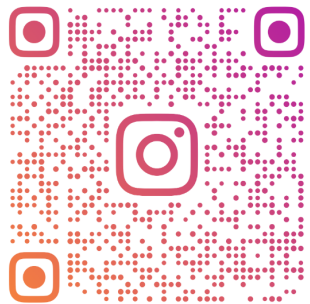




Welcome to Year 4 Welton Primary School

Class teachers: Mr Hurst
Mrs Millar



WELTONPRIMARYSCHOOL

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 17th 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.

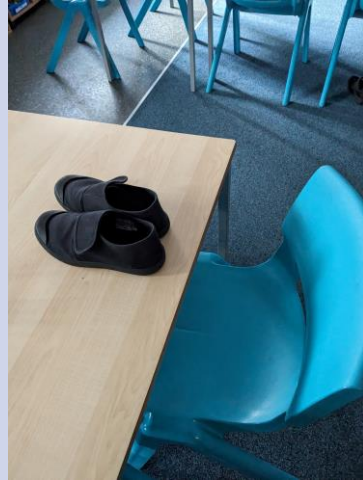
We know that this helps them to feel safe and to achieve their potential.

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

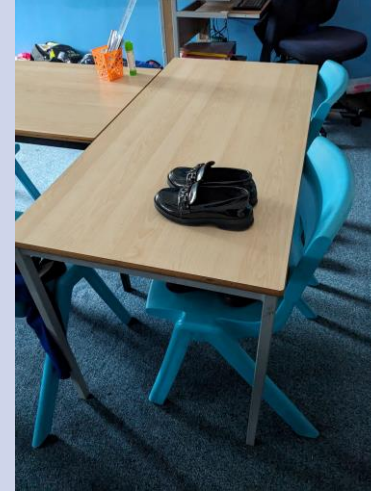
The Welton Way- “the way we do things around here”



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"

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. Fleeces 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.



Water is the healthier and preferred drink for children. Fizzy or energy drinks are not permitted within packed lunch boxes.

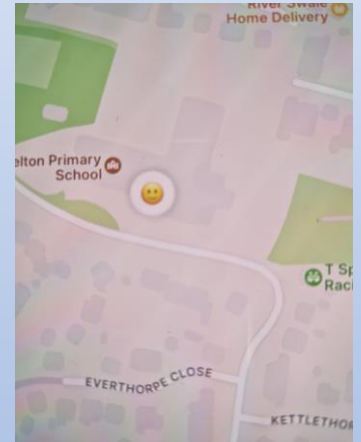
At Welton Primary School we provide the children with all the technological equipment they need; therefore, they do not need to bring any technology from home into school.



No high value items

Need to track to your child?

Low-cost items available

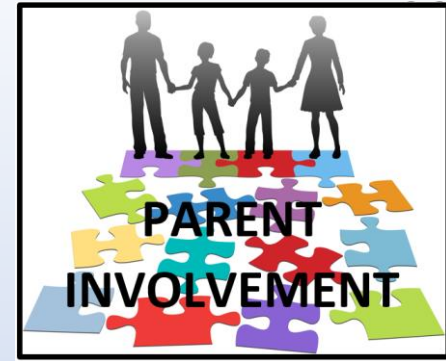


Review: Reliable and Accurate

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.....

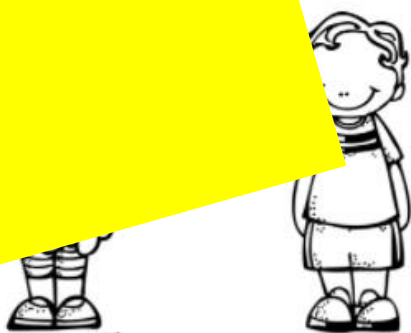
Student A will have read the equivalent of 60 whole school days
Student B will have read the equivalent of only 12 school days.

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.



At 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 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**, their academic goals, the teaching activities we will use to **teach them** 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 (the subject tabs 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](#)






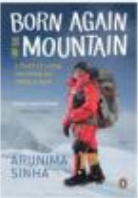




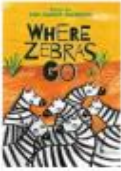
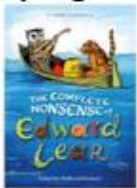


SUPPORT LEARNING

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Core Texts	Stone Age Boy Author: Lauren Child	The Dogger Book Author: Lauren Child	From the Field Author: Jackie Morris	From the Field Author: Jackie Morris	The Mouse who bit a Boy The author: Unknown	The Story of Puss in Boots Author: Unknown
English Core Texts	Stone Age Boy Author: Lauren Child	The Dogger Book Author: Lauren Child	From the Field Author: Jackie Morris	From the Field Author: Jackie Morris	The Mouse who bit a Boy The author: Unknown	The Story of Puss in Boots Author: Unknown
English Core Texts	Stone Age Boy Author: Lauren Child	The Dogger Book Author: Lauren Child	From the Field Author: Jackie Morris	From the Field Author: Jackie Morris	The Mouse who bit a Boy The author: Unknown	The Story of Puss in Boots Author: Unknown

Year Group	Autumn	Spring	Summer
Core Writing	Writing to Inform: Planning, Title, Focus Sentences	Writing to Inform: Planning, Title, Focus Sentences	Writing to Inform: Planning, Title, Focus Sentences
English Writing	Writing to Inform: Planning, Title, Focus Sentences	Writing to Inform: Planning, Title, Focus Sentences	Writing to Inform: Planning, Title, Focus Sentences
Spelling	Learning Words 2	Learning Words 2	Learning Words 2
Maths	MP Addition and Subtraction: Addition and Subtraction: Numbers to 1,000	MP Addition and Subtraction: Addition and Subtraction: Numbers to 1,000	MP Addition and Subtraction: Addition and Subtraction: Numbers to 1,000
Science	Chemistry: Acids & Alkalis	Physics: Forces & Magnets	Physics: Forces & Magnets

History	Changes in Britain from the Stone Age to Iron Age	Roman impact on Britain and our locality	Anglo-Saxons
Geography	Human and Physical Geography: Local Area	Local Area: Local Area	Local Area: Local Area
Religious Education	Reverend: Reverend	Faith Founders	Reverend: Reverend
Physical Education	Health and Gymnastics	Health and Gymnastics	Health and Gymnastics
Computing	Computing: Computing	Computing: Computing	Computing: Computing

We, at We dream that they will be **pr confident** they are b **challenge** **encourag** their own **of genius**

Welton Primary School Long Term Plan				Year Group: 4		
Subject	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
English Core Texts	 <p>Arthur and the Golden Rope Author: Joe Todd- Stanton</p>	 <p>The Firework-Maker's Daughter Philip Pullman</p>	 <p>Beowulf Author: Michael Morpurgo</p>		 <p>Asha and the Spirit Bird Jasbinder Bilan</p>	 <p>The Vanishing Rainforest Richard Platt</p>
	 <p>Freedom for Bron Author: N.S. Blackman</p>	 <p>Clockwork Philip Pullman</p>	 <p>You Wouldn't want to be a Viking Explorer Andre Langley</p>		 <p>Amma Tell Me about Durga Puja Bhakti Mathur</p>	  <p>The Shaman's Apprentice Lynne Cherry The Great Kapok Tree Lynne Cherry</p>
	 <p>The Viking and Anglo-Saxon Struggle for England</p>			 <p>The Missing Barbegazi HS Norup</p>	 <p>Amazon Rainforest Magic Barbara Crane Navarro</p>	
Core Poetry	<p>Autumn</p>  <p>Catch a Little Rhyme, Eve Merriam...</p>	 <p>Where Zebras Go Sue Hardy Dawson</p>	<p>Spring</p>  <p>The Complete Nonsense Edward Lear</p>	 <p>Let Me Touch the Sky Valerie Bloom</p>	<p>Summer</p>  <p>The Natural History Museum Poetry Book by Ana Sampson</p>	

Number Sense: understanding of number and fluency with number facts (Addition and subtraction / multiplication & division facts)

<p>Science</p>	<p>Biology: Animals including Humans</p> <p>Assessment Question: <i>What are the different parts of the digestive system in humans?</i></p>	<p>Physics: Electricity</p> <p>Significant People: Volta, invented battery Faraday—magnetism, Edison- direct current Swan –incandescent filament lamp</p> <p>Assessment Question: <i>What are the components of a simple electrical circuit and can you draw the symbols to represent each one?</i></p>	<p>Biology: Living Things</p> <p>Significant People: Carl Linnaeus – classification keys</p> <p>Assessment Question: <i>What are the differences between vertebrates and invertebrates?</i></p>	<p>Physics: Sound</p> <p>Significant People: Evelyn Glennie Pythagoras -</p> <p>Assessment Question: <i>How are sounds created?</i></p>	<p>Chemistry: States of Matter</p> <p>Assessment Question: <i>What are the properties of solids, liquids and gases?</i></p>	<p>Biology: Living Things – Changing Environments</p> <p>Assessment Question: <i>Explain how a changing environment can have a positive or negative impact on living things.</i></p>
<p>History</p>	<p>Vikings and Anglo-Saxon struggle for England</p> <p>Assessment Question <i>Raiders or settlers? How should we remember the Vikings?</i></p>		<p>Legacy of the Vikings and Anglo Saxons</p> <p>Locality Focus: York</p> <p><i>Opinion Based Enquiry</i></p> <p>Assessment Question: <i>Why is York such a major Viking stronghold?</i></p>		<p>History of Flight</p> <p>Significant Individuals (Women): Revisit Amy Johnson Harriet Quimby, Hilda Hewitt, Bessie Coleman</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 2: Secure: consistently achieves the expected standards for the year group	1: Consistent focus, hard-working and perseveres with work. High levels of self-motivation 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

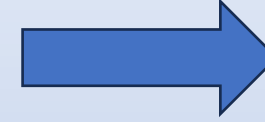
All queries and concerns to be raised with class teacher in the first instance



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



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



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

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

Mrs Jones
Mrs Leitch

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!

