

Welcome to Year 1

Welton Primary School

2025



Class teacher:

Mrs Jones



WELTONPRIMARYSCHOOL

School Day



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

Gates close at 8.50am and registration at 8.55am

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 lessons will stop at 3:25pm – children will then prepare to leave the building. The expected collection time for children will be 3:30pm and no earlier.

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

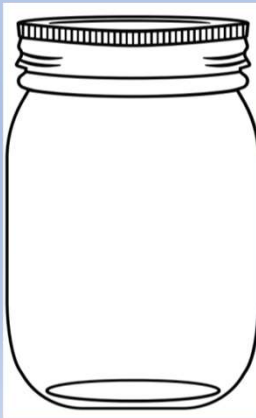
We will be ready to be an active learner. We will join in by asking questions, sharing our experiences and making connections. We will show resilience by taking on new challenges with a positive attitude. Our confidence will help us be successful and ignite our unique spark of genius.

Dream Jars

Some of you may remember that last year we asked you to complete a Dream Jar for your child. You may 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.

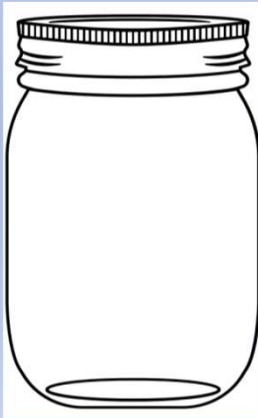
We would like to repeat this activity again this year. The children are also going to make their own dream jars in class to sit alongside yours.

Paper copies are available for you to collect. Please return them to school by Wednesday 16th July.

We will again keep them safe for you to reflect on 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 8:50 am for children to come straight in.



Before we go to the cloakroom, we will be ready.

Your teacher will send you the cloakroom 6 people at a time.

Ready to Learn



In your seat
BBC
TNT
6 Legs

Teacher talking



In your seat

Quiet hands
Voices off



BBC
TNT
6 Legs
Looking at me/board



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



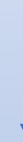
Earrings must be removed for PE lessons and all physical activities including playtimes.

They will be removed before morning break or PE if earlier and will not be put back in until after lunch or after PE if later. I.E, they will be removed for a large part of the day, so we advise they are left at home.

If they have the pierced during school term, please note they will not be able to take part in any P.E or physical activity unless they can take them out.

Association for P.E safety guidance states that taping is no longer an accepted option.

This is an important health and safety requirement



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)

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Uniform staples

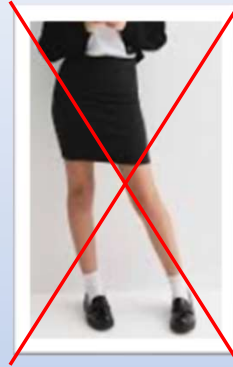
- Grey or black trousers
- Grey or black shorts (knee length)
- Grey or black pinafore
- Grey or black skirt (knee length)
- Yellow or blue checked "summer" dresses

No thank you Leggings



Socks and Tights

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



No thank you

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

Ready for South Hunsley

Knee length, no splits or flares. Skirts must not be made from tight or stretchy fabric. The correct length of skirt should be purchased so that the skirt sits just above the knee.

If students are not wearing the required uniform, where possible an alternative will be provided by the school. If you are in any doubt about the information given above, please contact the school before making your purchases.

Trousers should be smart, formal, classic trousers, of waist height and not be skintight or leggings/jeans/denim/cargo/chino style). No skinny or tight-fitting trousers are allowed.

Welton Primary School Uniform Expectations

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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.

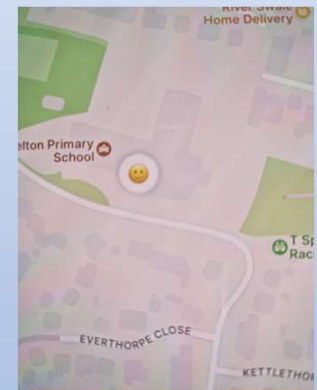
At Welton Primary School we provide the children with all the technological equipment they need; therefore, they do not need to bring any technology from home into school.



No high value items

Need to track to your child?

Low-cost items available



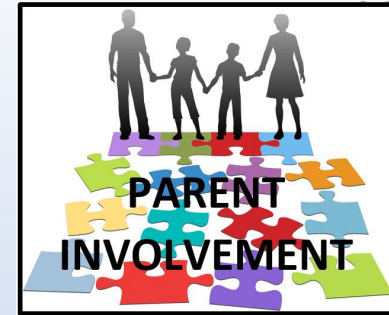
Review: Reliable and Accurate

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:

Pre-teach



Our experience and evidence shows that this intervention works!

In Year 6, where children attended pre-teach everyday, the gap was closed and age-related expectation achieved in 100% of cases. This success has been replicated for the past two academic years in Year 6 and in other year groups.

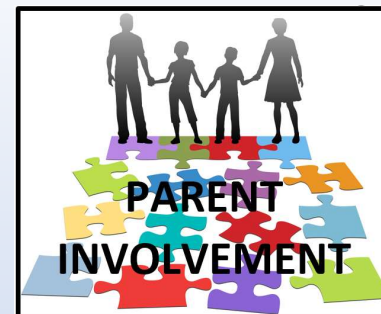
Pre-teaching the skills needed for the lesson that day means that children are more successful within the lesson.

It is the equivalent to approximately 50 hours / 2 weeks of teaching time per year from the teacher.

If your child is invited to pre-teach, please try your best to attend...

it makes a difference!

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.....

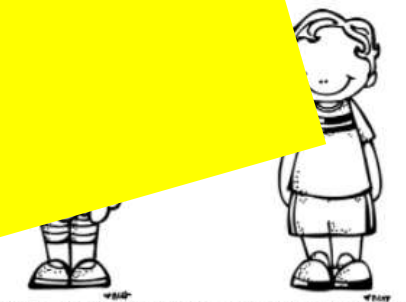
Student A will have read the equivalent of 60 whole school days
Student B will have read the equivalent of only 12 school days.

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 1440 minutes a school year. Student B will read approximately 720 words.

Student C reads 1 minute each day. This equals 360 minutes a school year. Student C will read approximately 180 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.)

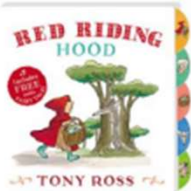
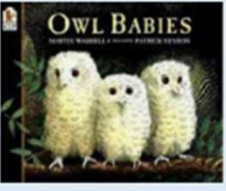






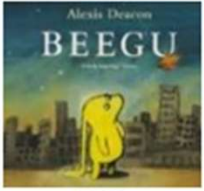





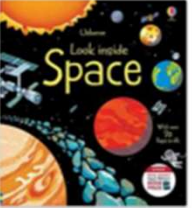
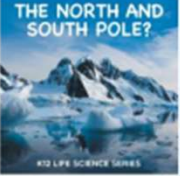


- **Stickability**
- **Personal Best**
- **Risk It**
- **Organised**
- **Asking Questions**
- **Focus**
- **Collaboration**
- **Reflection**

Every Thursday
– special assembly





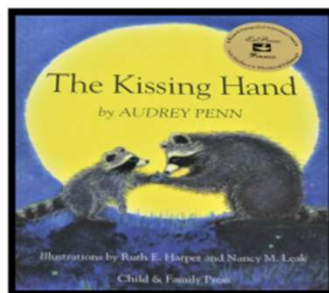
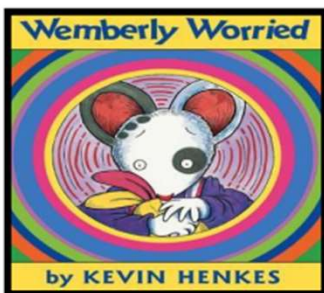
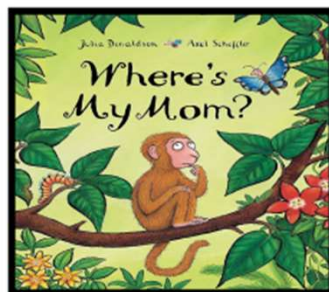
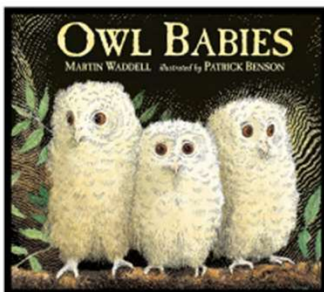
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Subject	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
English Core Texts	 Red Riding Hood Author: Tony Ross	 Owl Babies Author: Martin Waddell	 The Way Back Home Author: Oliver Jefferes	 Lost and Found Author: Oliver Jefferes	 Once upon a World: Cinderella Author: Chloe Perkins	 Oi! Get off our Train Author: John Burningham
	 Little Red Riding Hood Author: Lucy Rowland	 Owl Moon Author: Jane Yolen	 Beegu Author: Alexis Deacon	 Poles Apart Author: Jeanne Willis	 Cinderella of the Nile Beverley Naidoo	 Dear Greenpeace Author: Shirley Climo
	 Little Red Riding Hood Retold by Lynn Roberts	 Egg Owl Author: Carolyn Sprace	 Look Inside Space Rob Lloyd Jones	 The North or South Pole?	 Amelia Earhart Isabel Vegara	 Red Alert! Catherine Barr

English Writing	Writing to Entertain: Narrative – re-tell story Writing to inform: Recount based on Little Red Riding hood	Writing to Entertain: Narrative – 3 part story based on Owl Babies Writing to Inform: Fact File on owls	Writing to Entertain: Narrative – new adventure for rocket Writing to Inform: Letter to Beegu	Writing to Entertain: Narrative – story about a lost animal Writing to Inform: Report about an animal	Writing to Entertain: TBC Writing to Inform: TBC	Writing to Entertain: TBC Writing to Inform: TBC
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Autumn 1

Writing to Entertain



TOOLKIT: Sequencing Sentences to Form Short Narratives

- Oral rehearsal.
- Capital letters.
- Full stops.
- Spaces in-between words.
- Editing and improving.



Autumn 2

Writing to Inform



TOOLKIT: factfiles

- Use a title
- Write an introduction
- Put information into sections
- Use subheadings
- Use facts



	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Maths	Number Sense: understanding of number and fluency with number facts					
	NPV: Previous Reception Experiences and counting within 100 NPV: Comparison of Quantities and Part-Whole Relationships	NPV: Comparison of Quantities and Part-Whole Relationships NF: Numbers 0 to 5 G: Recognise, compose, decompose and manipulate 2D and 3D shapes	G: Recognise, compose, decompose and manipulate 2D and 3D shapes NF: Numbers 0 – 10 AS: Additive structures	AS: Additive structures AS: Addition and Subtraction facts within 10	NF: Numbers 0 – 20 NPV: Unitising and coin recognition	NPV: Unitising and coin recognition O: Position & Direction O: Time
	NPV = Number, Place Value NF = Number Facts AS = addition and subtraction MD = multiplication and division F = Fractions G = Geometry O = other <i>Measurement and Statistics are integrated as applications of number criteria, and elements of measurement that relate to shape are included in the Geometry strand</i>					

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Phonics	Review phase 3 and 4 Phase 5	Phase 5 graphemes New tricky words	Phase 5 graphemes New tricky words	Phase 5 graphemes New tricky words	Phonics screening No new content	Phase 5 graphemes New tricky words
	<i>For the detailed programme overview showing the progression of phonics teaching and tricky words visit the Reading tab under Curriculum on the website.</i>					

Little Wandle

Science	Biology: Humans (sense & body parts) Plants? Assessment Question: <i>What 5 body parts do the senses come from?</i>	Biology: Plants Assessment Question: <i>Can you describe a plant and how to care for it?</i>	Chemistry: Everyday Materials Assessment Question: <i>Which materials are bendy / not bendy?</i>	Biology: Animals Assessment Question: <i>How is a mammal different to an amphibian?</i>	Chemistry: Everyday Materials Assessment Question: <i>Which material would be best to keep Amy Johnson dry?</i>	Physics: Seasonal Changes Assessment Question: <i>What type of weather might we expect to see during the winter that you probably won't see in the summer?</i>
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Year 1 Science

What 5 body parts are linked to the senses?

- I can identify, name, draw and label the basic parts of the human body.
- I can say which parts of the body are linked to each sense.
- I can observe closely, using simple equipment
- I can do simple tests
- I can identify and put things into groups
- I can gather and record information to help me answer questions

Year 1 Science

Can you describe a plant including trees?

- I can observe changes across the four seasons.
- I can observe and describe the weather in each season and talk about how day length changes.
- I can identify and name common wild and garden plants.
- I can describe the basic structure of common flowering plants and trees.
- I can identify and name deciduous and evergreen trees giving reasons for my ideas.

History	Significant historical people in their own locality What was school like when my when my grandparents went to school? Assessment Question <i>What was different when my grandparents went to school?</i>		Significant Individuals: Space Mae Jennison, Neil Armstrong, Tim Peakes (locality link: BAE Brough) Assessment Question: <i>Why is Mae Jennison remarkable?</i>		Events Beyond Living Memory <i>Flight / Amy Johnson</i> Assessment Question: <i>Why is Amy Johnson important?</i>	
Geography		Place Knowledge Welton Bears Local Area album <i>The streets where I live</i> (Human / Physical Skills / fieldwork) Assessment Question: <i>Can you describe your route to school?</i>		Place Knowledge: Investigating Spaceship Earth (Oceans and Countries) Assessment Question: <i>What is your favourite continent and why?</i>		Human & Physical Welton Bear Investigates the world following Amy Johnson's flight path (hot & cold countries) Assessment Question: <i>Why is Africa a hot country?</i>

Year 1 History

What was it like when my grandparents went to school?




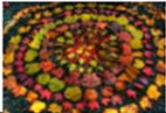



- I can describe history and the passing of time.
- I know how we find out about the past.
- I know what I would ask someone about school when they were young.
- I can ask questions about school in the past.
- I know what technology my grandparents had.
- I know what was different about my grandparent's school.
- I know why things have changed.

Year 1 Geography

The streets where I live.



- I know the different types of houses and can describe how they're different.
- I know my own address.
- I know what a village, town and city is and can discuss their features.
- I can make observations about my local environment.
- I know my journey to school and the features on the way.
- I am able to give views and opinions of my local environment.
- I can discuss the changes happening to my local environment.

Art	-	Painting: Artist: David Hockney  Local Yorkshire Artist	Sculpture Artist: Andy Goldworthy (linked to Science – natural sculpture) 		Drawing: Artist: Van Gough 	
Design Technology	Textiles: Sewing Make a book mark like my grandparents would have done (binca?)			Construction:  Design a space vehicle		Food and Nutrition:  Healthy packed Lunch for Amy Johnson

Year 1 Design Technology Sewing

Making a Binca bookmark like my grandparents used



- I can thread a needle.
- I can perform running stitch.
- I can perform a diagonal and cross stitch.
- I can neatly design and label a book mark that use sewing.
- I can join two pieces of material together with a stitch.
- I can make a bookmark like those my grandparents used.
- I can evaluate the end product.

Year 1 Art

David Hockney



- I can say what I like and don't like about Hockney's work
- I can paint thick and thin paint strokes
- I can paint a colour wheel
- I can mix different shades of blue
- I can paint a sea picture using the techniques I have learned
- I can talk about my finished picture saying what I like and what I could do better next time.

Assessments

- End of year standard for each year group.
- Ongoing, daily assessment in all year groups, supported by termly standardised assessments.
- Phonics Screening – summer term – **week beg 8th and 15th June**

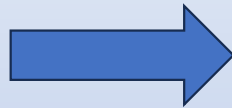
Look out for parent workshop meetings in the autumn term.

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**

Mrs Pidgeon

Mrs Jones
Mrs Leitch

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 ...

- Parent workshops – more variety. Any suggestions, let us know!

- **We encourage you to read our newsletters to keep updated!**

