



Connor Downs
Academy

Connor Downs Academy

Head of School: Mrs J Eddy



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Academy

Year 6

Summer Term 2024

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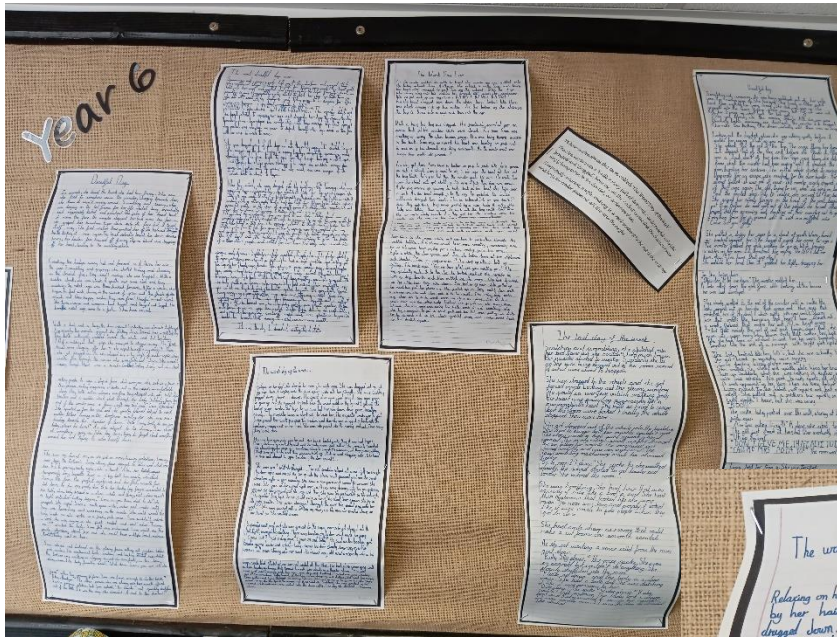
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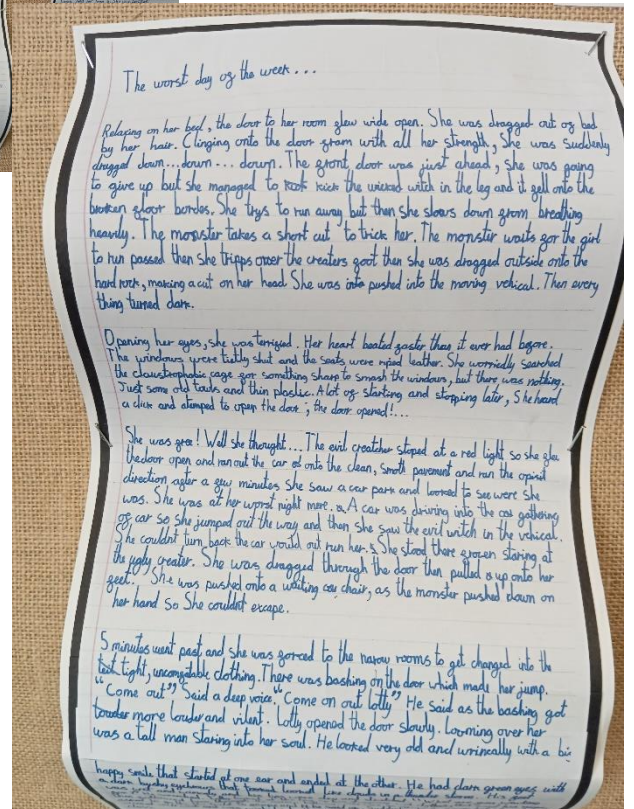
English

The first half of this half term involved plenty of revision of grammar, spelling and punctuation as well as practicing answering questions in reading comprehensions, all in preparation for the children's SATs.



This term the children wrote and edited their stories about someone having a really day day, but in actual fact, they were doing something harmless like having a ballet class.

The children had to keep their writing formal, detailed and include different sentence structures.



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Y6 were also inspired by an animation to write thoughtful, first person narratives. The animation was called 'The Astronomer's Sun'. This is the story of a bear and a man who visited an abandoned observatory in the middle of the night.



Bear POV:
It was late at night, me and my master were walking up a steep rough pathway. I couldn't keep up with him - my little little legs are too weak for this. As we reached the top of the hill I instantly recognised where we were; the laboratory.
The rusty hinges on the door creaked open and we were exposed to a dark, dilapidated room. I ask master for some light so he inserts the key inside of me and a rush of adrenaline fills my body. We walk around and look at...

We have been traveling for what feels like hours but it was mere minutes. I could barely get myself through the shrubbery. As we got to the top of the overgrown hill, I could see it. The ^{laboratory} laboratory. A niggly memories filled my head. I tugged on my master to wind me up. It cleared my head away.
The door smashed into the wall making me rattle. All I could see was moss growing all around it over everything. My master stared lifelessly at the diagrams and then the forbidden chest.



The Worst Day Ever

As the monster grabbed his ankle he kicked the monster off and grabbed onto the bulky cabinet door. Although the cabinet is really large and heavy the beast still managed to pull him off the cabinet. With the knife like claws dug into his ankles he dragged ~~him~~ along the carpet paper like carpet out of my perspective. BANG! BANG! BANG!

As the beast dragged him down the stairs there looked like there was blood coming out of his ankle. At the bottom of the staircase the boy is thrown into a cage and then into the car.

With a bang the boy was trapped. He frantically searched for an escape but all the possible exits were closed. As a man Sam was breathing so heavy the glass became foggy. He was being thrown around in the back. Sam was so scared his heart was beating so fast and it was as if his stomach was doing somersaults. As the monster went over bumps Sam would jolt forward.

As they get there Sam's heart is beating so fast he feels like he's gonna be sick. Although Sam is meant to stay in the cage the beast let him out the boy thinks he's free but then the monster grabs his arm. He walks him down the street still got hold of his arm. But then Sam runs away. A few give seconds of sprinting he looks back at the beast then trips over a curb. As the beast caught up to the boy he grabbed his bruised ankles and dragged him back. Then he bellowed, "oh no you don't!"

When they got there they were greeted by a nice lady. As the lady was talking them where to wait all the boy could hear was the woman's minty breath. As they got to the waiting room the monster sat the boy on his lap. ~~There was one other~~

There was one other lady sitting in the waiting room. Although the monster was all mean and violent he looked quite kind and sweet on the outside. The people kept running out the door and the workers would come out and call for names and you could

The class enjoyed the book 'The Final Year' by Matt Goodfellow. It is a story of a boy in Y6 who has to cope with his brother being ill. It is written as a series of poems and had some very emotional parts.



Tuesday 4th June

Book talk
Summarising
List all the challenges the main character is facing.

The challenges he is facing is:

- Has to get his brother ready every morning.
- Has a beast in his soul and has to control it.
- Doesn't like his house, it's damp.
- He has to sleep on the sofa.
- His family's class aren't right which is overwhelming.
- He has been with his best friend for ages and now been ~~grouped away~~ ^{separately}.
- Been overwhelmed by information for year 6.
- He doesn't really like the teacher.
- His mum isn't very reliable, although she loves him and is there for him.

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Reading with our Reception Class buddies



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Maths

The children have taken part in a series of lessons focusing on applying their mathematical skills in the real world. One of these topics was to research the price of ingredients to make cupcakes and to compare the price per gram. The children also had to answer a series of problem-solving questions about cooking which involved using their knowledge of time, ratio and proportion. The final stage was to design packaging for their cupcakes, considering which 3D shape was most appropriate and designing the net for it.



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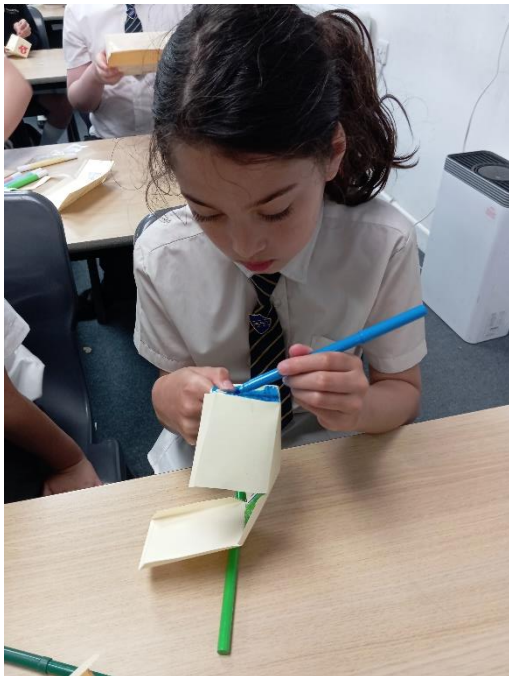
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Y6 have enjoyed a range of maths games during our lessons this term- this game, involving filling in a grid with the number of counters on a dice, was quite competitive. Once the class are familiar with the rules, the class are always encouraged to ask, what if....? and change the rules!

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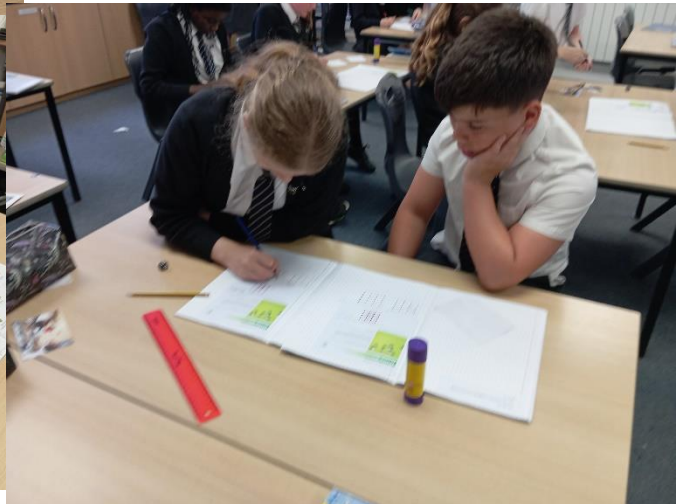
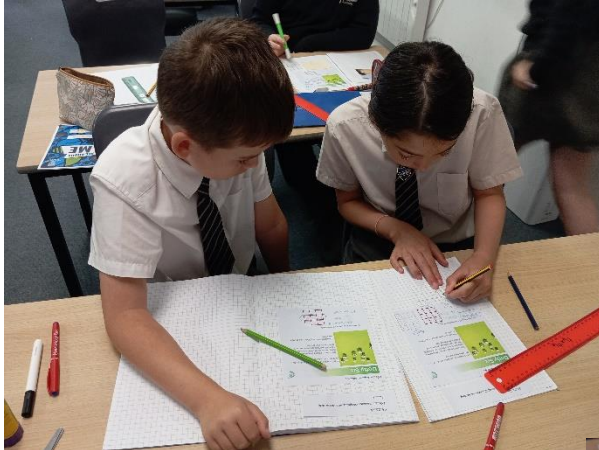
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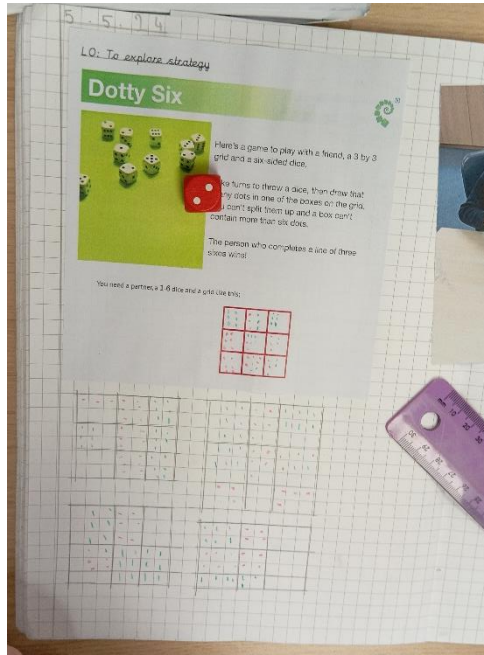
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These children were ordering events into time order:



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Science

The children have learnt how light travels and created these colour spinners to show the full visible spectrum and to show that light is in fact white.



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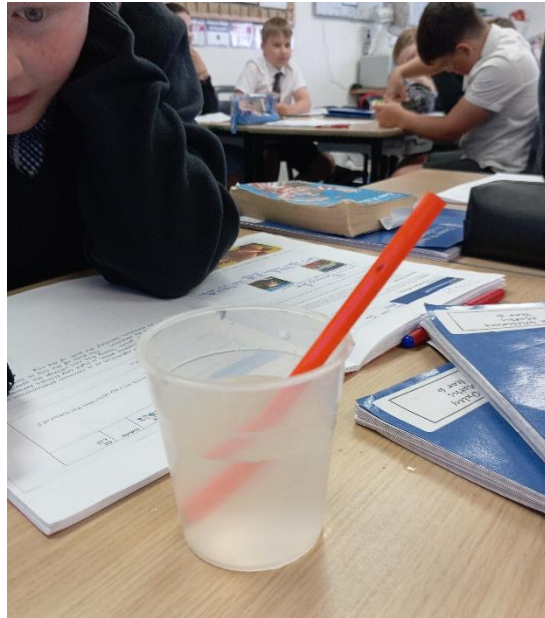
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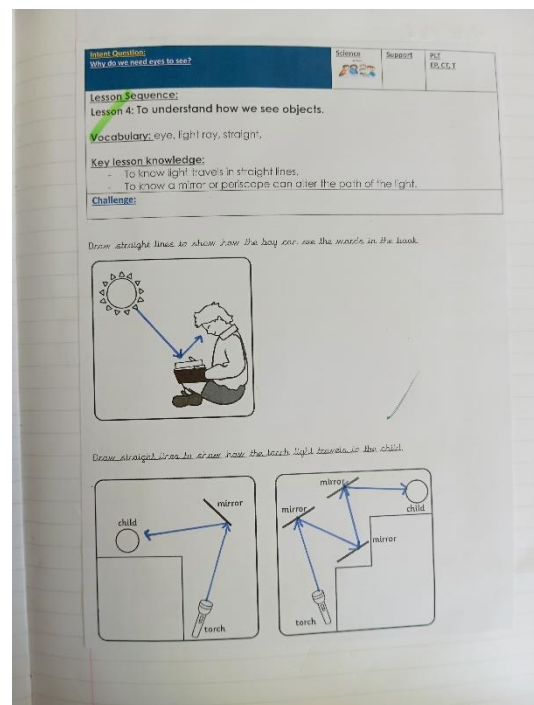
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The children explored how refraction works with this simple demonstration of a pencil in a clear cup of water. The light rays change speed and direction when they enter the water- this is what causes the pencil to look broken.



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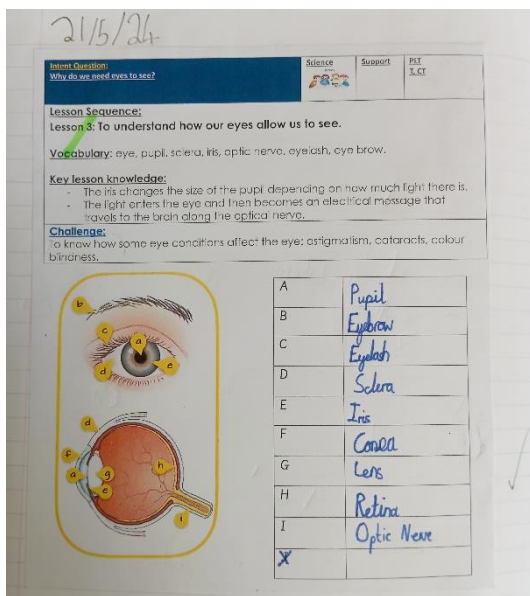
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The children have extracted DNA from strawberries- it was fascinating to see the white strands and know that they are the instructions to make that exact strawberry!



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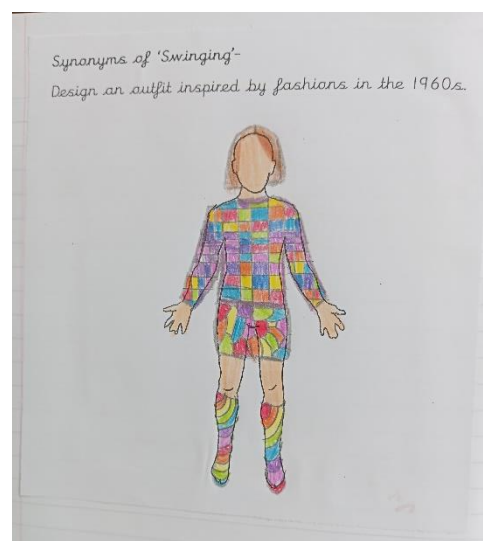
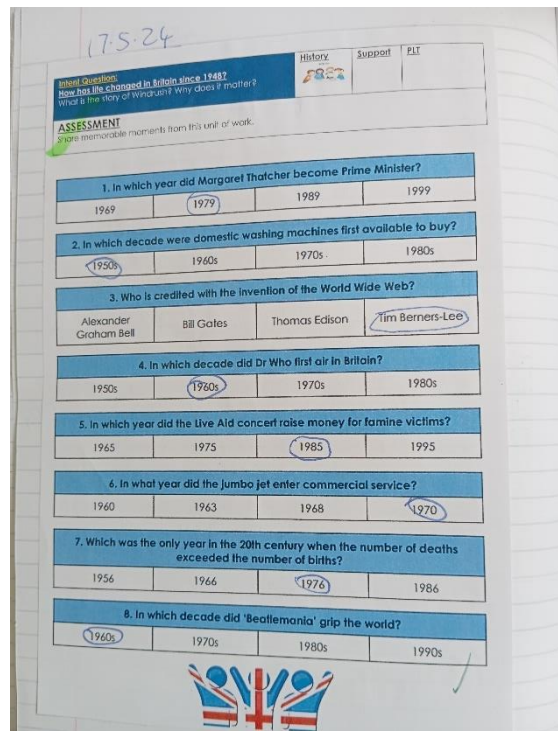
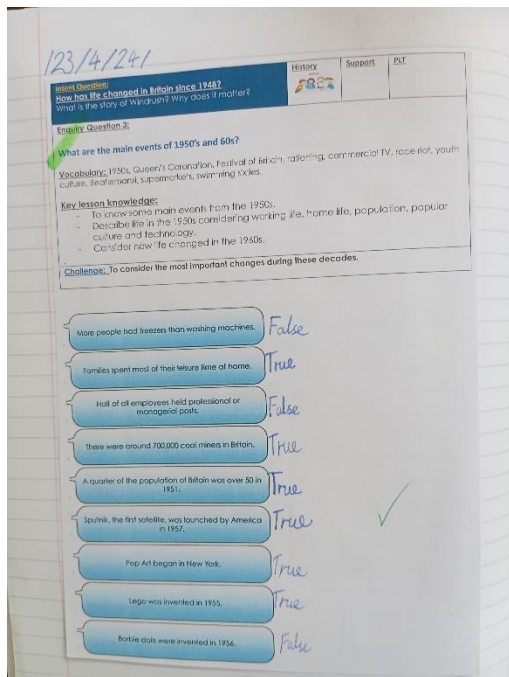
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History

Life in Britain since 1948

This final unit of work sees the children bringing their historical knowledge right up to the 21st Century. The children looked at themes, such as how work, food, music and the lives of women have changed,



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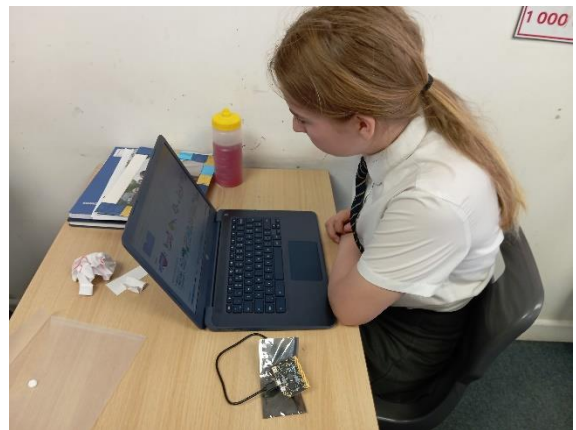
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Computing

The children completed a unit of work learning how to use spreadsheets. They planned their own parties and used formulae to calculate totals. They then learned how to program Micro:bit computers to show flashign sequences and to play games.



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French

Y6 have developed their ability to speak in sentences in French using the verbs to eat, to play, to do and to watch. Over the weeks, their familiarity with the vocabulary taught, about holidays and transport, grew.



Music

Y6 listened to a wide range of music this term and expressed their feelings about it. This includes digital music and music through the eras from the 1950s to the 1990s. They have enjoyed plenty of singing rehearsals of their Leaver's songs.



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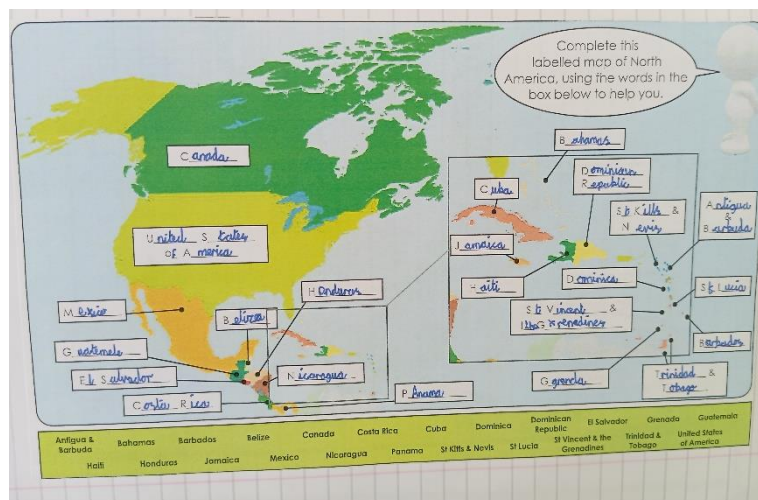
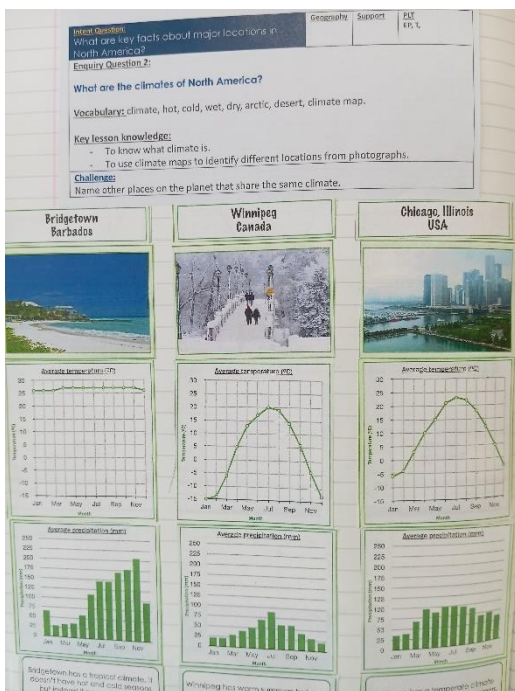
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Geography

The children explored North America this term. They took part in solving cryptic clues to identify countries and labelled maps. They also researched tourist attractions in North America and discovered what time zones are and how they are calculated.



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PE

Y6 enjoyed a surfing lesson at Gwithian beach this term which builds on their skills and water confidence from Y5.



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Cricket and athletics PE lessons.



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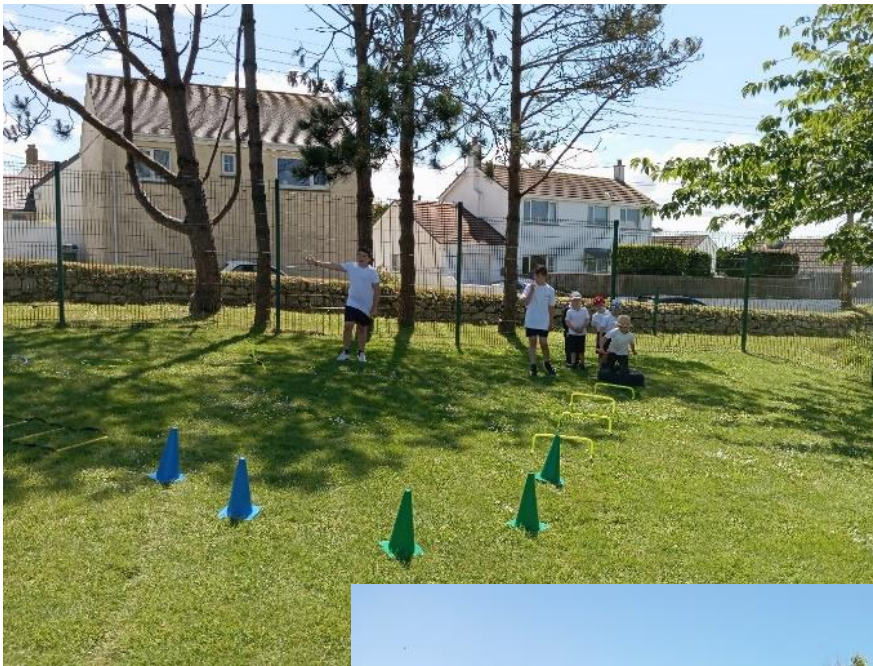
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Year 6 enjoyed planning PE games for Reception Class.



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Sport's Day



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DT/Art

Y6 took part in an art workshop with local artist Jenny Burrows where they created collages inspired by quirky and interesting objects.



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The class have completed a unit of work about expression, where they drew self-portraits, made wire models to show body language and then created a final piece based on their fingerprints.



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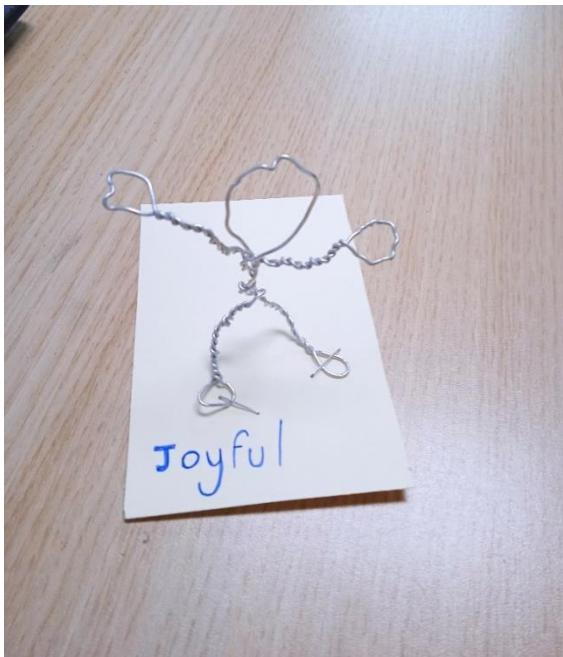
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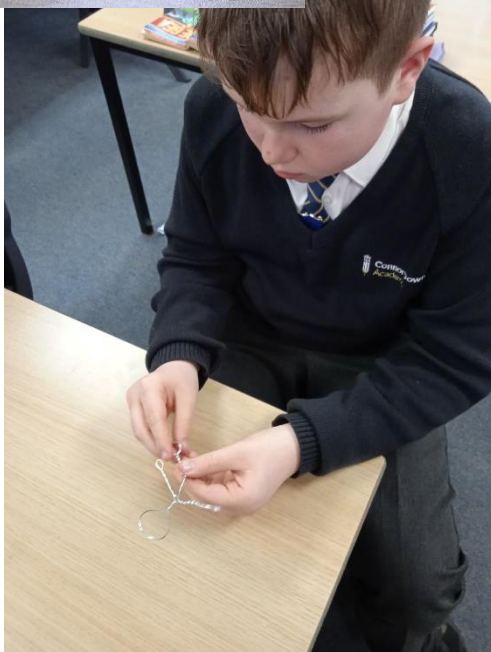
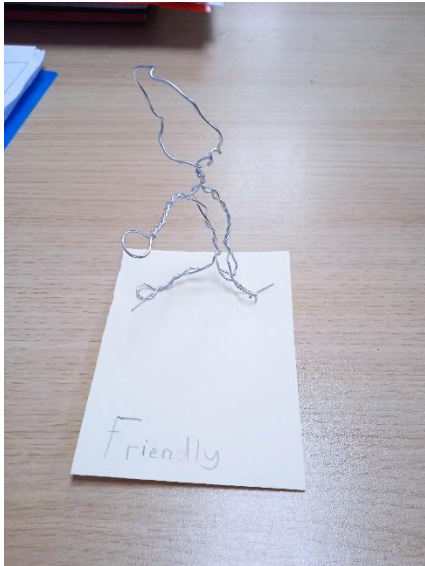
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In DT this term, Y6 designed and cooked burgers, along with 3 different sauces. The children adored making their own burgers and they really tasted delicious!



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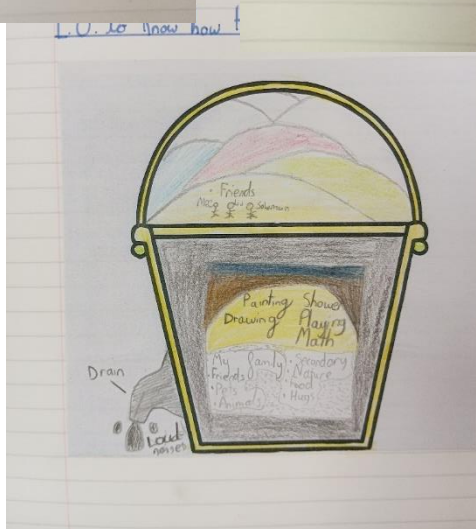
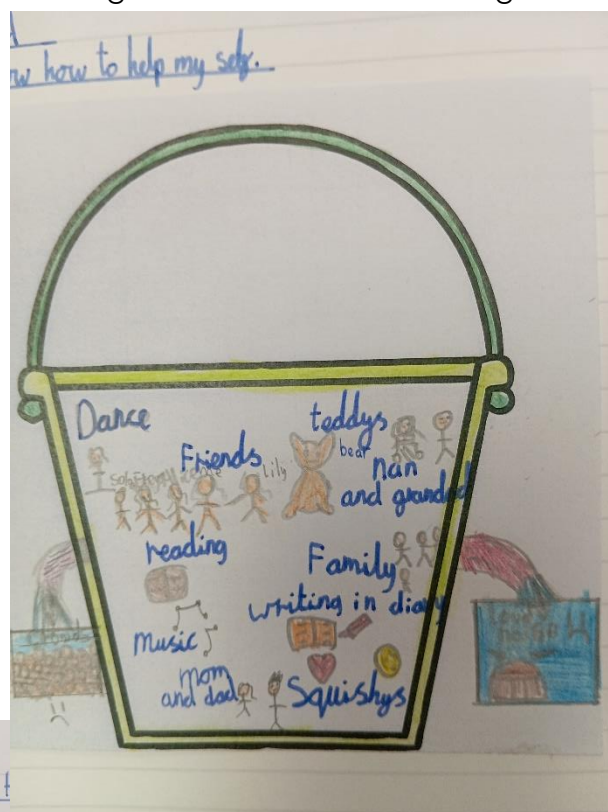
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PSHE

Our weekly SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme, has focused on Staying Safe, which included learning first aid and understanding what risks are and how we can reduce them. Y6 have also been learning about *Changes and Relationships*.



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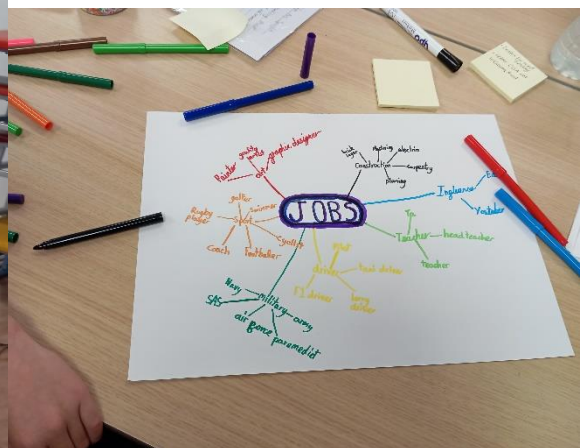
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Career's Day

We welcomed a huge SCANIA truck onto the carpark and enjoyed a talk with the Depo Manager, Jim and Technical engineer, Kevin who explained to the children about the exciting apprenticeships SCANIA offers. Mr Bartaby from CSIA also came to describe his career as a 3D modeller making characters and settings for computer games. The children also enjoyed playing with the VR handsets to explore these worlds. Thanks to all the people involved in the day.



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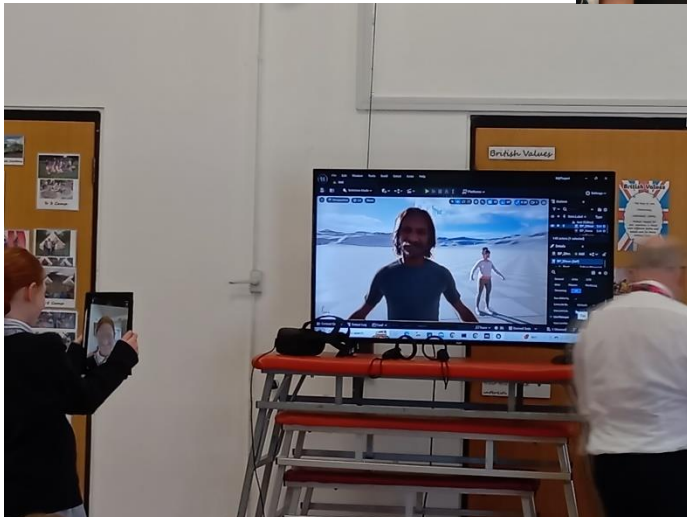
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RE

In RE, the children have learnt about Humanism and Spirituality in Cornwall. The class explored what Christians, Humanists and Hindus believe happen when we die.

12/06/24

Does faith help people in Cornwall when life gets hard?

Enquiry Question 2: What are the similarities and differences between what people believe about life after death in Christianity and Humanism?



Vocabulary: spirit, heaven, hell, judgement, death.

Key lesson knowledge:

- To know that for Christians, there is an afterlife.
- For humanists, there is nothing, only memories.

Challenge: Consider how the ceremonies are different and similar.

Draw a picture to show what happens to Christians and Humanists after they die. Consider the core values too.

Christianity	Humanism
	

Why do you think many religions teach about some form of life after death?

Because that makes people live a better life. And it's a comfort to people.

Does faith help people in Cornwall when life gets hard?

Enquiry Question 5: What are the links between what people in Cornwall believe about God and how they respond to challenges in life?


Vocabulary: spiritual, celtic traditions, faith.

Key lesson knowledge:

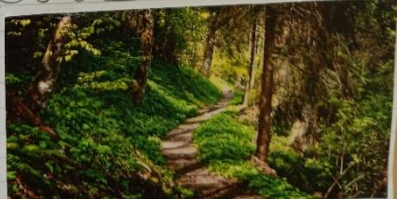
- To know that Cornish people have their roots in Christianity.
- To know the story of St Piran.
- To find places in Cornwall which are spiritual and meaningful to us as individuals.

Challenge: How does the place in your picture make you feel?

What does 'spiritual' mean? Find an image of Cornwall that makes you feel connected, calm and content.



CALM



14.6.24

Does faith help people in Cornwall when life gets hard?

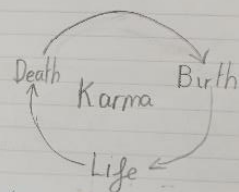
Enquiry Question 4: What are the ways in which beliefs about resurrection, judgement, heaven, karma and reincarnation make a difference to people's lives?

Vocabulary: resurrection, heaven, judgement, karma, reincarnation.

Key lesson knowledge:

- To know that the two religions think about death in different, yet similar ways.
- Christians believe in an afterlife, yet Hindu believe you are reborn.
- Faith believes in judgement based on your actions during life.

How does it make a difference to people's lives?



Moksha is when a Hindu leads a good life and is reborn as a human or God.

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Leaver's Hoodies!



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Y6 School Camp

Y6 spent a lovely evening on the beach and then returned to school to camp in the tents on the field. What a special time we had!



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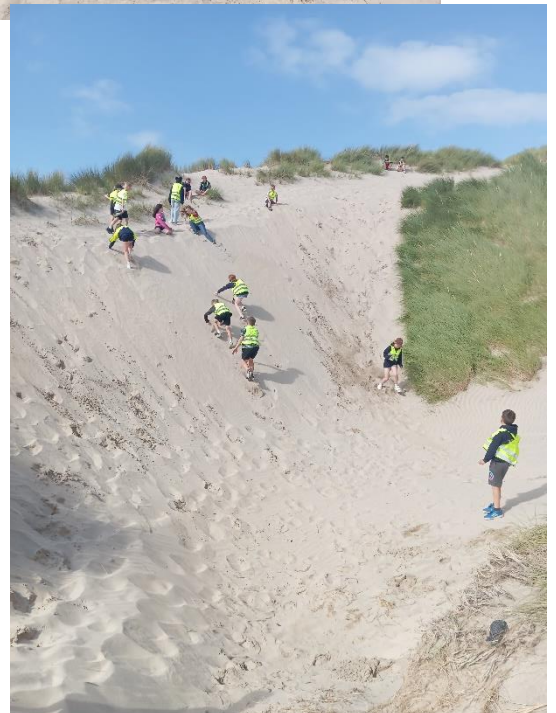
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