

# Welcome to Year 6 at Buxton Junior School

Information for parents

# WELCOME

- Thank you for coming
- Introductions – Staff
  - Mrs Dowling Class 6D
  - Mrs Bentley and Mrs Fox, Class 6BF
- PPA cover
  - Mrs Morton and Mr Wilshaw

Teaching Assistants involved in Year 6 are

- Mrs Westley, Mrs Wallwork, Mrs Rigley, Mrs Barnsley, Mrs Morton

A fantastic start! The children have all shown a good attitude towards their learning. Their behaviour has been excellent and they have looked extremely smart in their new uniform.

# Homework

- ❖ My Maths – Set on a Friday to be completed by the next Friday
- ❖ TTRockstars – rewards for completing at home
- ❖ Reading – Every night or at least 5 times a week - Rewarded with Stars
- ❖ Spelling Activity - EdShed Spelling Activities – Set on a Friday to be completed by the next Friday



# Ready, Respectful, Safe

This year, we have a new behaviour policy.

- All children start the day and are expected to remain on 'Ready, Respectful, Safe'
- If they do something 'Above and Beyond' this e.g. outstanding behaviour or exceptional effort in work, they will move to 'Above and Beyond'.
- Going on 'Above and Beyond' will result in a postcard home and possibly a parent hub as well explaining why this has been earned.
- Children not following our 'Ready, Respectful and Safe' expectations will be given reminders and cautions in order to help them.
- Children will still earn stars for work and behaviour and 30 stars will result in a ticket to go into a year group prize draw for a voucher.

## Hot Chocolate Friday

- Truly exceptional behaviour may result in your child being chosen to go and have a hot chocolate with Mrs Carter on a Friday to celebrate their efforts.

At Buxton Junior School we are always **ready, respectful** and **safe**

Ready	Respectful	Safe
<ul style="list-style-type: none"> <li>• Come to school on time</li> <li>• Follow instructions the first time</li> <li>• Start work straight away</li> <li>• Wear the correct uniform</li> <li>• Use fantastic listening in class</li> <li>• Hand out/collect in books promptly</li> <li>• Only go to the toilet at lunchtime or playtime unless you are ill</li> <li>• Equipment should be out and ready for the lesson</li> <li>• Put your hand up quietly and wait to be asked to speak</li> <li>• When using whiteboards, wait for, "Show" before revealing answers</li> <li>• Write the date &amp; L.O and underline for every piece of work</li> <li>• Walk into the assembly hall in silence and stay that way whilst seated</li> <li>• Stand still at the end of play when you hear the whistle then on the second whistle, put the equipment away and line up</li> <li>• Always line up in alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>• Use STEP manners</li> <li>• Greet adults and each other politely</li> <li>• Make eye contact*</li> <li>• Thank and say goodbye to the adults we work with at the end of the day</li> <li>• Pick up after ourselves and others</li> <li>• Do things for others because it feels good</li> <li>• Work hard in lessons and let everyone else work hard too</li> <li>• Notice when others have done kind things</li> <li>• Hold doors open and let adults through first</li> <li>• Win and lose gracefully and don't scream at each other during play</li> <li>• Include others in games and share equipment</li> <li>• Don't lean on walls when lining up</li> <li>• Don't deliberately damage equipment or there will be a consequence</li> <li>• <b>Use excellent dining room behaviour</b></li> </ul> <p>*<u>adaptations</u> will be made</p>	<ul style="list-style-type: none"> <li>• <b>Move calmly around the school</b></li> <li>• Use equipment properly</li> <li>• Kind hands and feet</li> <li>• Tell an adult if something is wrong</li> <li>• Tell an adult if you (or someone else) <u>is</u> being bullied</li> <li>• Play only in the places allowed and no play fighting</li> <li>• Use technology responsibly</li> <li>• Wash hands regularly</li> <li>• Catch and bin coughs and sneezes</li> <li>• Pick things up off the floor</li> <li>• Walk from the classroom to the playground and when leaving the site at the end of the day</li> <li>• If the adult isn't at the agreed meeting point, always come back to the teacher on gate duty or back into school</li> <li>• Long hair must be tied back but especially for PE</li> <li>• Wear stud earrings only which must be removed for PE</li> <li>• <b>Use excellent cloakroom behaviour</b></li> </ul>



## Buxton Junior School

Year 6 Topic Information Sheet - Autumn Term 1

### History - What did the Victorians do in Buxton?

#### Key facts which the children will have learnt by the end of this topic:

There was a big difference between the lives of rich and poor people in Victorian times.

A primary source is something that comes from the time to give original information.

A secondary source is something that interprets or summarises information from primary sources.

After the Education Act of 1870 was passed, many schools were built with a focus of reading, writing and arithmetic.

In 1863, the railway arrived in Buxton and with it the town began to grow much larger.

Pavilion Gardens was designed by Edward Milner and opened in 1871.

#### Main concepts with links to prior and current learning:

**The Historical concepts covered in this unit are:** Cause and consequence, Similarity and difference, Empire, Invention, Exploration, Trade, Change.

**Links to prior learning:** Placing the Victorian period on a time line and relating to areas of history previously covered. Pupils to understand what it was like for a child in Victorian times.

**Current Learning - In this unit, pupils will:**

Plan and carry out individual investigations, link sources and work out how conclusions were arrived at, use a range of sources to find out about an aspect of the past, use a variety of ways to communicate knowledge and understanding including extended writing, role play and debate.

**Key Vocabulary:** You may wish to discuss the meanings of these words with your child.

railways, stamp, steam engine, poor, rights, cholera, Houses of Parliament, primary source, secondary source, architecture, Mines Act, workhouse, Industrial Revolution.

Ourselfs	Our Environment	The Wider World
To understand our locality.	Becoming more familiar with and celebrate our local area.	Working with Discover Buxton to find out about how the Victorian Era has shaped the world today.
Work collaboratively to produce a guided tour leaflet about Victorian Buxton.	Recognising how to respect our local area and remember our heritage.	Describing and making links between the main events and changes within different periods of time.
To show empathy and understanding for children living in the Victorian Era.	To compare historical and modern day living.	Using the history timeline in the hall to celebrate other key events around the world at the same period of time.
To debate about the arrival of railways in Buxton.	To visit key landmarks in the local area- staying fit and healthy.	
To generate our own questions and research.	Promoting outdoor learning.	

#### Our Class Text:

This term we will be studying the following book in our English lessons: "Street Child" by Berlie Doherty

**Universal Themes:** Power, Separation, Journeys, Invention, Equality and Diversity

**Dr Thomas Barnardo** became aware of the issue of homeless children after studying medicine at the London Hospital. As a result, he founded a charity to provide homes for poor children. When Dr Barnardo died, he had helped nearly 60,000 children by supporting them until adulthood. The charity that he founded still exists today, it is called Barnardo's. He established 112 district homes across the UK.

## Year 6 History – What did the Victorians do in Buxton?

**Charles Darwin** wrote 'The Origin of the Species' and came up with the theory of evolution. A controversial idea that humans evolved from apes and were not made as they were by God.

### Timeline

1837	1838	1840	1854-1856	1864	1870	1878	1888	1901
William IV dies and Victoria becomes Queen	Slavery is abolished in the British Empire	Queen Victoria marries Prince Albert	The Crimean War	It becomes illegal for children to work as chimney sweeps	The Education Act allows children to be schooled	Thomas Edison invents the lightbulb	The Football League starts	Queen Victoria dies

### Key Vocabulary

cholera	Due to dirty drinking water, this disease spread and killed up to 23,000 people between 1846-1860.
Houses of Parliament	The Houses of Parliament were rebuilt in 1841 by Charles Barry in a Gothic style after a terrible fire in 1834.
Mines Act	The Mines Act of 1842 stopped children under 10 from having to work in mines as they were unhealthy/unsafe.
Primary source	Something that comes from the time that gives original information, for example a biography, image or object from the time.
railways	The Great Western Railway was completed in 1841 and large amounts of railway track was built afterwards.
Secondary source	Something that interprets or summarises information from primary sources, for example textbooks, biographies, encyclopedias.
stamps	In 1840, the first postage stamps came into use. Post boxes were installed and the Royal Mail delivered letters.
steam engine	Stream trains made travel a lot easier, and rich people started to go on holidays to the seaside.
workhouse	If one had no home they could go to a workhouse to work and get food and clothes. Many died of such hard work.

**Victorian Schools:** After the Education Act of 1870 was passed, many schools were built with a focus on reading, writing and arithmetic. Boys and girls were separated with boys learning woodwork whilst girls were taught about housework. Victorian schools were very strict; children were not allowed to shout, complain, interrupt or disagree with anyone!

### Victorian Buxton

In 1837 when Victoria became Queen, Buxton was little more than a village; the population of Buxton according to the 1831 census was 1,211.

The Crescent had already been built (in 1780) and there were inns and lodging houses so that tourists could come during the summer on holiday.

The first houses in the Park were built between 1845-50 and in 1860 the Leewood Hotel was converted from three houses.

In 1859 Henry Currey converted the Great Stables into the Devonshire Royal Hospital.

In 1863 the railway arrived and with it the town began to grow much larger.

Pavilion Gardens was designed by Edward Milner and opened in 1871.

The Gardens contained a roller skating rink which became an ice skating rink in the winter months and a bandstand, the base of which can still be seen at Milner bridge.

In 1877 Buxton Football Club were formed.

The population of Buxton according to the 1891 census was 7,540. By the time Victoria died in 1901, Buxton was a very popular holiday destination and had increased in population by more than six times!

### Queen Victoria (1819-1901)

Queen Victoria married Prince Albert and had 9 children. She created the biggest Empire in history including Australia, Canada, New Zealand, Jamaica and in 1877 she became known as the 'Empress of India'. Britain's laws were made in Parliament but she made all Prime Ministers explain their plans to her. After Prince Albert died in 1861 she entered a permanent state of mourning and wore black for the rest of her life.

### Rich and Poor

There was a big difference between the lives of rich and poor people in Victorian times. Rich people could afford lots of treats like holidays, fancy clothes, and even telephones when they were invented. Poor people – even children – had to work hard in factories, mines (until the Mine Act of 1842) or workhouses. They didn't get paid very much money. Rich people didn't have dangerous jobs like these. In fact, some didn't even have to work! They could afford to buy the new inventions coming out like the telephone, the gramophone (for playing music) and electric light bulbs.

# Reading Targets

- We expect all children to read a book at home at least five times a week.
- Reading needs to be recorded in your child's journal on the reading record and parents/carers need to sign this. It will be checked and rewards given weekly.
- Children will be encouraged to share and recommend books to each other and will have a weekly library session.

# Why is reading important?

- Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.
- Reading for pleasure enhances empathy and helps children to understand more about the world around them.

## Before reading the book, ask:

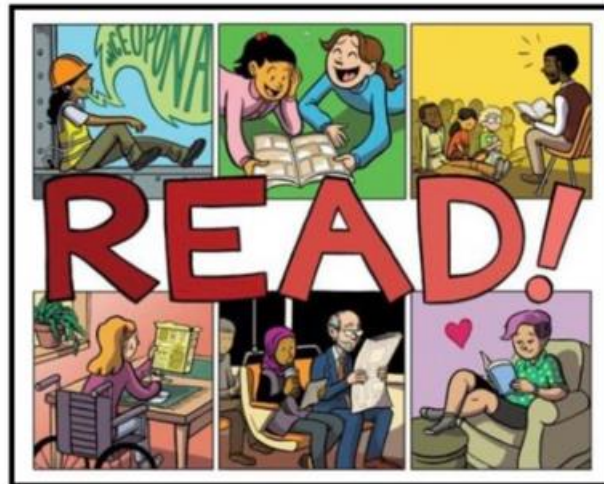
- Why did you select this book?
- Can you look at the pictures and predict what you think will happen in this book?
- What makes you think that?
- What makes you think this book is going to be interesting?
- What do you think the book is going to be about?
- Does this book remind you of anything else you've already read or seen?
- What kind of characters do you think will be in the book?
- Do you think there will be a problem in this story?
- Why or why not?
- What do you think is going to happen?

## While reading the book, ask:

- What do you think will happen next?
- What can you tell me about the story so far?
- Can you predict how the story will end?
- Why do you think the character did \_\_\_\_\_?
- What would you have done if you were the character?
- How would you have felt if you were the character? (use different characters)
- As I read \_\_\_\_\_, it made me picture \_\_\_\_\_ in my head. What pictures do you see in your head?
- As you read, what are you wondering about?
- Can you put what you've just read in your own words?
- What does the place look like in your head as you read? Would you want to visit there?
- Did you learn any new words or facts so far?

## After reading the book, ask:

- Can you remember the title? In your opinion, was it a good title for this book? Why or why not?
- Were your predictions about the story correct?
- If there was a problem, did it get solved?
- Why do you think the author wrote this book?
- What is the most important point the author is trying to make in their writing?
- What was your favourite part of the story?
- If you could change one thing in the story, what would it be?
- Can you retell the story in order?
- If you were \_\_\_\_\_, how would you have felt?
- What is the most interesting situation in the story?
- Is there a character in the story like you? How are you alike?
- Why did you like this book?



## Reading Question Prompts

# Handwriting



abcdefghijklmnopqrstuvwxyz

- Cursive style
- Every letter starts on the line and is joined

# Spelling

- Children will be taught their new spelling pattern and set activities to consolidate their learning during the week.
- The children will have spelling activities on EdShed to complete for homework based on their personal spelling list. This will be set on a Friday.

# Maths

- Children will have a daily Maths lesson.
- In the morning the children will spend time completing morning maths activities.
- We will continue to focus on times tables.
- My Maths, our online maths homework, will be set on a Friday.

# Maths

## Helping your child at home:

- Multiplication tables
- Looking for and using numbers at home and in the environment eg. cooking, shopping, telling the time.
- My Maths homework and games.
- Keep a positive attitude.

## Reminder:

Look at the school website for information. It gives information about strategies taught in school.

# Feedback

- As a school we are continuing with our feedback system to improve the quality of feedback that we give our children about lessons.
- We want feedback to be more meaningful and have a greater impact on the progress our children make.
- We will look at books and make notes about common misconceptions, pupils who require further support, and examples to praise and share.
- Feedback will be given to the children verbally at the beginning of the next lesson and planning adjusted to reflect any misconceptions or next steps of learning needed.
- Children will also be required to edit and improve their own work and will be encouraged to spot their own mistakes.



## Our ambition is to become a smartphone-free school

Through collective action as a school community, we want to make it the normal expectation that our children do not acquire a smartphone whilst they are still of primary school age.

If your child does possess a smartphone, there is an expectation that it is not brought into school.

# Smartphone-free school



- School will send out termly surveys asking parents and carers if their child has a smartphone and will share the results with you so that those of you who want to continue to resist acquiring one can be sure that you are not the only ones.
- If your child already possesses a phone, please do not allow them to bring a phone to school unless you believe it to be absolutely necessary.
- If your child has to bring a smartphone to school, it must be turned off and in the school bag (not a pocket) before coming in through the gates and handed in immediately to the class teacher. When leaving school, the phone must be placed back into the school bag and not removed nor turned on until the child has left school.

# SATs

- ❖ Date: Monday 12<sup>th</sup> May-  
Thursday 15th May 2025
- ❖ Maths – 3 papers
- ❖ Spelling, Grammar and  
Punctuation – 2 papers
- ❖ Reading – 1 paper
- ❖ Writing – continuous  
assessment

# Outcomes

- “Has met the expected standard for year 6”
- “Working towards the expected standard for Year 6”
- “Has achieved greater depth for year 6”

# Visits and Activities

- Victorian Day – Thursday 26th September
- Visit from Buxton Historian and Victorian Tour around Buxton –Thursday 3<sup>rd</sup> October and Friday 4<sup>th</sup> October
- Bikeability: W/C 7<sup>th</sup> and 14th Oct 2024
- Whitehall Monday 11<sup>th</sup> November - Wednesday 13<sup>th</sup> November - MEETING FOR PARENTS/CARERS Tuesday 1<sup>st</sup> October.

# How you can help your child.

- ❖ It would really benefit your child to be in school at 8.45am, as we run morning activities to reinforce learning.
- ❖ Hear them read or make sure that they are reading and writing in their journal.
- ❖ Remind them to do their MyMaths and EdShed spelling homework weekly.
- ❖ Work on their times tables.
- ❖ Remind them to come to school prepared to learn. E.g with PE kit, journal, reading book etc

# PE Kit – needed in school on Tuesday and Wednesday

- Dark shorts
- Plain white T-shirt
- Dark tracksuit trousers
- Sweatshirt
- Pumps/plimsolls or bare feet if preferred for gym lessons
- Trainers (needed in school every day)

# Dates for Parents' Evening

- Tuesday 26<sup>th</sup> November or Wednesday 27<sup>th</sup> November
- Wednesday 26<sup>th</sup> March or Thursday 27<sup>th</sup> March

## SEND Meetings

- 3 Meetings per year
- 2 of these are in person
- 1 is a telephone consultation

## PTFA



The main purpose of the PTFA is to raise money for school

We have year group representatives, who communicate with their child's year group – if they are here, they will introduce themselves. If you are not in the group and would like to be, please text 07549 841133 (saying which year group you wish to join. ). The purpose of the group is to keep in touch with what's going on and organise helping out once in a while – if everyone could help for just 1 hour per year, it would enable the PTFA to raise even more money to benefit children

**First meeting this year – Tues  
24th September 3.45pm, in school**

Our current chair is leaving the post and we are looking for another Chair and more volunteers.

## PTFA - benefits



These are some of the activities / ways children have benefitted from our PTFA in the past:

- Discos
- Theatre productions
- School trips (help with funding for expensive coaches)
- Gardening area and supplies
- Kitchen items
- New trim trail
- Playground equipment
- And more.....

# Thank you for your support!

Class email addresses:

[6bf@buxton-jun.derbyshire.sch.uk](mailto:6bf@buxton-jun.derbyshire.sch.uk)

[6d@buxton-jun.derbyshire.sch.uk](mailto:6d@buxton-jun.derbyshire.sch.uk)