



Connor Downs
Academy

Connor Downs Academy

Head of School: Mrs J Eddy



Connor Downs
Academy

Year 6

Autumn Term 2023

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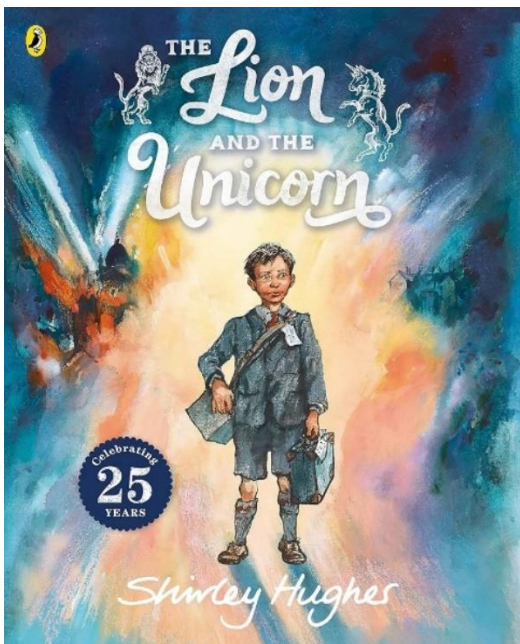
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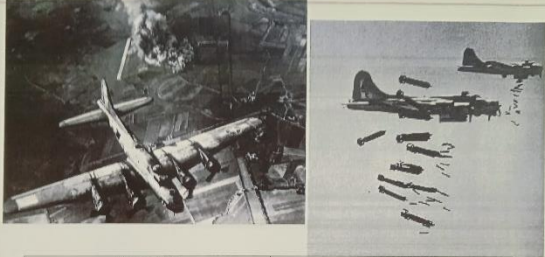
English

The first unit of work Y6 completed was a descriptive piece about the Blitz. This made good use of figurative language including similes and metaphors. The children were inspired to write by watched footage of WW2 bombing raids to imagine a bomb falling through the air. They used a thesaurus to really build their vocabulary and showed excellent control over their sentence structures.



*L.O: To practise writing DE:DE sentences.
English (PLT, SM, EP)*

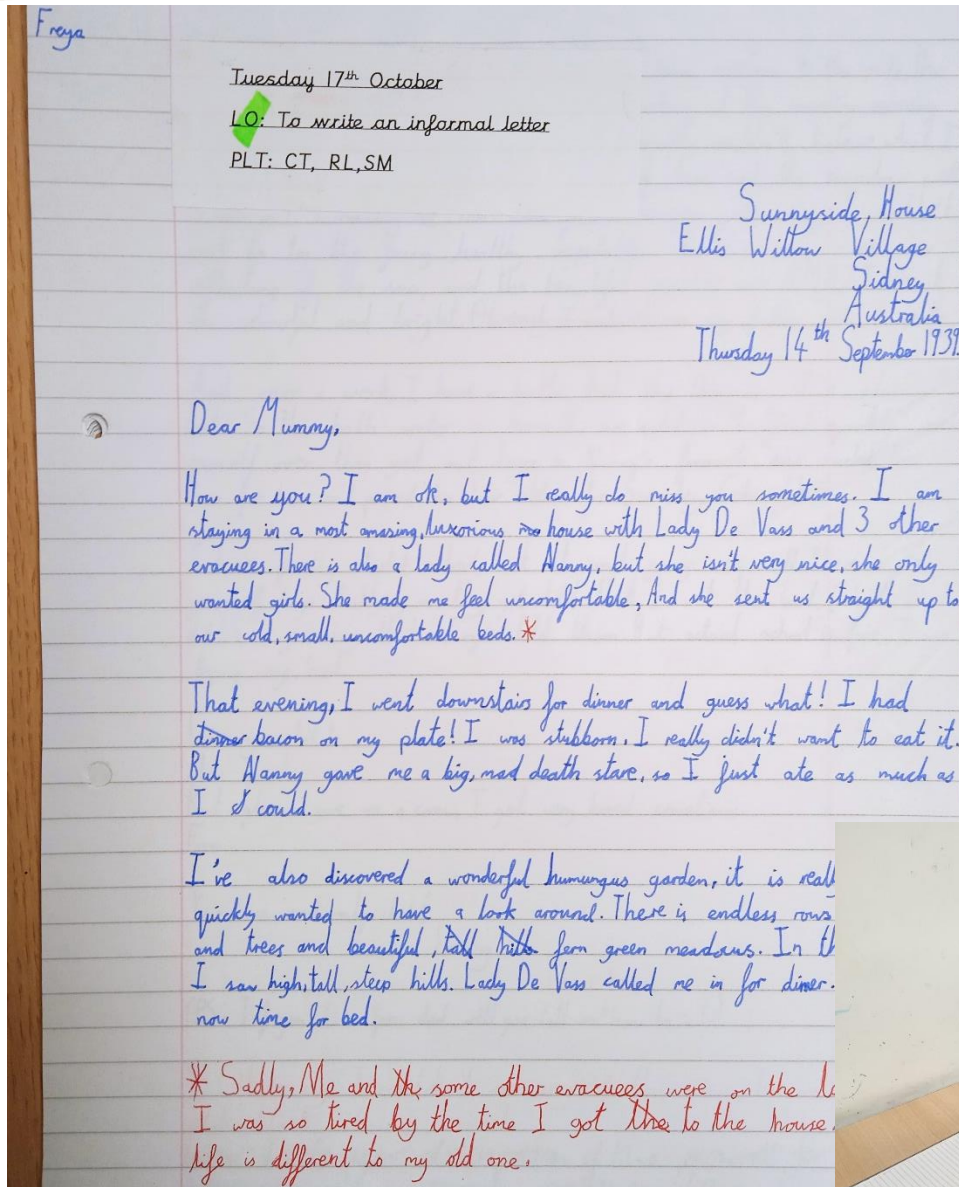
The pilot pressed release: the bombs were set free.



Description	Detail
<i>The pilot pressed release</i>	<i>: the bombs were set free.</i>
<i>The plane began to spin</i>	<i>: it suddenly fell to the ground.</i>
<i>Choking smoke and ash fill the air</i>	<i>: everyone put their gas masks on.</i>
<i>A cataclysmic explosion sends shockwaves through the area</i>	<i>: shards of glass cut through everything in their path.</i>

We then shared a book called 'The Lion and the Unicorn' by Shirley Hughes.

The main character in the story, Lenny, is evacuated to the countryside. He struggles to settle in as some of the other characters are unkind to him and he misses his family. The children wrote letters imagining they were Lenny, back to his mother. The children were able to describe the place Lenny was evacuated to using carefully considered adjectives and expressed his thoughts and feelings.



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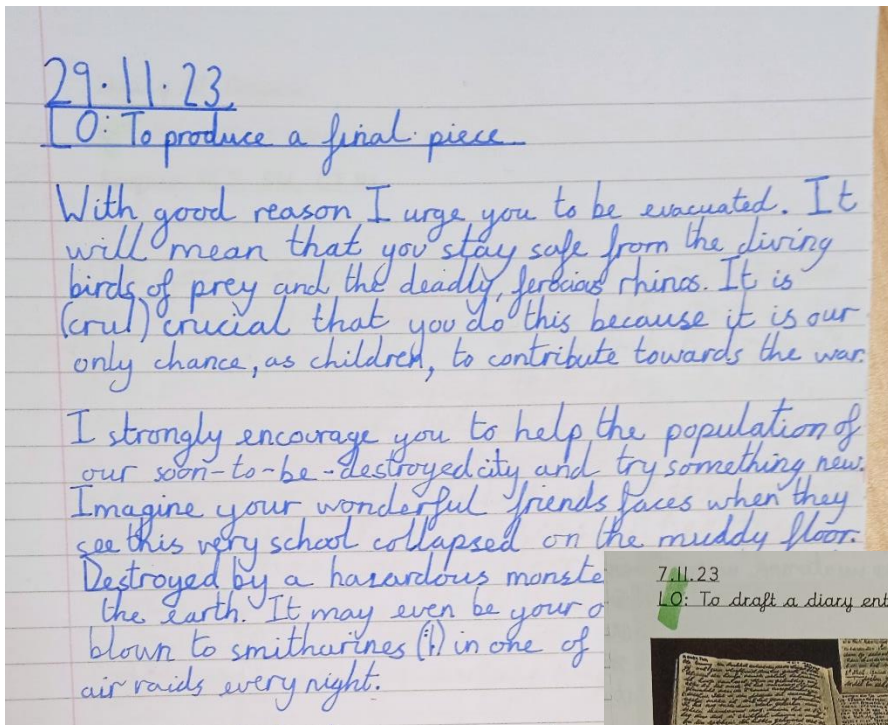
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The class also wrote persuasive speeches to encourage their classmates to be evacuated.



Studying excellent literature helps children to develop their own characters- studying extracts from Anne Frank diary certainly achieves this. To begin, the children learnt how Jewish people were persecuted by Nazis in Europe during the war. They then learnt about the incredible story of Anne Frank and her family who hid in the annex to keep themselves safe. Once the children were able to empathise with Anne and her experience, they wrote their own diary entries inspired by her.

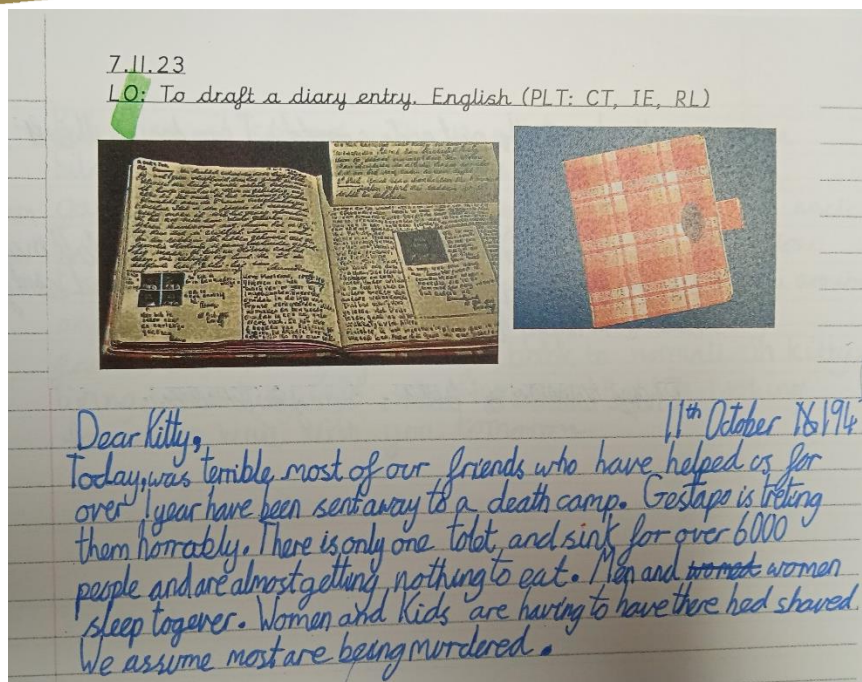
7.11.23
LO: To draft a diary entry. English (PLT: CT, IE, RL)



Dear Kitty,

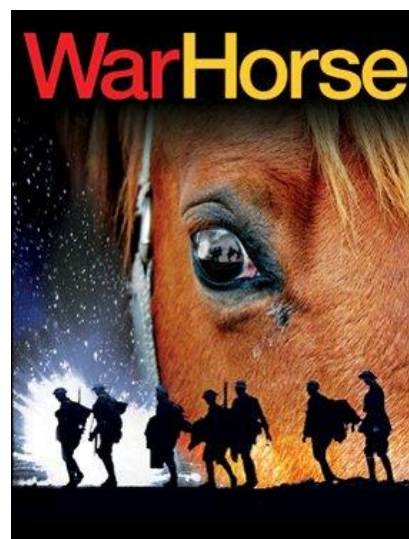
July 16th 1942

This morning, I woke up to the sound of my parents shouting at me and (D) father telling me to wear extra clothes, mother said to bring my most valuable items. Then father bring us all to his spice factory we went up to a plain room with nothing in it except for a slighly slitty tinted window and an bookshelf, dad (she) grabbed the edge of the bookshelf and pulled it open, (he bring us all behind) there was a secret room behind the shop, father bring us in and (she) said was nothing, dad bring me and peter to a room and with two metal creaky old beds father said, it was mine and peters room to share, I unpacked my stuff while peter explored the place.



The children then wrote portal stories where they created a character who is transported to the WW1 trenches when they touch an historical object. They were able to further develop their use of precise, descriptive language and dialogue.

Our class text was 'Warhorse' by Michael Morpurgo, which is an epic adventure novel set in Europe during WW1 war.



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Y6 have developed their reading skills through reading a selection of texts. The children learn new vocabulary, practise reading aloud using expression and then answer questions themselves to show their understanding.

Friday 1st December

LO: To draw meaning from what I have read.
PLT: RL, SM (1)

Text: Football



1. Why couldn't Ronnie play?
2. What is the score?
3. What do the crowd do?
4. The goalkeeper was hanging around picking his nose. What impression do you get of the goal keeper from this description?
5. Which word in the text has a meaning close to 'do something really quickly'? (Look at paragraph 2)
6. Simon was on fire. - Is this a metaphor or simile?
7. Why did the author describe Simon as being 'on fire' if he isn't actually on fire?
8. What do the goblins look like?
9. What does the normal football turn into?

Challenge:

10.1 - Why was Simon panicking at the end?

V. I think blundered is when a goalkeeper is being really clumsy.

1. Ronnie couldn't play because he had to go for tea at his gran's.

2. The score is 2:0 and Ronnie scored both of the goals.

3. The crowd roared something unintelligible and the opposition took up the cry.

4. The impression that I get about the goal keeper is bored, disinterested and lazy.

5. A close meaning to 'do something really quickly' is blundered.



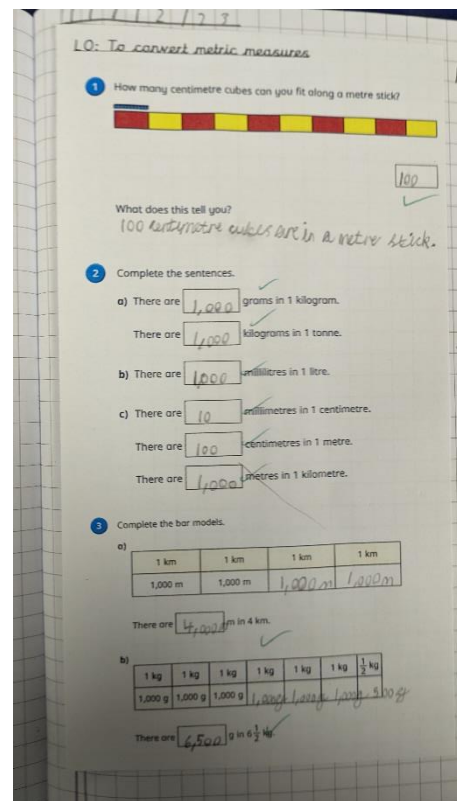
Maths

Each morning starts with challenging maths tasks that help the children to recall the learning they have completed previously. They also practise their times tables to ensure these are deeply embedded.

At Connor Downs, the children tackle fluency, reasoning and problem-solving tasks throughout each of their maths topics to “master” each skill before being ready to progress to the next unit of work. This term, the children have completed a place value unit which explores numbers up to 10 million. This includes ordering numbers, sequencing them, rounding and partitioning them into parts.



The children were able to put their skills with large numbers into good practise in their geography lessons this term exploring the value of different countries exports and their population size.



The children also completed work around the four operations- addition, subtraction, multiplication and division. They have developed formal written methods for these and solved problems using them. They also developed their fluency around number properties including factors, primes and squared and cubed numbers.

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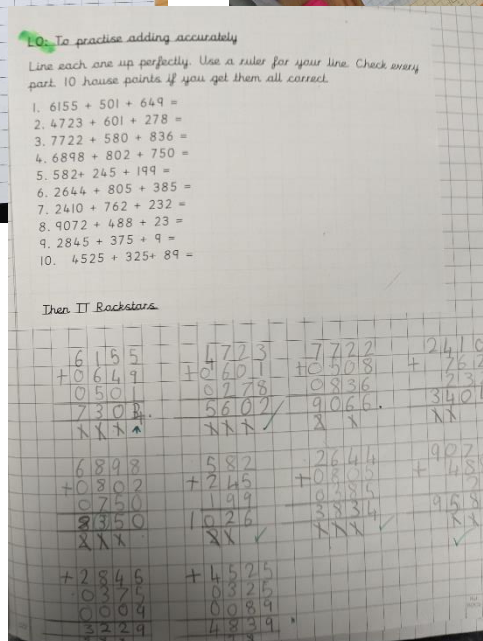
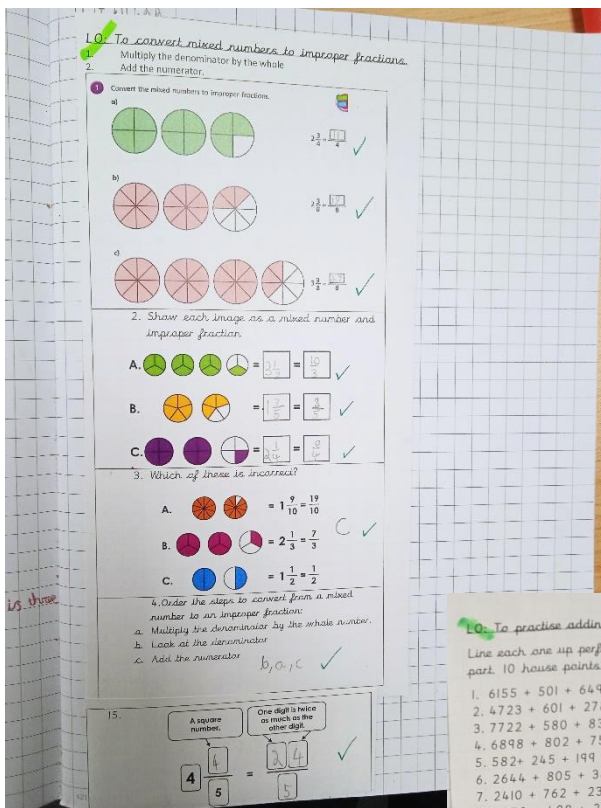
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The final unit studied this term has been about fractions. The children have been taught to add and subtract fractions with proper fractions and mixed numbers. They have learnt to multiply and divide fractions by whole numbers, to find fractions of amounts and to order fractions. The children were enthusiastic and focused throughout and could confidently talk about how to complete their tasks.



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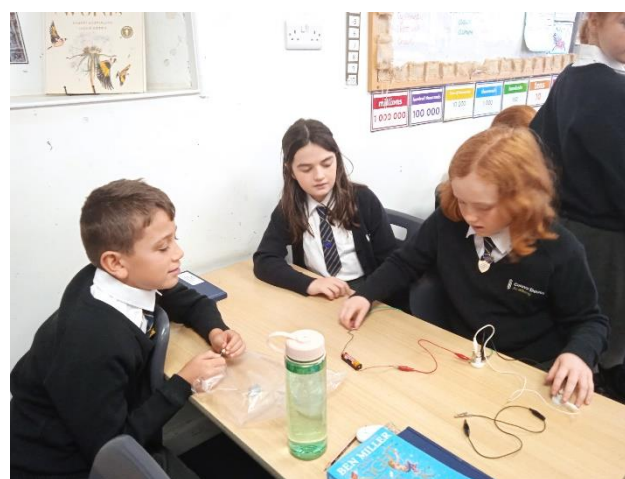
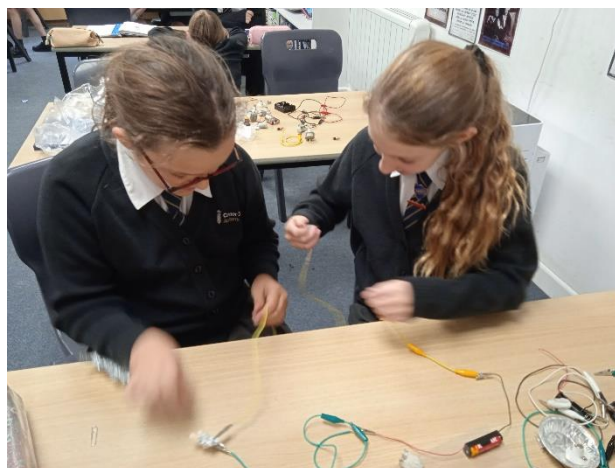
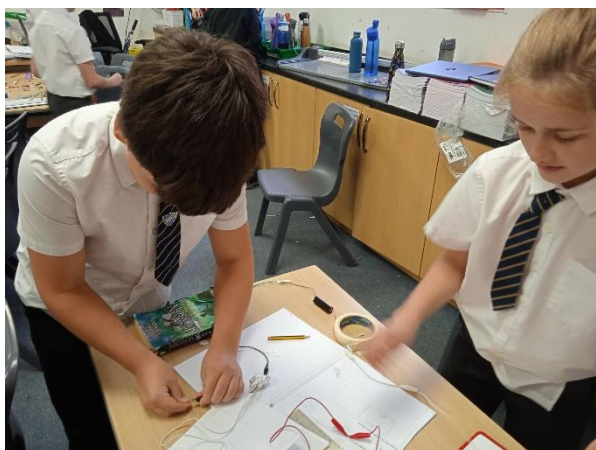
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Science

In Science, the children have explored electricity. This included exploring static electricity and making circuits to power bulbs, buzzers and motors. They were increasingly able to spot what had gone wrong with a circuit. The children investigated voltage through an investigation involving changing the number of bulbs in a circuit. They also learnt what happens when more volts are put into a circuit than a bulb can manage!



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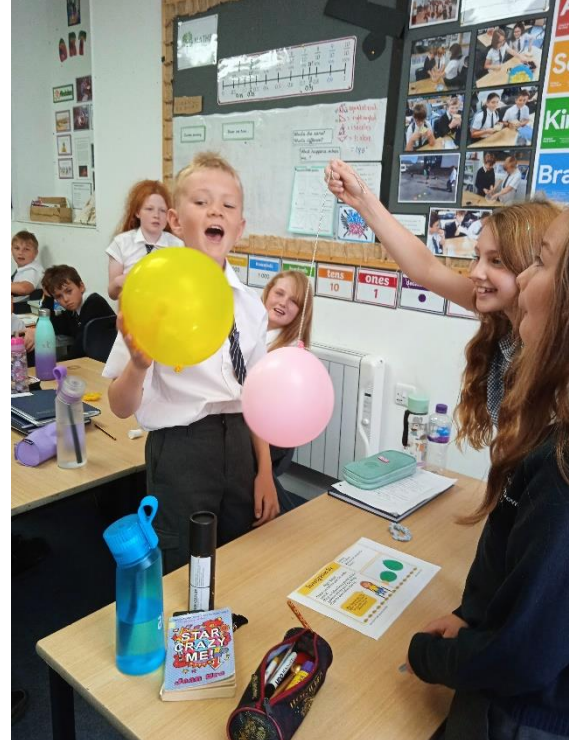




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Later in the term, Y6 learned about keeping healthy. They learnt about different food groups and why it is important to have a healthy diet. Y6 explored the various illnesses people can get if they do not have certain vitamins in their diet. They also enjoyed coming up with exercises they could do to work the different muscle groups in their bodies.

The children also explored the structure of the heart and how the circulation system works. They watched videos and explored online resources to learn about the heart. The children collected data regarding how exercise affects their own heartrate. Many children were fascinated to learn that different animals have hearts that beat at different rates.



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Thursday 16th November

Intent Question: What is the cost of being without a heart?	Science	Support	PLT T, CT
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Lesson Sequence:

3. To find out how nutrients and water are transported in the human body.

Vocabulary: heart, lungs, circulatory system, nutrients, aorta, vena cava, ventricles, atrium.

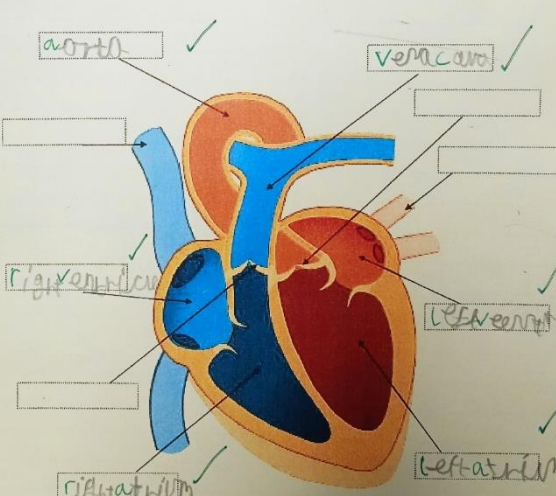
Key lesson knowledge:

- To know how our bodies transport nutrients to the rest of our bodies.
- To know the role of the heart, lungs and circulatory system.
- To feel my pulse- this shows your heart pumps blood containing nutrients and oxygen to the rest of the body.

Challenge:
Find your pulse and count your resting heart rate. 138

LABEL THE HEART...

Drag and drop the names of the parts to the correct location



pulmonary artery	pulmonary vein	aorta	left ventricle
right ventricle	left atrium	right atrium	vena cava

F 30.11.23

Intent Question: What is the cost of being without a heart?	Science	Support	PLT CT, EP, T
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Lesson Sequence:


5. To investigate how muscles move and how muscle activity requires increased blood flow.

Vocabulary: Muscles, muscle fibres.

Key lesson knowledge:

- To name significant muscles.
- To know how fat is stored, the muscle fibres up and then repair more tightly.
- To know how to exercise these muscles.

Challenge:
Can you name the three types of muscles? Identify each of these different groups of muscles. Think of some specific exercises that would increase blood flow to each one.



pectoralis (pull ups)	
biceps (bench press)	
pectus abdominis (sit ups)	
quadriceps (press ups)	
gastrocnemius (calfs)	

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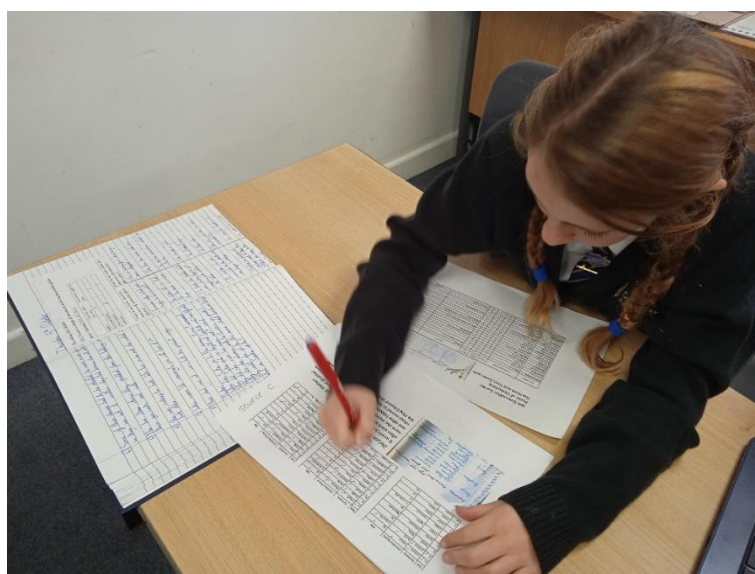
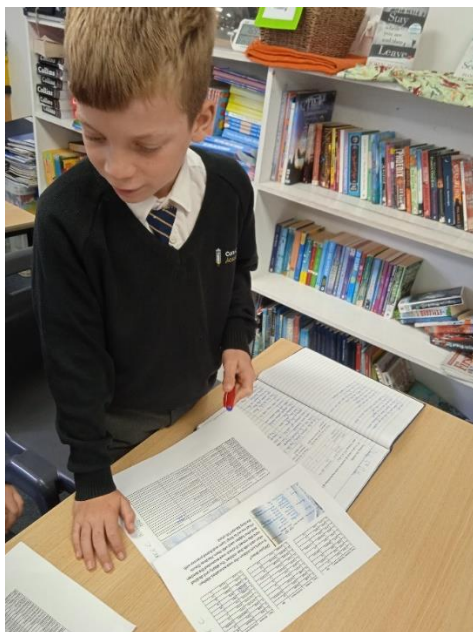
History

Learning about WW2 is always a very engaging topic. Children especially enjoy learning how people's lives were affected by the war, such as how children's lives and how food and cities changed. The children explored how war broke out in the first place in 1939 and how it ended in 1945.

Mr Gallagher, our Hub councillor and keen historian, visited school to share some intriguing WW2 objects with the children. These included a variety of weapons, bullets and everyday items such as an inkwell. Mr Gallagher allowed the children to (safely) handle these and answered their questions.

This topic provided the perfect opportunity to explore Remembrance Day, and the events of WW1 in more detail. The children read poetry, looked at artwork and read letters sent from the soldiers in the trenches.

We are very grateful to the Prefects and School Councillors who represented the school at Hayle War Memorial on Remembrance Sunday- thank you for carrying out your role so responsibly and looking so smart.



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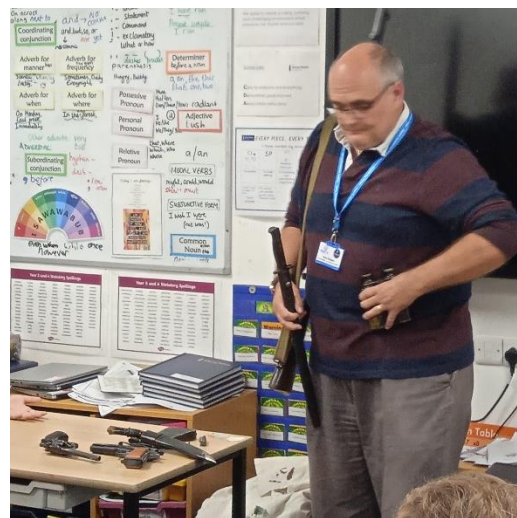
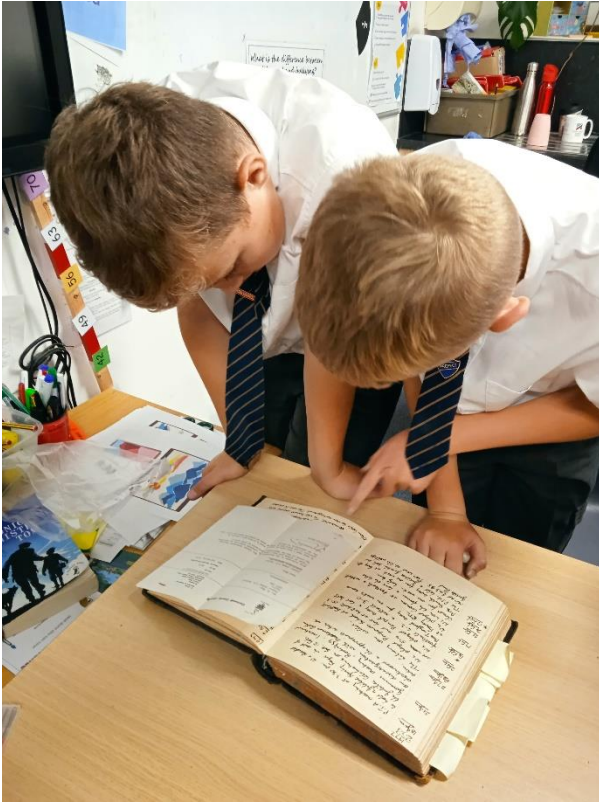
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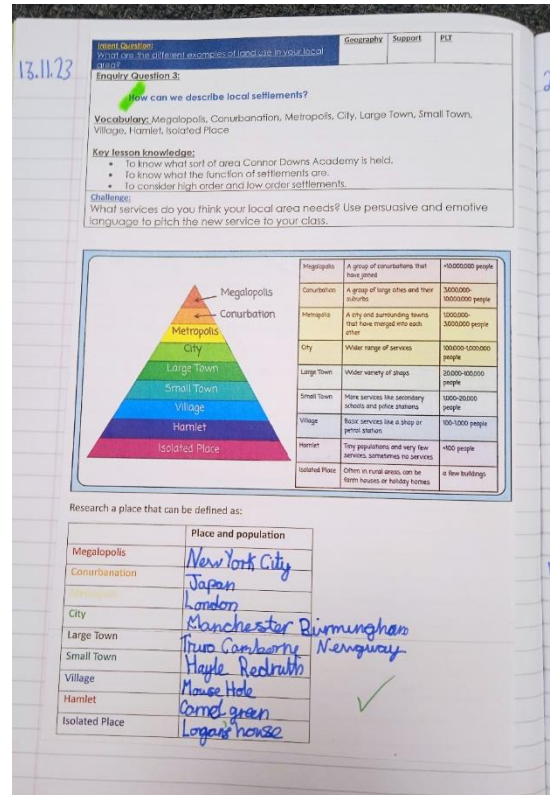
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Geography

Our topic has been entitled 'Our local area' and has included learning about the environment around school. The children learnt that the land can be used for agriculture, industry, commerce or residential properties. The children also learnt about local rivers, what affects the climate. They also recalled their trip to Bodmin Moor in Y5 and described the environment there. Y6 also explored products that different countries import and export and used a variety of maps.

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PE

This term, a group of children received their 'Sports Leaders' training to organise and run games for the children at break and lunchtime. They can be identified by their smart baseball caps! The children are all very enthusiastic and are keen to promote physical activity in school as well as developing their leadership skills.



Some members of Y6 also took part in football competitions, cross country and cross fit. The class also enjoyed a series of football sessions to build core strength and ball skills.



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The children have completed a series of lessons in gymnastics. They worked in pairs to build routines that showed mirroring and matching. They then incorporated apparatus into their routines. The class spent time watching each other perform and giving each other praise and top tips to develop their sequences further.



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The children all completed their block of swimming in September and October. They really made the most of their lessons as they listened well and tried their best. All children made good progress with their swimming and built their water confidence.



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Music

Year 6 have learned to sing 'Happy' by Pharrell Williams. They explored its rhythms and used instruments used to recreate the music and improvise for themselves. They also completed a sequence of lessons about 'Blues' music. Again, the children built on their xylophone skills from Y5. Many children chose to learn to play the Hand Bells this term, in order to perform songs at the Key Stage 2 Christmas Carol Concert.



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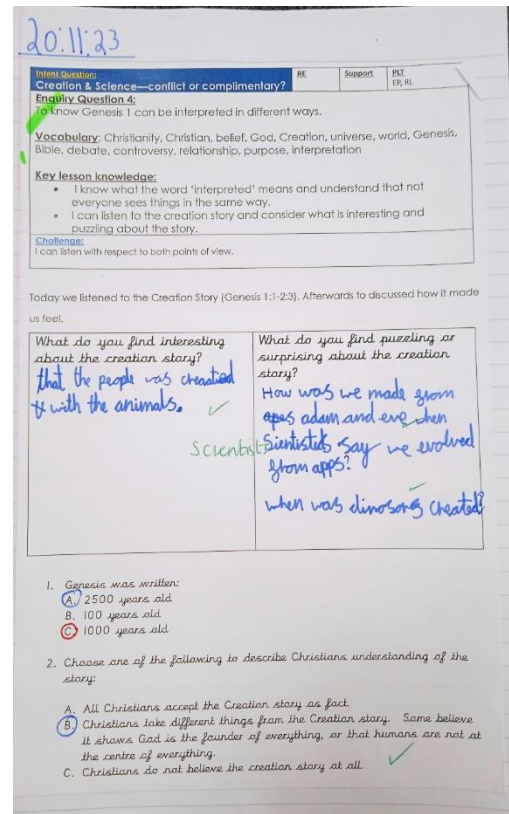
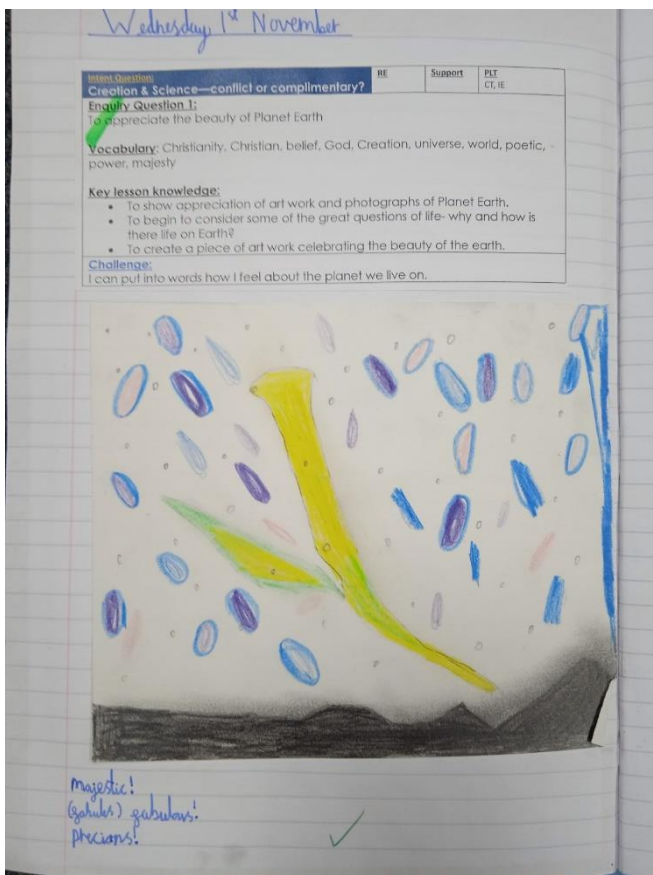
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RE

The children completed a unit considering how places of worship are used and why they are important. They studied Orthodox and Reform Synagogues, Mandirs and different types of Christian Church. They learnt how some places include music in their worship, whereas others do not. Some have many objects, paintings and candles or celebrate with food.

The final unit considered the Christian story of creation, which explains that God created the world in 7 days. The children learn the story and considered the huge philosophical question about how and why there is life on planet earth. We also shared the scientific explanation for the existence of Planet Earth which included learning about the big bang theory and evolution. This supports the class for the unit of work they will study in science next term which is about Evolution.



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PSHE

PSHE (Personal, Social, Health and Economics) is delivered through our weekly SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme, but is present in all that we do in school. This term the focus has been on *Me and my Relationships* and *Valuing Differences*. The children have been learning about friendships, specifically getting on with each other and falling out. They spend time role playing how to be assertive during these lessons and understanding the role of the bystander.

The children have explored stereotypes of boys and girls this half term, as well as different cultural norms from other countries. Did you know it was bad manners to show the sole of your foot to people in Pakistan? This helps develop their children's acceptance that people on planet earth are different, but equal.



On World Mental Health Day the children made breathing pictures, where you use your finger to follow the shape to calm your breathing.



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We were also visited by Megan who is in the Navy and based at Culdrose in Helston. She inspired the children with all the work the Navy does to help communities and nature. She also told the children that the food onboard ship is excellent; sometimes they get Magnum ice-creams!



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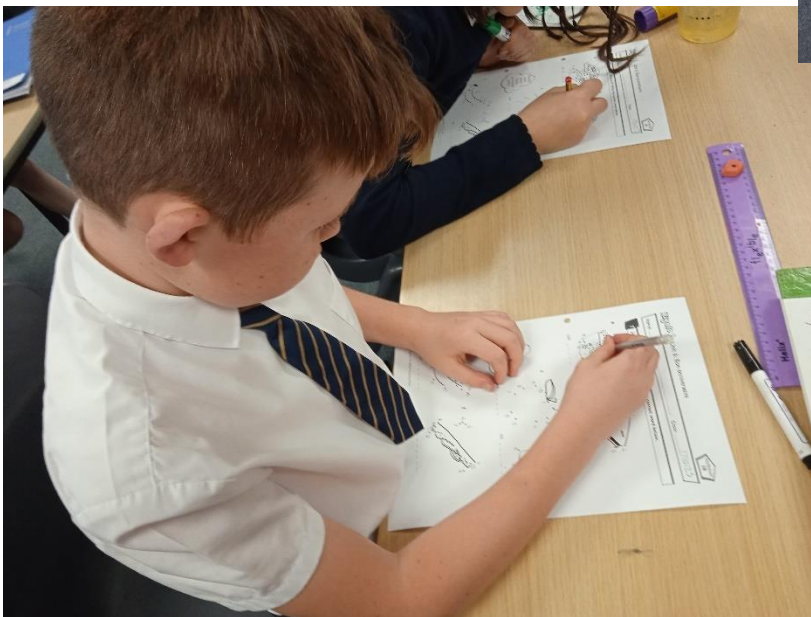
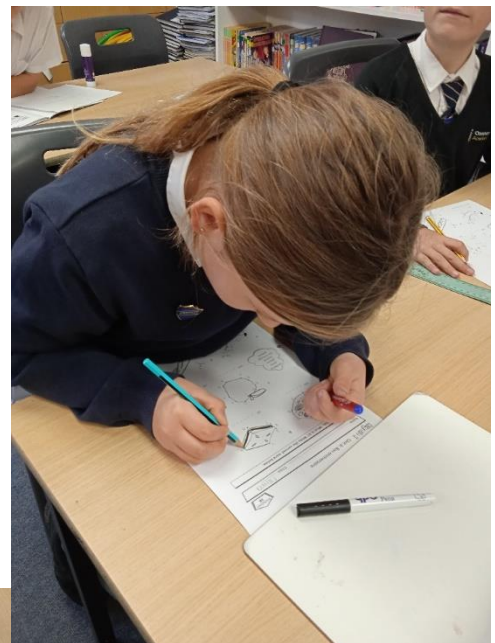
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French

The children have learnt to count in French up to 50 and can name a range of festivals. They have also learned the song 'Head, shoulders, knees and toes' - ask your child to show you!



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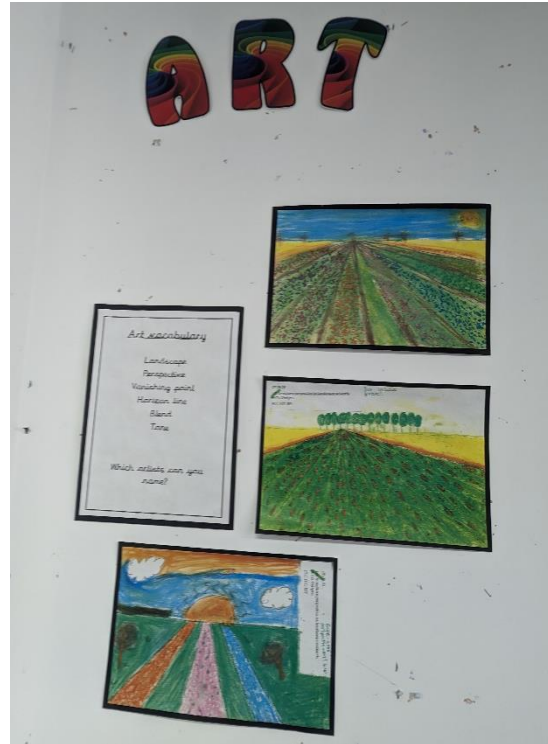
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ART

This term Y6 have learnt about landscape art, including looking at the work of renowned local artist Kurt Jackson. The children learnt to mix paint, use perspective and created collages showing atmosphere.



The class also created Christmas decorations from old books to sell at the Christmas Fayre.

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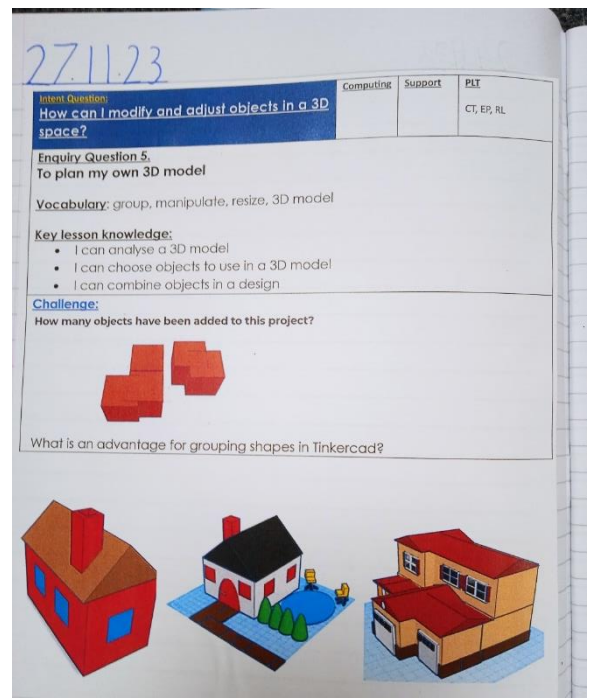
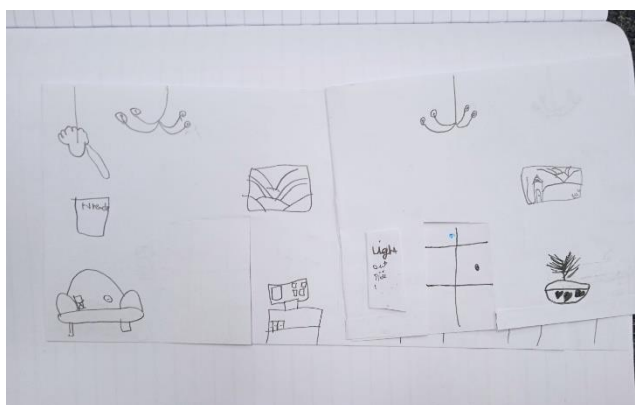
DT

The children have explored programming in technology. They considered how a vending machine works and used scratch to programme traffic lights. The class designed their own houses with smart technology in them- including sensors for lights and music and even a camera in a fridge linked to a list to reorder food from the shop!



Computing

Having explored Tinkercad, an online 3D modelling programme, Y6 then designed name badges and pen pots. They then used their skills to duplicate shapes and group objects when designing houses of their own design.



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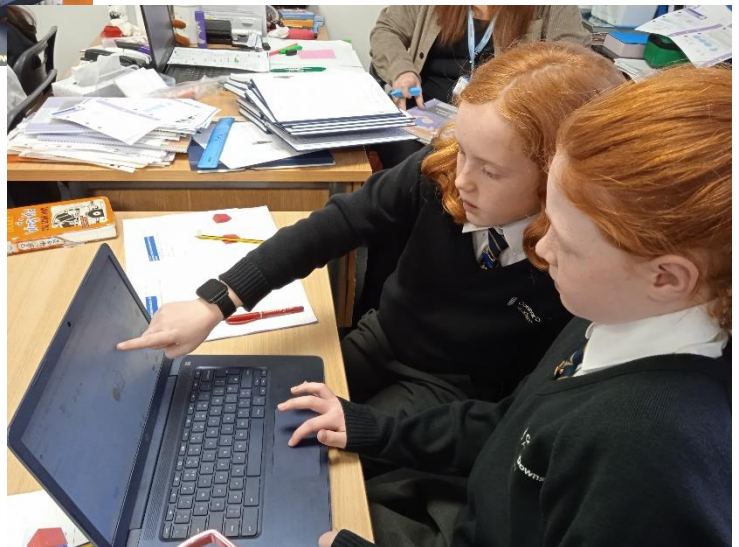
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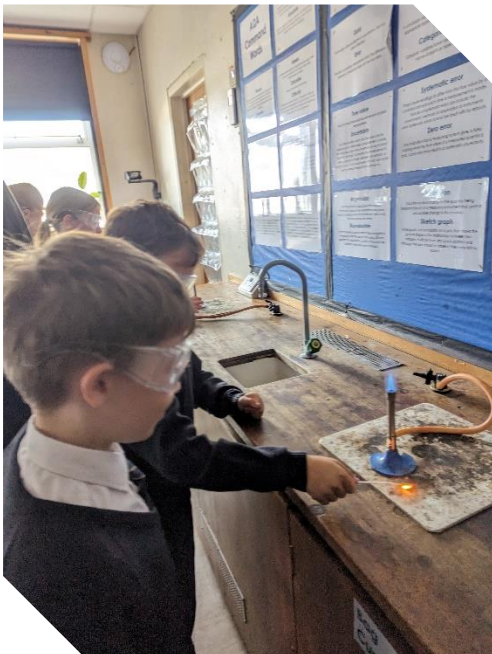
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During a taster day at Hayle School, the children created structures using sweets in a DT lesson. Some children explored lighting Bunsen burners in the science labs, whilst others completed a music or drama workshop. This important experience helps begin the transition process from primary to secondary school.



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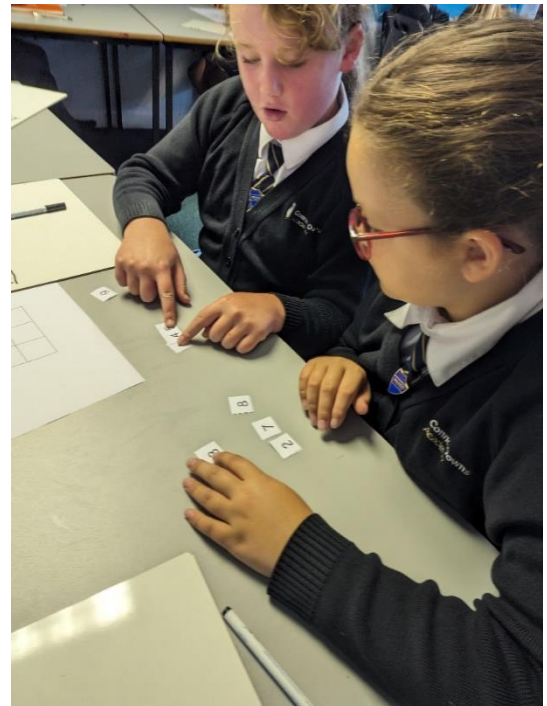
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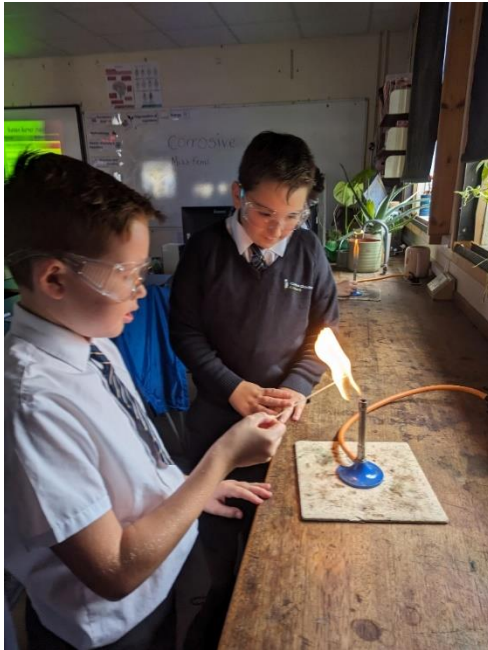
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