

Welcome to Year 3

Welton Primary School

2025



Class teacher:

Miss Bibby



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

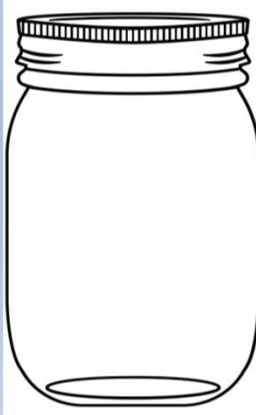
We will be ready to be an active learner. We will join in by asking questions, sharing our experiences and making connections. We will show resilience by taking on new challenges with a positive attitude. Our confidence will help us be successful and ignite our unique spark of genius.

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.

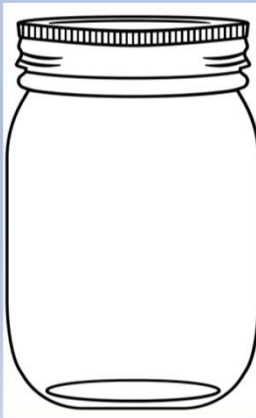
We would like to repeat this activity again this year. The children are also going to make their own dream jars in class to sit alongside yours.

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



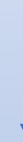
Earrings must be removed for PE lessons and all physical activities including playtimes.

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

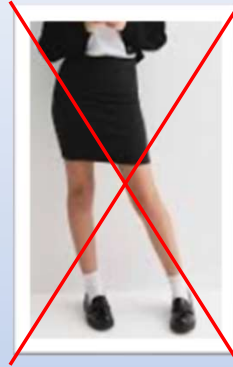
- Grey or black trousers
- Grey or black shorts (knee length)
- Grey or black pinafore
- Grey or black skirt (knee length)
- Yellow or blue checked "summer" dresses

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

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.

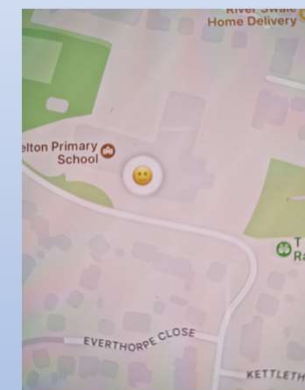
At Welton Primary School we provide the children with all the technological equipment they need; therefore, they do not need to bring any technology from home into school.



No high value items

Need to track to your child?

Low-cost items available



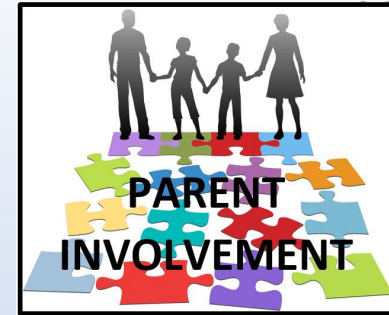
Review: Reliable and Accurate

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:

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.

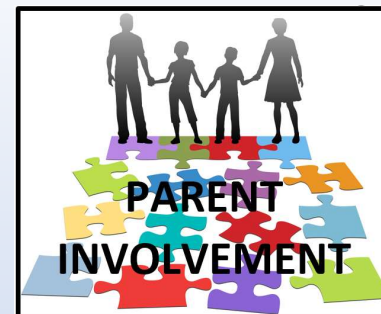
Pre-teaching the skills needed for the lesson that day means that children are more successful within the lesson.

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.....

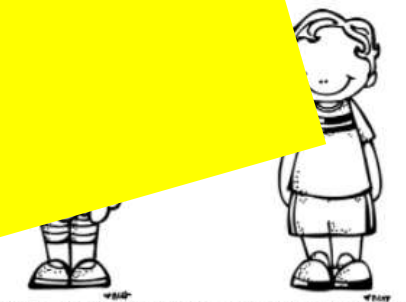
Student A will have read the equivalent of 60 whole school days
Student B will have read the equivalent of only 12 school days.

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 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)



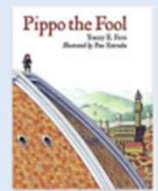






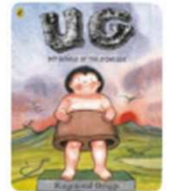





We encourage children to read a wide range of books rather than race through the book bands








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

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

Every Thursday
– special assembly



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						
	Stone Age Boy Author: Satoshi Kitamura	The Dragon Snatcher MP Robertson	Escape from Pompeii Author: Jackie Morris	Pippo the Fool Tracey E Fern	The Princess Who Hid in a Tree Jackie Holderness	The Story of Passover David A Adler
						
	Stone Girl, Bone Girl Author: Laurence Anholt	Dragons at Crumbling Castle Terry Pratchett	A Roman Adventure Frances Durkin	Big Anthony Tomie dePaola	The King who Threw Away his Throne Terry Deary	Osnat and Her Dove Sigal Samuel
						
	Boy Genius of the Stone Age and His Search for Soft Trousers Raymond Briggs	Evidence of Dragons Pie Corbett (Poetry)	The Roman Soldiers handbook Author: Leslie Simms	Take Me Back to Italy	Anglo Saxons	The Hardest Word Jaqueline Jules
						
	DKfindout! Stone Age	Pet Dragon Author: Mark Robinson		Funny Machines for George the Sheep	Where is the Frog?	Sukkot

Core Poetry	Autumn  Kid's Poems and Stories With Michael Rosen https://www.youtube.com/watch?v=tq3Q85aA_0k		Spring https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-one/ https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-two/		Summer  Carnival of the Animals Michael Morpurgo		 Let's celebrate
	 Tell Me A Dragon Jackie Morris		 Focus Around the World 3		 Let's celebrate		
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 <i>(NCETM: Covid Recovery Curriculum)</i>	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: <i>What types of rock are you likely to find fossils preserved in and why?</i>  Dinosaur lady Author: Linda Skeers	Physics: Light Assessment Question: <i>Why do humans need light, and can it ever be dangerous?</i>	Physics: Forces & Magnets Significant individual: Pliny the Elder –Roman, discovered natural magnetism Assessment Question: <i>What is meant by a magnet's poles and how do they act as a force?</i>	Biology: Plants Assessment Question: <i>Can you name the parts of a flower and explain why each part is important?</i>	Biology: Animals including Humans – skeletal Assessment Question: <i>What similarities and differences can you find between a human and animal anatomy?</i>	Biology: Animals including Humans - Nutrition Assessment Question: <i>What nutrients do humans need to survive and where do they get them from?</i>	

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

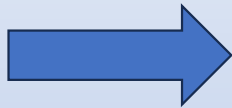
Assessments

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

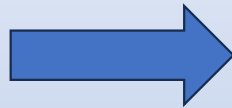
Look out for parent workshop meetings in the autumn term.

Who and how to contact school

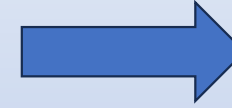
All queries and concerns to be raised with **class teacher** in the first instance



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!**

