



Connor Downs
Academy

Connor Downs Academy

Head of School: Mrs J Eddy



Connor Downs
Academy

Year 6

Spring Term 2025

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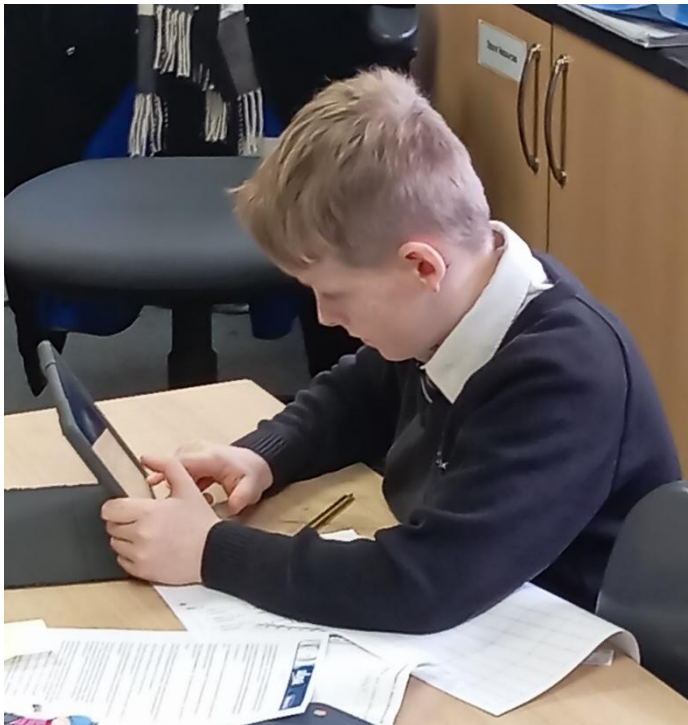


English

This term the children in Y6 have developed their skills writing non-fiction texts to explain how the heart works. The children were challenged to use scientific vocabulary in their report and to use a range of sentence openers and punctuation.

Y6 also wrote a narrative text about a child having 'dreadful day'. Their writing started with a child being dragged somewhere against their will and being terrified, however, the final sentence revealed it was just a ballet class they are being taken too! Y6 wrote their own versions of this story, some setting their story in a swimming pool or going to the supermarket.

Y6 have worked hard this term to develop their knowledge of grammar terminology such as nouns, verbs and determiners.



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Wednesday 26th February

LO: To identify sentence features:
PLT: CT, T

Language Features	Tick/Cross	Examples
Short sentences e.g. The sound stopped. John turned slowly.	✓	Scrambling and grasping. Every muscle screamed to be released. "Oh no you don't!" I ran to the only exit, possibly.
Empty questions e.g. What did they want?	✗	
Onomatopoeia Noise words pop, hiss, splash	✓	Creaking Slamming Bashing
Show the characters feelings through actions e.g., shaking with fear	✓	Searching for an exit. Looking out of the clouded glass. I was dragged down, down, down.
Scary words and images e.g. flickering lights, creeping, footsteps etc	✓	Rusty hinges Restrictive clothing Clouded glass Sharp Swords Metal cage putrid Smells
Powerful verbs	✓	poke Slamming dragged look Scrambling bashing Filling grasping creaking
Literary devices (similes and metaphors) like or as	✓	I was dragged down. Elbows like mountain

The children are assessed at the end of Key Stage Two through a collection of their independent writing. To work towards this, we have spent time this term revisiting pieces of work from the Autumn term and making sure they are powerful, effective and have accurate spelling and punctuation.

Wednesday 5th March

has: To write with atmosphere.
PLT: SM CT

She looked me in the eye; it was terrifying. I was pushed and shoved all the way down the foul smelling ally. Then I saw my only chance of escape. There was a worn down door at the end of this endless passage. Wrenching free I dashed as fast as I could, I could feel the handle in my grasp. But then it all changed. The shoelace had come loose in the commotion, I was on the floor. Horrified in pain a icy, clammy hand placed itself on my shoulder. I was hauled upwards. I hardly noticed the cut that was now bleeding on my feeble legs. When I arrived at the dreaded room all I could think of was what was going to happen next?

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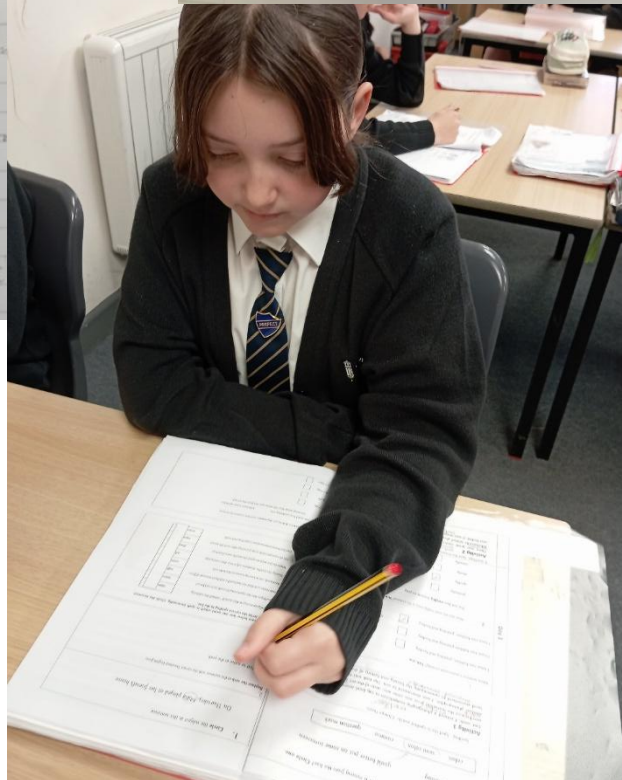
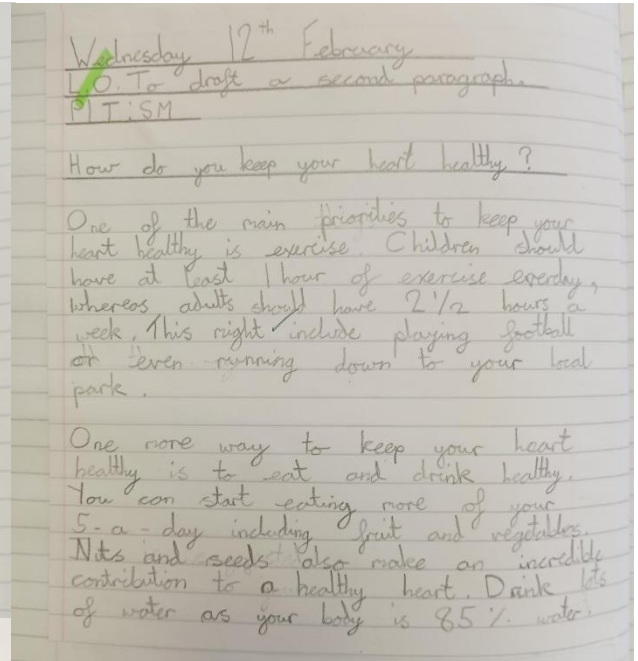
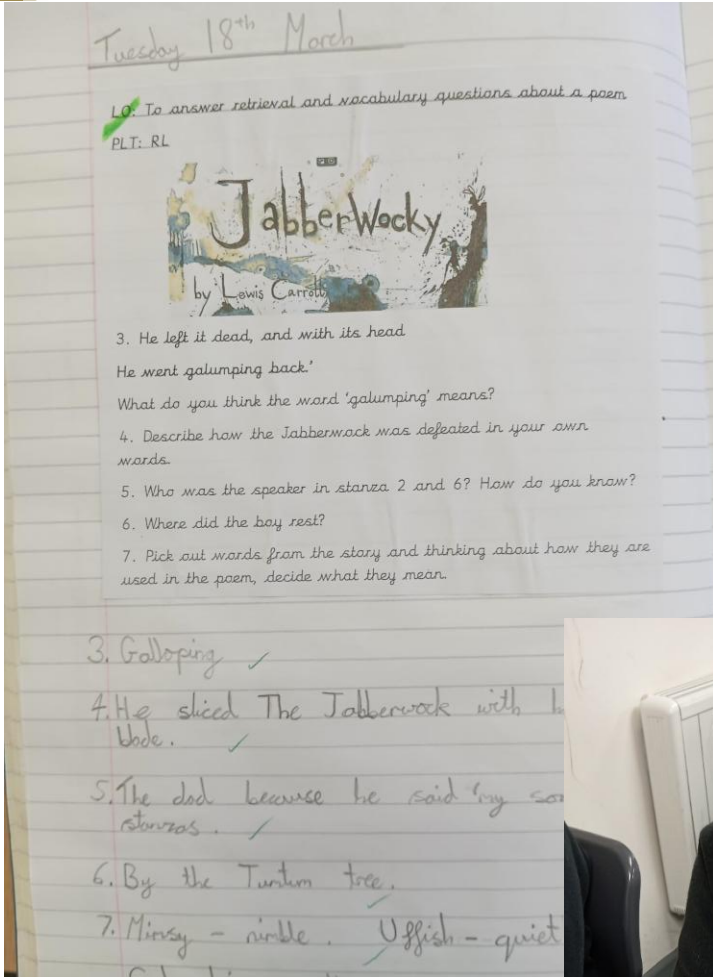
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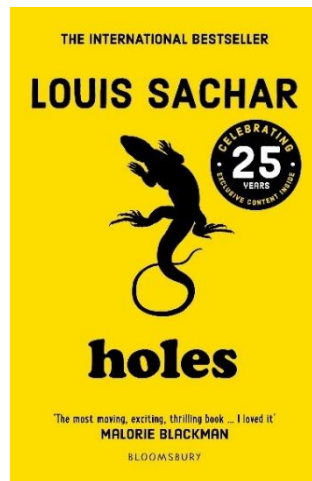
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Our class texts this term have been 'Holes' by Louis Sachar and 'The Final Year' by Matt Goodfellow.



World Book Day

To celebrate World Book Day, we invited local author Alexandra Fowler into school to run a workshop for Y6. She explained how she physically creates her books and how she prints her own. Alexandra motivated the pupils to learn more about Cornish myths and legends. They created a timeline to see just how old some of these stories are!



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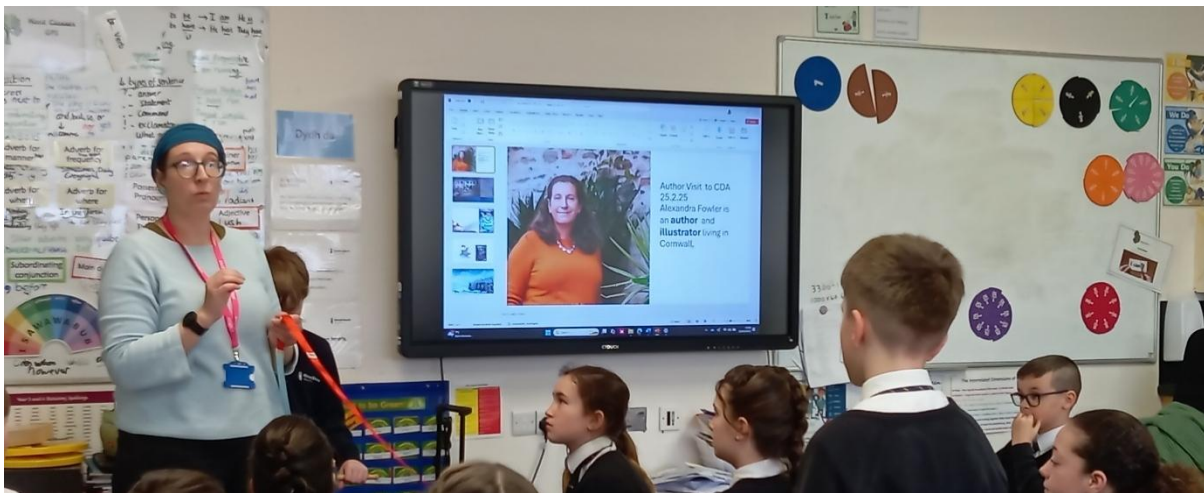
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We also celebrated this year with dressing up. The children were encouraged to explain to the class who they had come dressed as and what they knew about the character, book or author.



Football heroes

Lottie Brooks



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Alvin and the Chipmonks



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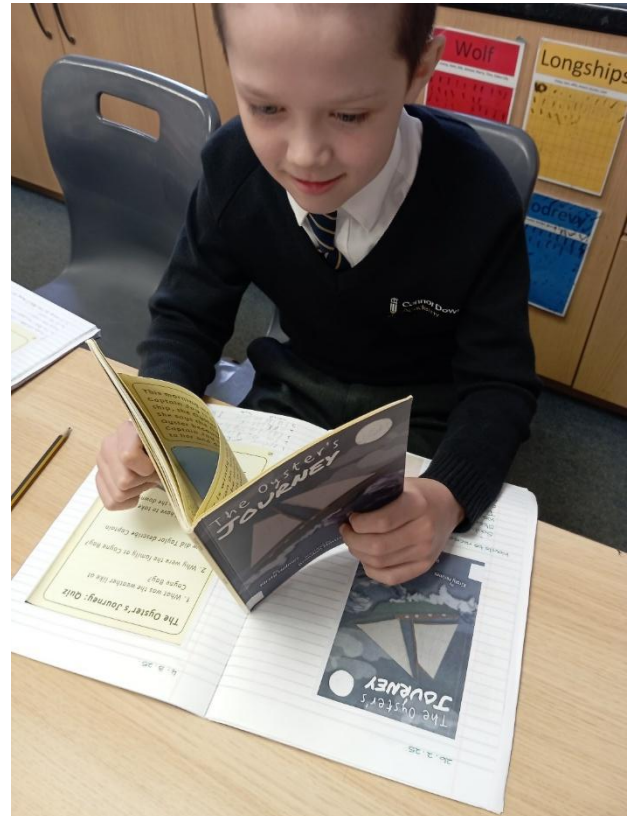
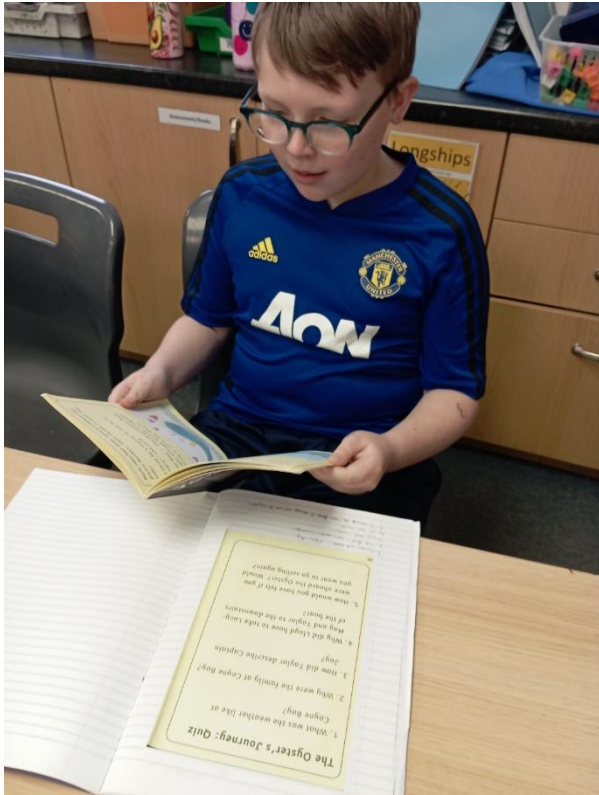
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Maths

Every morning, the children complete a range of tasks to practise their skills. These are often arithmetic questions, or problem-solving tasks. Being able to recall previous knowledge from a range of topic areas is an important skill to build confidence in the run up to the children completing their SAT assessments in May.

The topics covered this term have included decimals, percentages, algebra, area and perimeter and shape. By providing children with a rich diet of learning opportunities, through the use of practical resources, videos, independent learning tasks and group problems to solve, progress in maths for the class is rapid.

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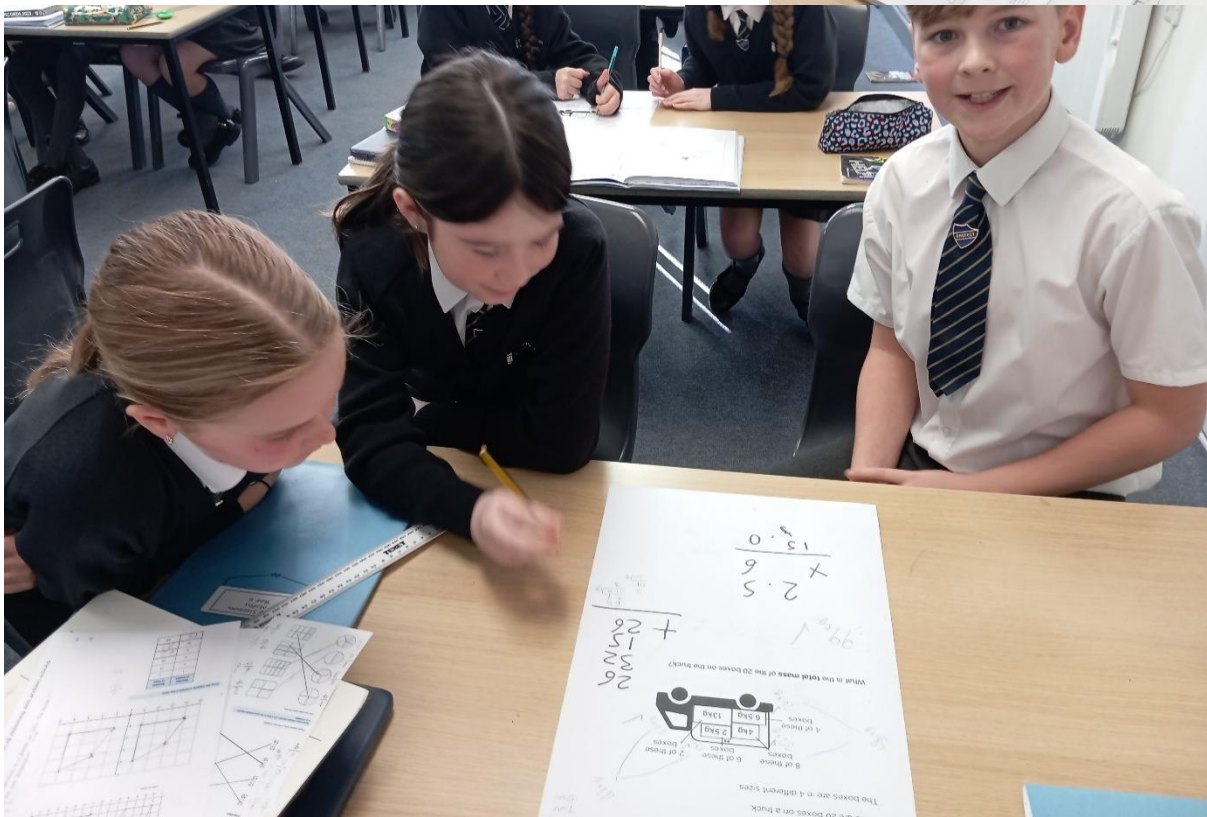
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Solving tricky problems together.



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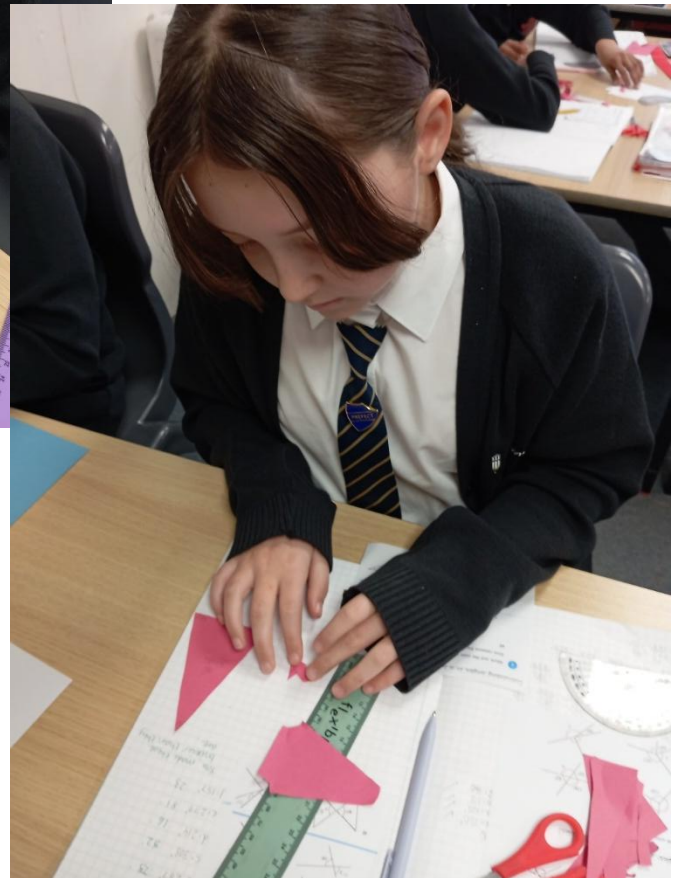
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Showing that angles inside a triangle equal 180 degrees.



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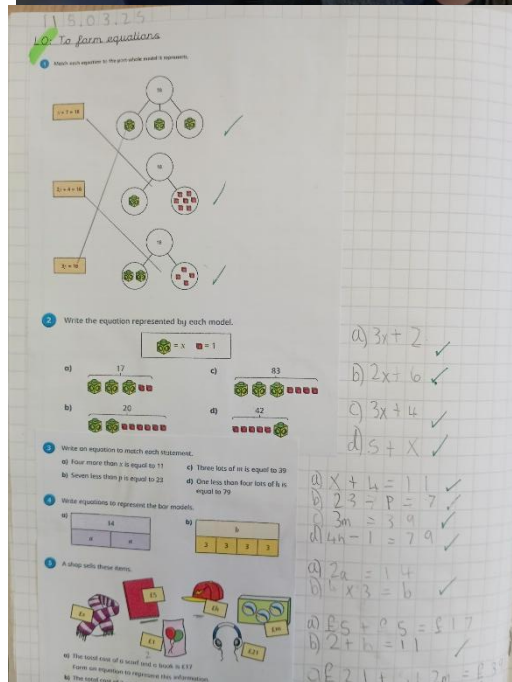
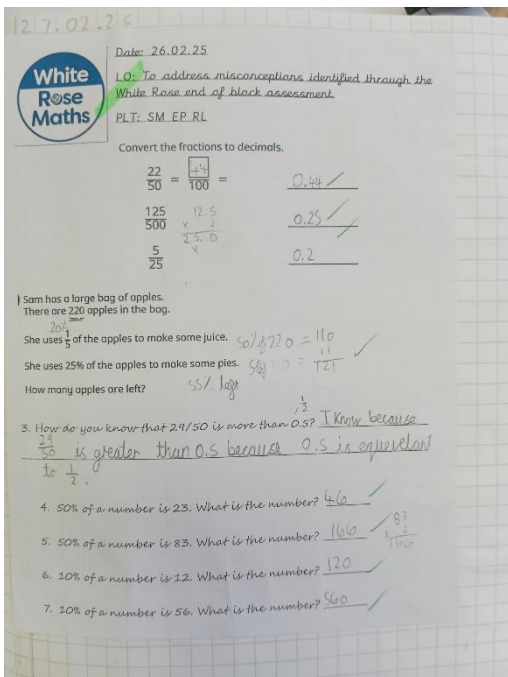
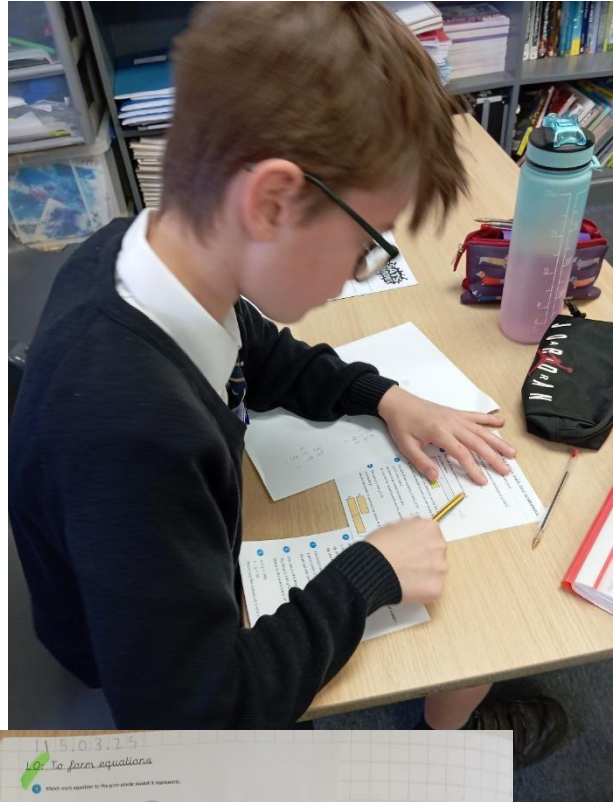
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Our additional Maths sessions on a Tuesday afterschool are enabling everyone to benefit from working in a small group. The children practise important skills and work through problem solving questions- this helps build both skills and confidence.

To help the children revise topics, we have spent some time playing games, such as matching up fractions, decimals and percentages and missing angles.



Science

This term, the children have been learning about Living Things, including exploring how living things can be classified into groups. They have searched outside for different types of flowers and identified these with a key. They have also performed an experiment where they explored yeast by feeding it flour, sugar and salt.

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4.2.25

Intent Question:
How are living things grouped?

Science Support FLT

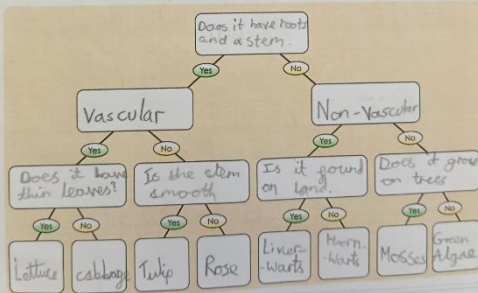
Lesson Sequence:
Lesson 3: To be able to classify plants according to their characteristics.

Vocabulary: botanist, vascular and non-vascular plants, flowering and non-flowering, classification.

Key lesson knowledge:
- To know that a botanist studies plants.
- To consider different ways to group plants.
- To collect samples and identify them.

Challenge:
How could you further divide groups of plants?

What is the different between vascular and non-vascular plants?
Vascular means they have roots and stems



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    graph TD
      Q1{Does it have roots and a stem?} -- Yes --> V[Vascular]
      Q1 -- No --> NV[Non-Vascular]
      V --> Q2{Does it have thin leaves?}
      V --> Q3{Is the stem smooth?}
      Q2 -- Yes --> L[Lettuce]
      Q2 -- No --> C[cabbage]
      Q3 -- Yes --> T[tulip]
      Q3 -- No --> R[Rose]
      NV --> Q4{Is it found on land?}
      NV --> Q5{Does it grow on trees?}
      Q4 -- Yes --> LW[Liver-warts]
      Q4 -- No --> HW[Horn-warts]
      Q5 -- Yes --> M[Mosses]
      Q5 -- No --> A[Green Algae]
  
```

30.1.25

Intent Question:
How are living things grouped?


Science Support FLT

Lesson Sequence:
Lesson 2: To explore ways of distinguishing between organisms that have similar characteristics.

Vocabulary: plant, mammal, amphibian, bird, fish, reptile, insect, crustacean, arachnid, mollusc, group, classify

Key lesson knowledge:
- Look closely at the features and facts about each animal to see what they have in common.
- Identify features that are different.
- To consider appropriate criteria to classify birds or insects.

Challenge:
What do you think is the biggest difference between a monkey and an orangutan?



zebra dolphin squirrel

What features do mammals have in common?
They all eat. They all breathe. They all have a habitat.

Name 3 things that can be different between species of mammals.
Produce milk. Have live young. Fur or hair.

Write a difference between a wolf and a fox.
Habitat. What they eat. Size. Shape. Colour and type of coat.

Write a difference between a monkey and an orangutan.
Size. long hair/short hair. colour of hair.

Record 2 mammals similar to jaguars and tigers:	lion and cheetah
Record 2 mammals similar to zebras and horses:	Donkey and cow

Intent Question:
How are living things grouped?

Science Support FLT

Lesson Sequence:
Lesson 6: To be able to identify and classify organisms in the local area.

Vocabulary: animals, plants, micro-organisms, environment.

Key lesson knowledge:
- To respect the local environment
- To predict what you might find.
- To find other plants and animals.

Challenge:
Did you find any microorganisms? Why/why not?


Pine
Araucarius gracilior

Daisy
Bellis

Ivy
Hedera

Rosemary
Rosmarinus

Mint
Mentha



11.11

Intent Question:
How are living things grouped?

Science Support FLT

Lesson Sequence:
Lesson 1: To recap ways of grouping organisms according to their characteristics.

Vocabulary: plant, mammal, amphibian, bird, fish, reptile, insect, crustacean, arachnid, mollusc, group

Key lesson knowledge:
- To group the ten organisms into the correct group.
- To know reasons why they are in each group.
- To use a classification key.

Challenge:
Name an animals and see if you can also name its group.

mammal Features: They have a hollow ear, they give birth to live young. Example: A lion.	amphibian Features: They live on land and water. They lay soft eggs. Example: A frog.	reptile Features: They cannot breathe underwater. They lay soft eggs. Example: A snake.
bird Features: They all have feathers. They all have a backbone. Example: A parrot.	insect Features: They all have 6 legs or legs. Example: A bee.	mollusc Features: Molluscs do not have a backbone. No backbone. Example: A slug.
arthropod Features: They all have 6 legs. They all have a backbone. Example: A starfish.	arachnid Features: They have 8 legs. All have many exoskeletons. Example: A spider.	annelid Features: Segmented bodies. Example: A leech.

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History

The children have learnt about the Benin Kingdom which were a civilisation that existed in modern day Nigeria. They learnt about the early days of the empire 900-1300AD and the leaders. They also learnt about the everyday lives of the people, including their incredible craft skills. The Benin empire traded with European travellers which helped to make it very successful and rich.



28.02.25

Intent Question: What do we know about the Kingdom of Benin?


Enquiry Question 3: Who were the leaders of the kingdom of Benin?

Vocabulary: Oba, artefacts, sculptures

Key lesson knowledge:

- Write questions about the artefacts.
- Describe the Standing Oba and explain what we know about the Obas.

Challenge: What similarities and differences are there in the way Queen Victoria (1837-1901) and Ozulua (the rulers) are portrayed?



21.1.25

Intent Question: What do we know about the Kingdom of Benin?

Enquiry Question 1: Where was the Kingdom of Benin?

Vocabulary: West Africa, Benin, Nigeria, events, timeline.

Key lesson knowledge:

- To know where West Africa is and the country of Benin and to name countries it is close to.
- To know major events of the Kingdom of Benin.
- To create a timeline.

Challenge: Visit the school history timeline. Which other topics have you studied? How many years separate us from the Benin Empire.

AD 700		Anglo saxons
AD 800		410-790
AD 900		vikings
AD 1000		790-1066
AD 1100	Dynasty of Ogiso (Kings of the Sky) 900 - 1180	Normans
AD 1200	Benin (Edo) Era of empire consolidation 1180 - 1440	1066-1154
AD 1300		Middle Ages
AD 1400		1154-1484
AD 1500	Benin (Edo) Era of the tributary kings 1440-1605	Tudors
AD 1600	Benin (Edo) Era of European influence 1605-1708	1485-1603
AD 1700		stuart
AD 1800	Benin (Edo) British began to take control 1700-1897	1603-1714
AD 1900		Georgian
		1714-1837
		victorians
		1837-1901

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Intent Question:
What do we know about the Kingdom of Benin?

Equity Question 2:
How do we know about the kingdom of Benin?

Vocabulary: Benin, slavery, trade, Golden Age.

Key lesson knowledge:

- To know when the Benin Empire started and ended.
- To compare what was happening in Benin to England at this time.
- To know what oral history is and what archaeological finds are.

Challenge:
Which source do you think is more reliable: oral histories or archaeological finds?

1. According to oral history, when was life first built?
around AD 100
2. According to archaeological finds, when was life first built?
around 600BC
3. How many years are between these years? *around 700 years*

	Oral History	Archaeology
Advantages	We know stories. We know what people did and thought. We can help people know the stories by learning some and passing them down, that is what people say.	See can see what life was like. See what people look like. See what weapons they carried around. See what clothing look like.
Disadvantages	Over time stories change. It could be passed down wrong. E.g. someone told someone as a story, but when passing the story down the forget a bit or tell a part wrong.	It takes time to find objects. Also the objects can might be broken. Were not even sure if the things we find are from Benin.

3325

Intent Question:
What do we know about the Kingdom of Benin?

Equity Question 4:
What was life like for the people of Benin?

Vocabulary: royalty, guilds and crafts, communal farming.

Key lesson knowledge:

- I can look at a bronze plaque and share my thoughts about it.
- I can use facts about what life was like for royalty.
- I know that there were many guilds and crafts in Benin.
- I know farming was important and know that this was done communally in Benin.

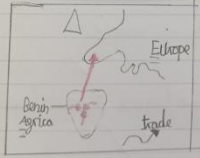
Challenge:
I can consider advantages and disadvantages of farming communally.

What would you like find out about this artefact?
Think, pair, share.

What is it made out of?
When was it made?
What is it for?
Who inspired it?

Name some crops farmed in Benin:
pepper, sorghum, cowpeas, yams, maize, sugarcane, Millet, Yams, chili peppers and palm fruit oil.

5. What trade network was there in the Benin Empire?




Kingdom of Benin

- The Kingdom of Benin is in Nigeria.
- The Kingdom survived for nearly 1000 years.
- Artifacts and oral history tells us about the Benin.
- Oba Osofe became King when his elder brother was shot by a poison arrow and other rituals started by people.

High priest

Oromiyan

Ogiso Owoza

Ekaladerhan

Ogiso Owoza

Ekaladerhan

Ogiso Owoza

Ekaladerhan

Ogiso Owoza

Ekaladerhan

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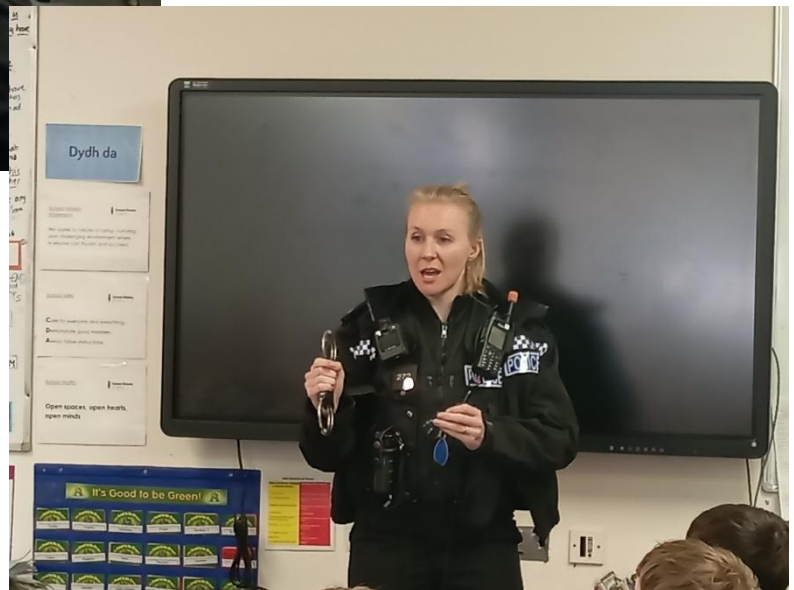
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Computing

This term we have been exploring internet safety and how people portray themselves online. We had a visit from Elle, a local police officer who talked to the children about how criminals can fraudulently copy somebodies identify.



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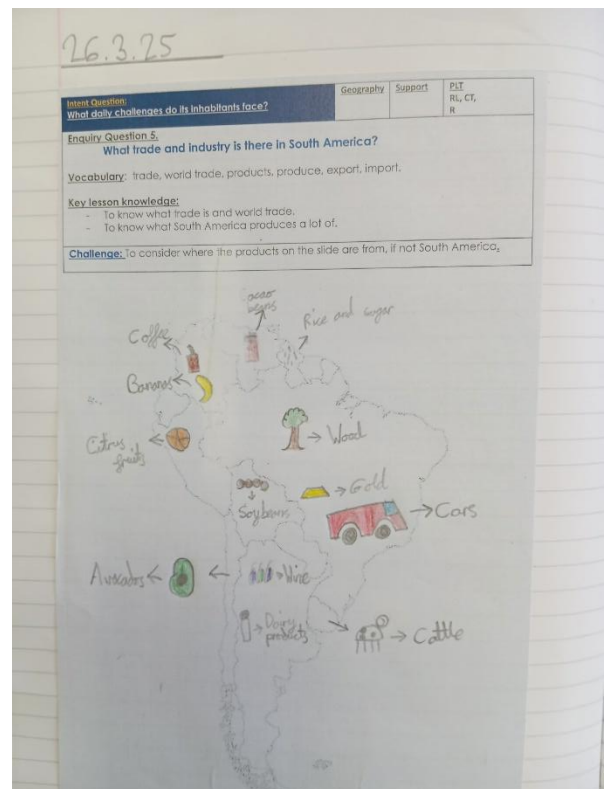
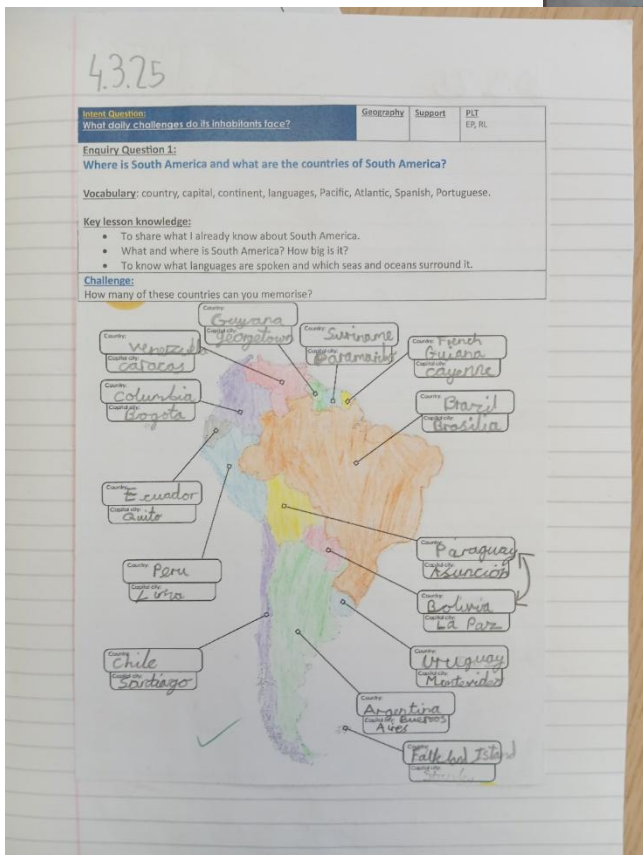
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Geography

The children have been exploring the human and physical geography of South America. This has included learning the names and capitals of the countries and learning about the climate and how mountains are formed.



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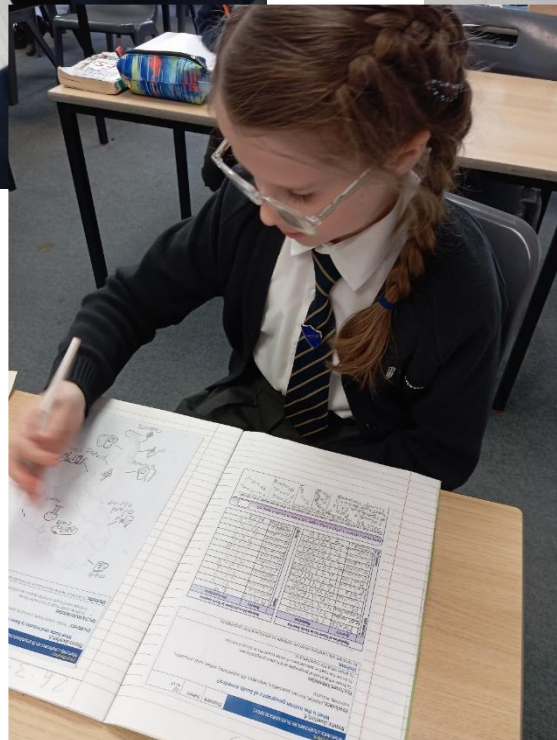
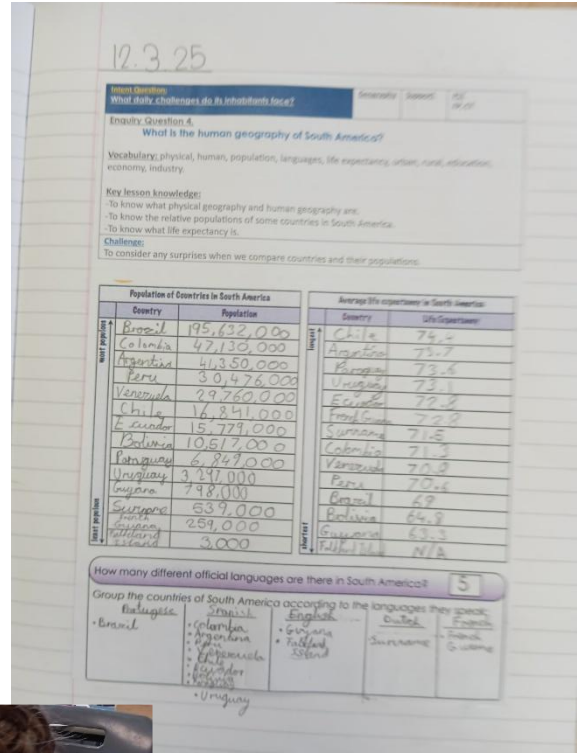
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PE

After Christmas Y6 enjoyed sessions with Dan from the Cornish Pirates. He helped the children develop their sense of 'fair play' and their ball handling and passing skills. As rugby is a team game, the class also learned the importance of working together, and knowing everyone must play their part to have success.



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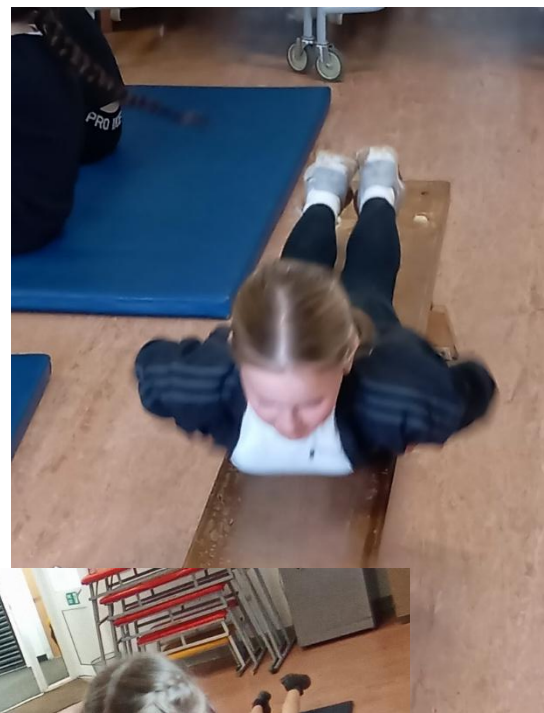
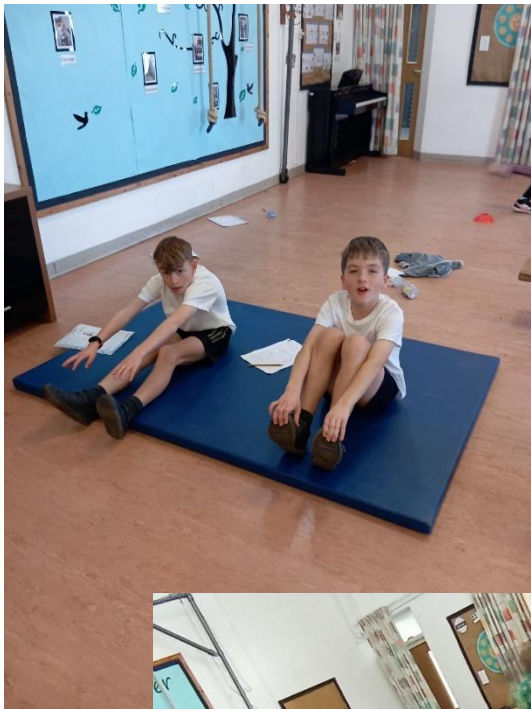
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Y6 have also developed their understanding of fitness related exercises by taking part in circuit training sessions. Looking at stamina, strength, teamwork and flexibility, over the weeks, the children took more and more control over the activities. They were well-motivated throughout and most saw their skills improve over the weeks.



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The girls and boys football teams were both in action this term, playing fixtures against other teams.

The final cross country rounds were also held, with three members of year 6 qualifying for the next round. Well done!

Also, a group of swimmers took to the water in the Aspire Swimming Competition, with everyone giving their all racing competitively.

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RE

This term the children have learnt about the concept of salvation in Christianity. They have learnt about the Last Supper and how Christians remember the sacrifices Jesus made through taking part in Communion. The children also explored a story from the Bible using drama; this was about a rich man who forgives a poor man that has stolen from him.

26.2.25


RE	Support	PLT CT, IE
Intent Question: What kind of king is Jesus?		
Enquiry Question 3: To make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.		
Vocabulary: Christianity, Christian, belief, God, sins, forgiveness.		
Key lesson knowledge:		
<ul style="list-style-type: none"> Revisit the parable of the Unforgiving Servant with its message, if you have been forgiven, you should also forgive? Consider if this applies to all sins? Should Christians always forgive? Discuss the scenarios and consider if forgiveness is the right thing or not. 		
Challenge: Show understanding for other people's point of view.		
Christian parents should forgive their children for being mean, cheating or lying.	Forgive a criminal who says sorry.	

- Answering back
- Not remembering stuff
- Being very late
- Forgetting where I put my clothes
- Play fighting with my brother

Yes because these children need to know what is right or wrong.

Would	Wouldn't
<ul style="list-style-type: none"> Making a mistake Breaking something accidentally Someone accidentally hurts me Cheating in a board game Someone accidentally takes my football over the fence 	<ul style="list-style-type: none"> Someone who hurts my feelings Someone stealing my money or valuables A person being very rude or physical towards me Someone who rips my football hole on purpose

RE	Support	PLT CT, IE
Intent Question: What kind of king is Jesus?		
Enquiry Question 4: To explain the connections between biblical texts and the Kingdom of God.		
Vocabulary: Christianity, Christian, belief, God, kindness, parable.		
Key lesson knowledge:		
<ul style="list-style-type: none"> Listen to the parable of the Unforgiving Servant (Matthew 18: 21-35). What is Jesus trying to say? Fear, begging, questioning, relief, ungratefulness, hatred and outrage. 		
Challenge: Why wasn't the servant a good person? Did he deserve the master's kindness?		
Re-enact the parable.		
What are the key emotions in the story?		
<p>Worry relief anger</p> <p>disappointment greed</p>		



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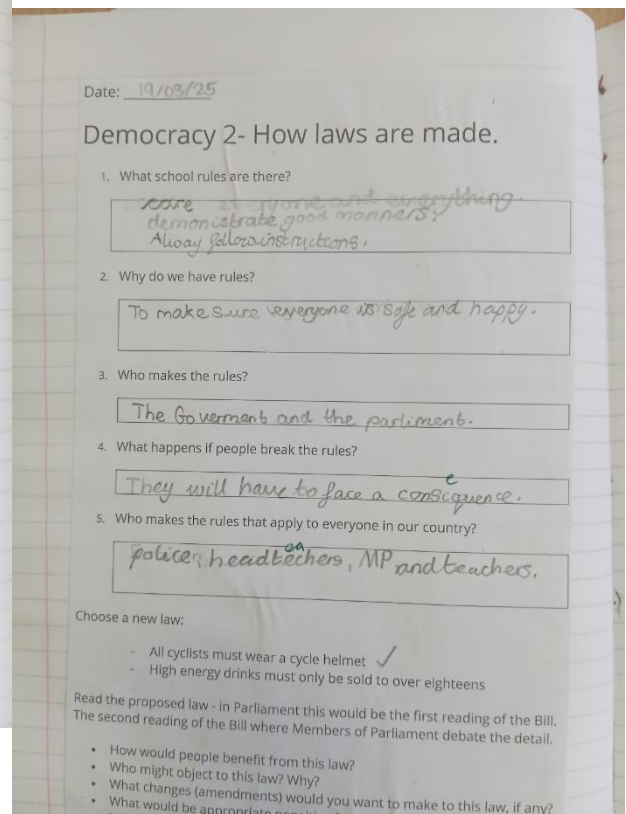
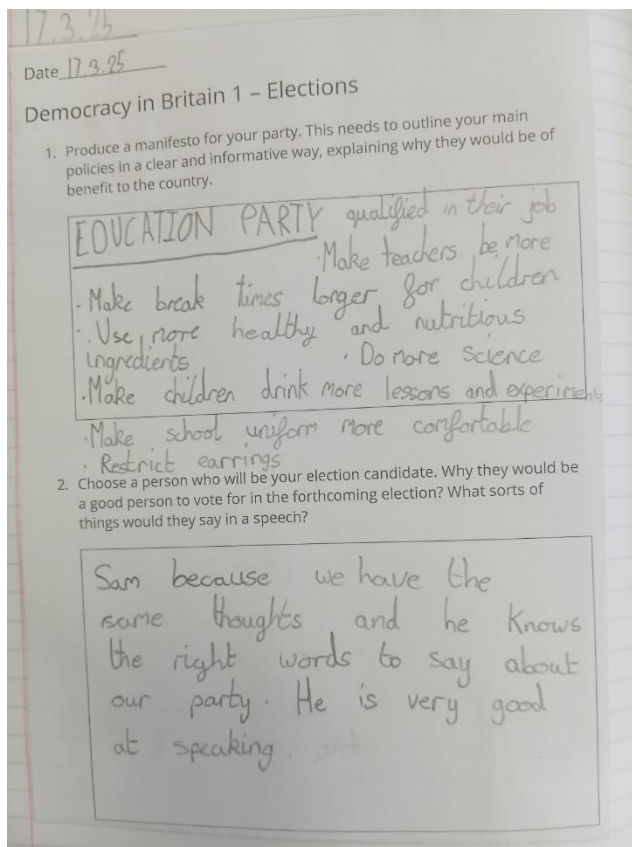
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PSHE

PSHE 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 'Keeping Safe'. Lessons have included internet safety, including considering what is and isn't appropriate to share online, as well as knowing how to create a more secure password, were well-received by the class. They also learnt about legal, illegal, prescribed and restricted drugs and how alcohol affects the body. The children were surprised to find out that young people are drinking less alcohol than any other age group- great news!



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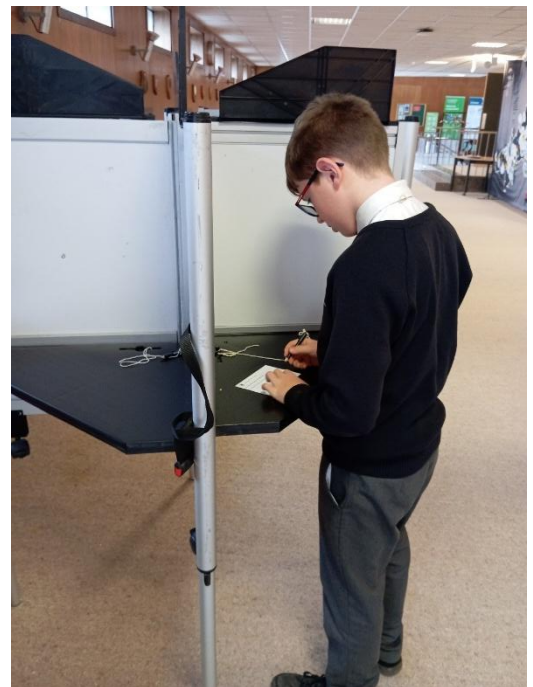
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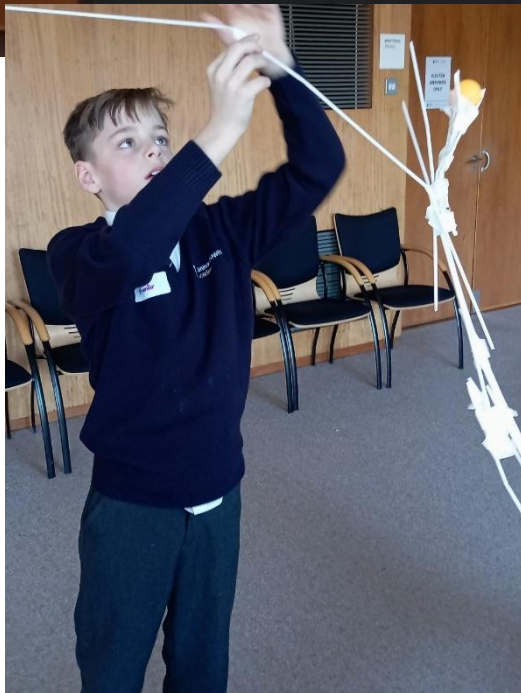
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The final few weeks of term were spent learning about Rights and Responsibilities which included learning about democracy. Two groups of pupils visited County Hall in Truro to take part in sessions about delivering Cornwall's plan to become highly sustainable.



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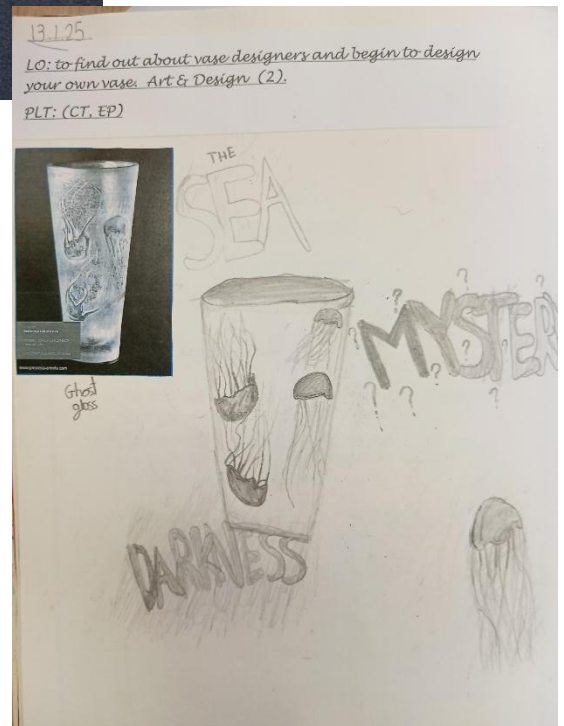
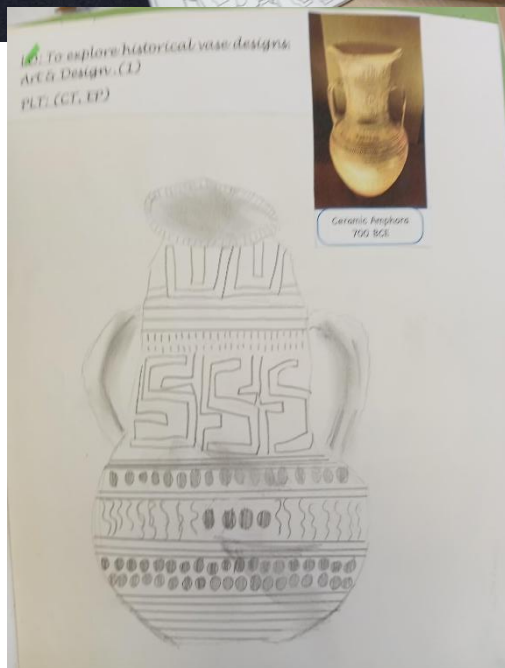
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ART

Sculpture was the topic explored by Y6 this term. They created preliminary sketches of vases already in existence, before designing their own inspired by water, air, fire or nature. They then used clay to form their designs and decorated them.



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