



Connor Downs
Academy

Connor Downs Academy

Head of School: Mrs J Eddy



Connor Downs
Academy

Year 6

Spring Term 2024

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English

This term the children in Y6 have developed their skills writing non-fiction texts based on animals they have created. They studied reports about real animals and then chose the behaviour, habits and characteristics of their new animal.

The children were challenged to use scientific vocabulary in their report and to use a range of sentence openers and punctuation. As the animal was made-up, the children were able to be really creative and could write imaginative descriptions about their animals.

Y6 also write biographies about Charles Darwin or Mary Anning, who they have studied in Science this term.



They also wrote descriptions based on an animation about a book that comes to life and sends butterflies all over the place!

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

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.

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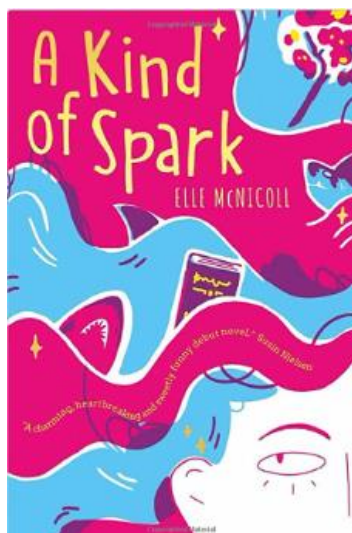
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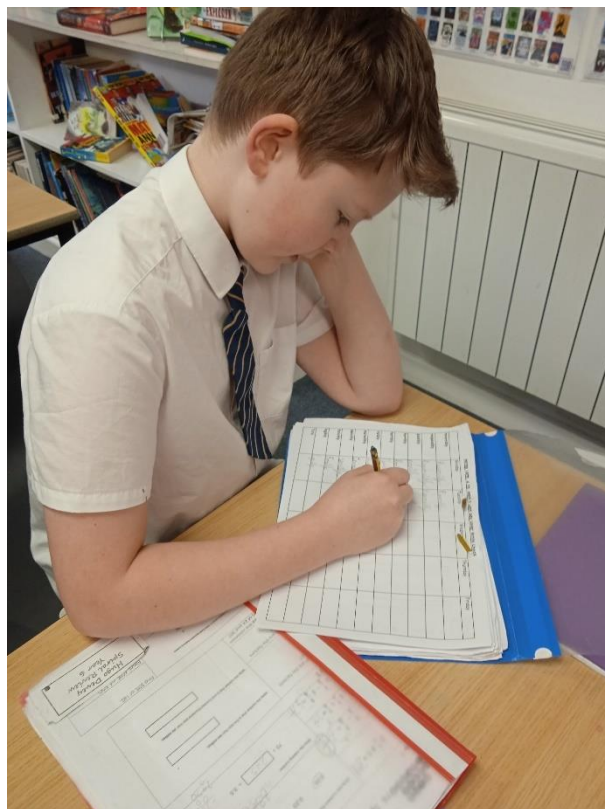
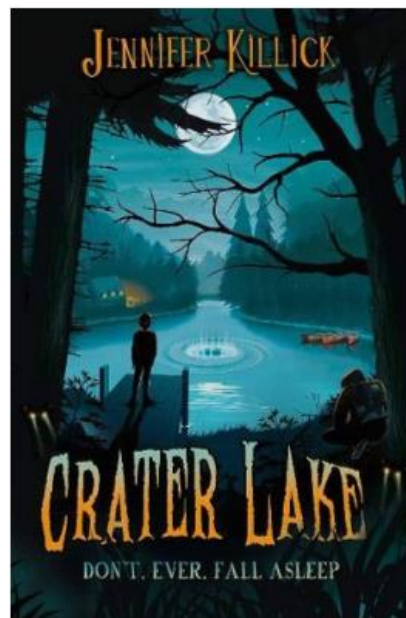
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Our class texts this term have been 'Crater Lake' by Jennifer Killick, which is about a Y6 class who go on residential to an activity center with a terrible secret. The children have also enjoyed, 'A Kind of Spark' by Ellie Mc Nicholl. This is a story about an female character who is autistic. She takes on the town council to build a memorial for victims of the Scottish Witch Trials.



Practising spellings each morning.



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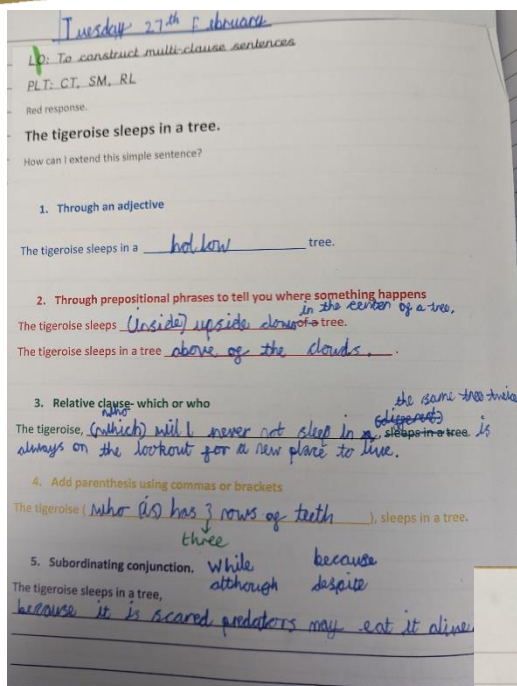
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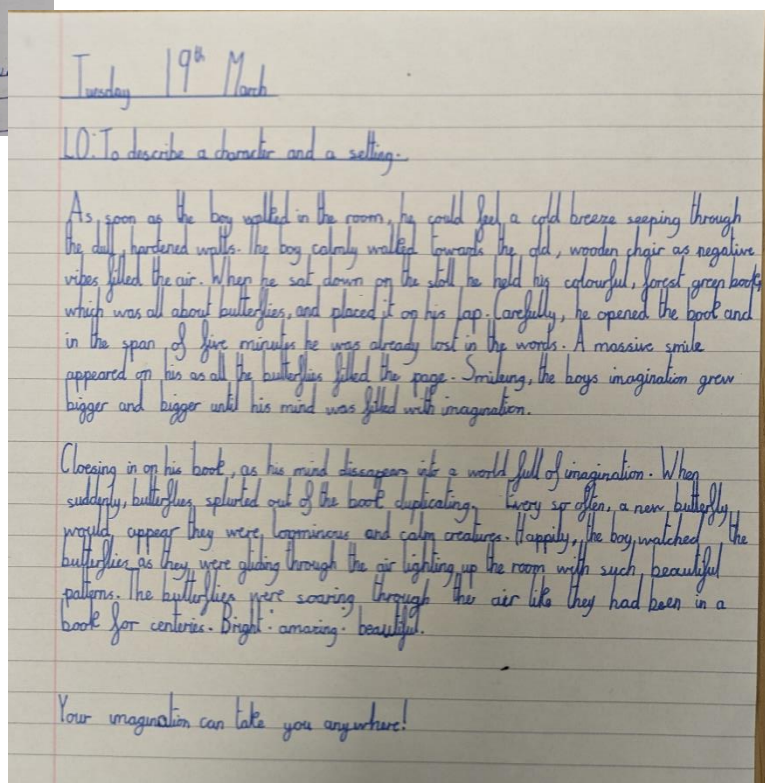
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Here is an example of practising using different sentence structures and a story based on an animation.



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Thursday 29th February
 LO: To write a report
 PL: CT, RL

The flimp is a small, fluffy, grey creature which is found in the rainforests in Costa Rica. They are shaggy fur and they have long, thin arms, leaves from bushes. Read on if you want to find out more.

Believe it or not, the first sighting of the flimp was in 1873. Flimps sleep in bushes along the coast of Costa Rica.

The flimp has very interesting features like they have 360 hearing and long, floppy arms. Flimps also have four eyes fixed in position so their eyesight is crystal clear. Although the flimp is small, they are good at hiding from predators.

Behaviour

The flimp hops on two legs to get around places. Flimps communicate by a crackling voice. Surprisingly, they rarely communicate with each other. Whenever prey are close to the flimp, the flimp uses their long arms to grab the prey. It has recently been discovered that the flimp also uses its arms to climb on the trees to avoid predators.

Flimps only eat (green leaf) ~~luscious~~ luscious green leaves at certain days of the week. They also eat meal from small prey.

Here is an example of a report and a biography.

Tuesday 6th February
 LO: To draft the introduction and opening paragraph of my biography.
 PL: CT, RL

Charles Darwin is a widely known (as the most) ^{investigative} ^{famously} biologist. He was born into a relatively rich family (he) had five other siblings. They all had very high expectations. He was ^{born} (in) on the 12th February 1809. He lived in Shrewsbury, Shropshire. At a young age, he loved going on nature walks as well as hunting insects, plants and minerals.

Charles Darwin was considered a disgrace ^{to} his father because he wanted Charles to be a doctor. Charles attended Shrewsbury School for boys. He did not concentrate very well while he was in school. Charles wanted to please his father so he took a degree ⁱⁿ medicine at Edinburgh University. Shortly after, he took the course. Charles witnessed ^{good} surgery on a child. When he was ^{with} alive surgery was carried out without painkillers and with patient still conscious. So he ended the course early.

He went to study at Charles (Darwin) Darwin went to study at Cambridge to become a vicar. At Cambridge he was given a life-changing opportunity. Charles was ^{with} ^{the} ^{opportunity} ^{to} ^{study} ^{at} ^{Cambridge} ^{to} ^{become} ^a ^{vicar}. At Cambridge he was given a life-changing opportunity. Charles was ^{with} ^{the} ^{opportunity} ^{to} ^{study} ^{at} ^{Cambridge} ^{to} ^{become} ^a ^{vicar}.

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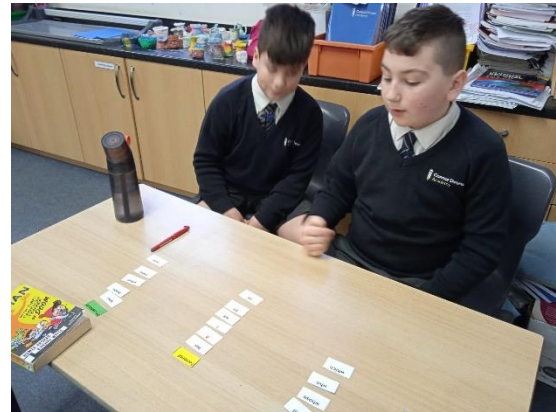
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Sorting different sorts of pronouns.



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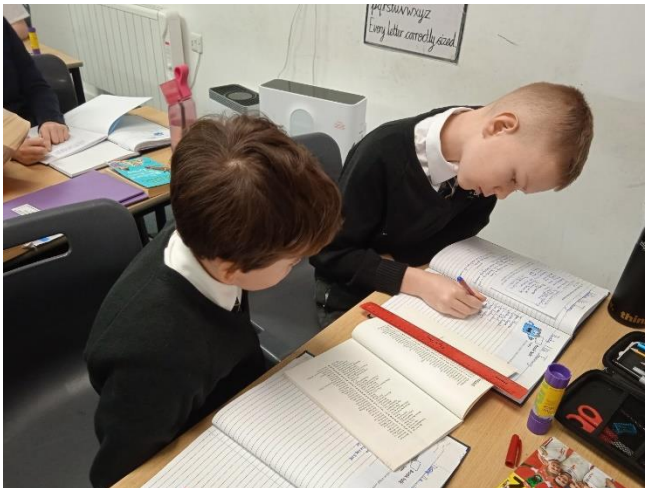
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Sharing poetry books with each other on World Poetry Day,

World Book Day

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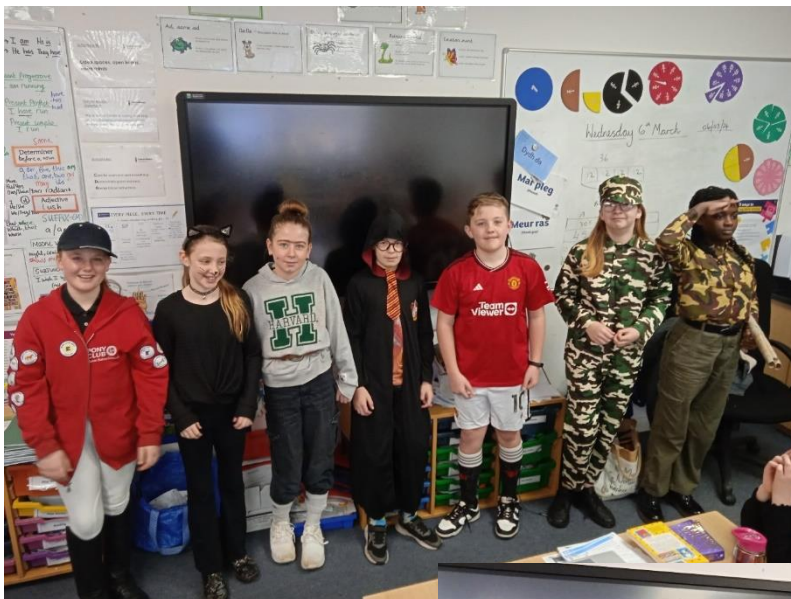
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The following day was World Book Day, which we celebrated this year with dressing up. The children were encouraged to explain to the class who they had come dressed as and what they knew about the character, book or author.



Illustrator visit

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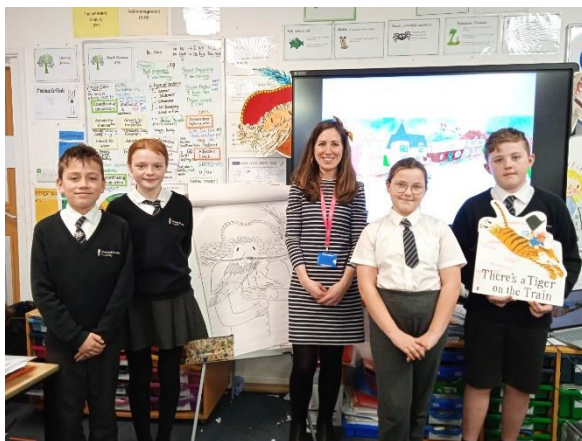
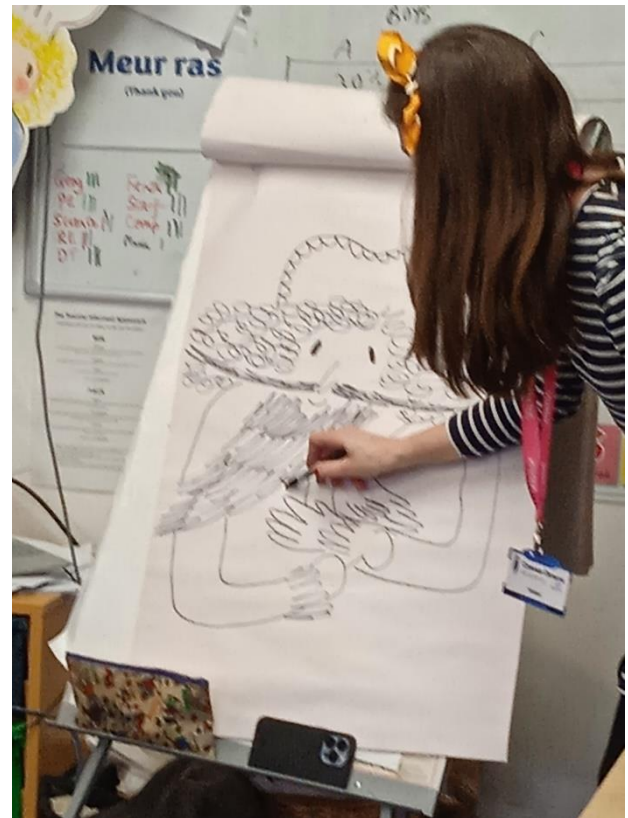
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We were visited by Rebecca Cobb, who is a local illustrator and author. Her images have been used in a number of best-selling children's books including Paper Dolls by Julia Donaldson.

Rebecca gave Y6 a master class in drawing one of her characters and talked to them about the process of designing a whole book from rough illustrations to tiny details.



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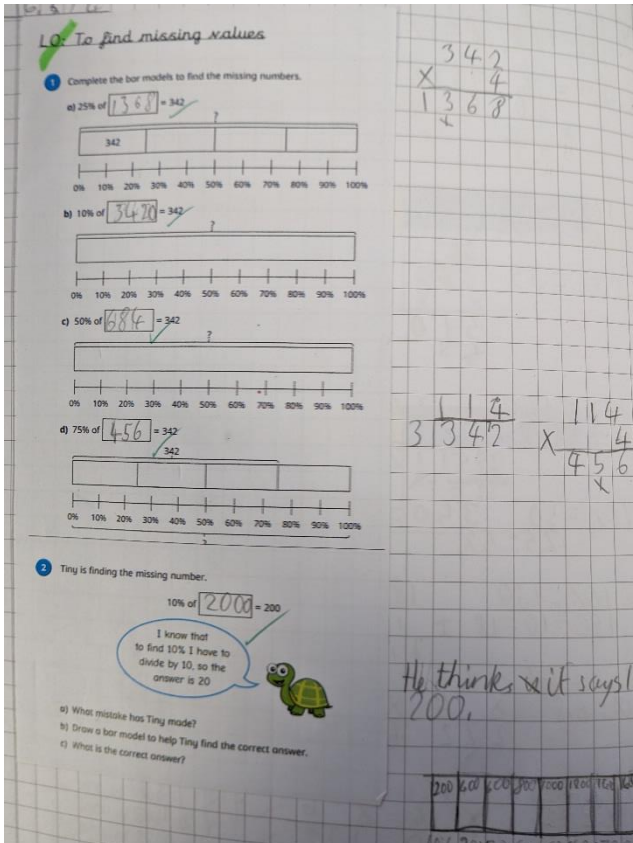
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Maths

Every morning, the children complete a range of tasks to practise their skills. These are often arithmetic questions, or are 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.



LO: To find missing values

1. Complete the bar models to find the missing numbers.

a) 25% of $1368 = 342$

b) 10% of $3420 = 342$

c) 50% of $684 = 342$

d) 75% of $456 = 342$

2. Tiny is finding the missing number.

10% of $2000 = 200$

I know that to find 10% I have to divide by 10, so the answer is 20

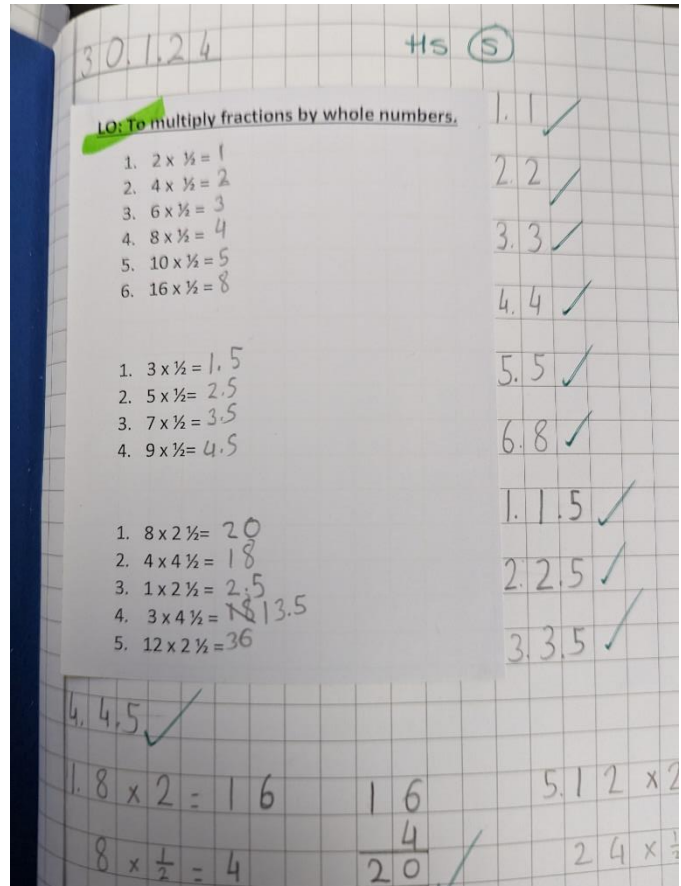
a) What mistake has Tiny made?

b) Draw a bar model to help Tiny find the correct answer.

c) What is the correct answer?

He thinks it says 100.

200.



LO: To multiply fractions by whole numbers.

1. $2 \times \frac{1}{2} = 1$

2. $4 \times \frac{1}{2} = 2$

3. $6 \times \frac{1}{2} = 3$

4. $8 \times \frac{1}{2} = 4$

5. $10 \times \frac{1}{2} = 5$

6. $16 \times \frac{1}{2} = 8$

1. $3 \times \frac{1}{2} = 1.5$

2. $5 \times \frac{1}{2} = 2.5$

3. $7 \times \frac{1}{2} = 3.5$

4. $9 \times \frac{1}{2} = 4.5$

1. $8 \times 2\frac{1}{2} = 20$

2. $4 \times 4\frac{1}{2} = 18$

3. $1 \times 2\frac{1}{2} = 2.5$

4. $3 \times 4\frac{1}{2} = 13.5$

5. $12 \times 2\frac{1}{2} = 36$

4. $4.5 = 18$

8. $\frac{1}{2} = 4$

16

20

5.12 x 2

24 x 1/2

The children are regularly assessed in what they have learnt; this ensures that their future learning can be consolidated. This is done sometimes through lessons in class with all the children, in smaller groups or 1 to 1 with an adult.

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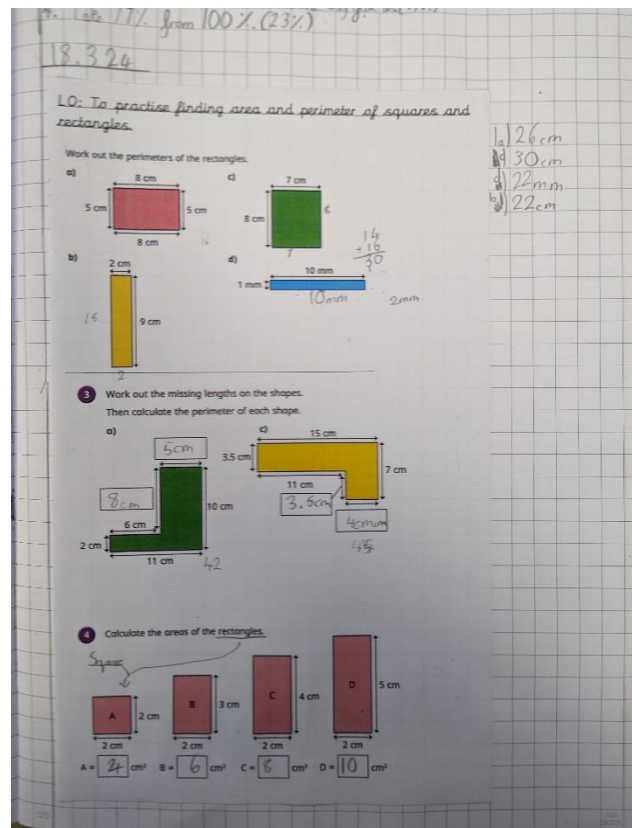
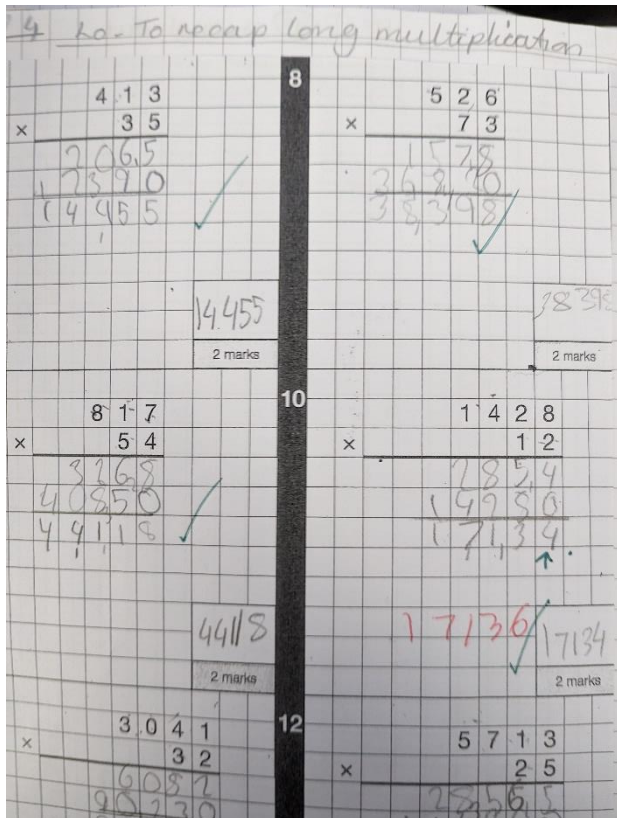
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The additional Maths sessions on a Tuesday afterschool is enabling everyone to benefit from working in a small group. The children practise important skills and work through problem solving questions- this helps build both skills and confidence. To help the children revise topics, we have spent some time playing games, such as matching up fractions, decimals and percentages and missing angles.

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Using practical resources to secure our skills with ratio and decimals

Science

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After learning that Charles Darwin studied the differences between finches on the Galapagos Islands, Y6 were challenged with investigating how different beak shapes and sizes affect what a bird can eat. They used tweezers, scissors, and a spoon to see how many small seeds (rice and pasta) and worms (elastic bands) they could pick up in a minute. The results made it really clear that evolution has affected beak size and shape.



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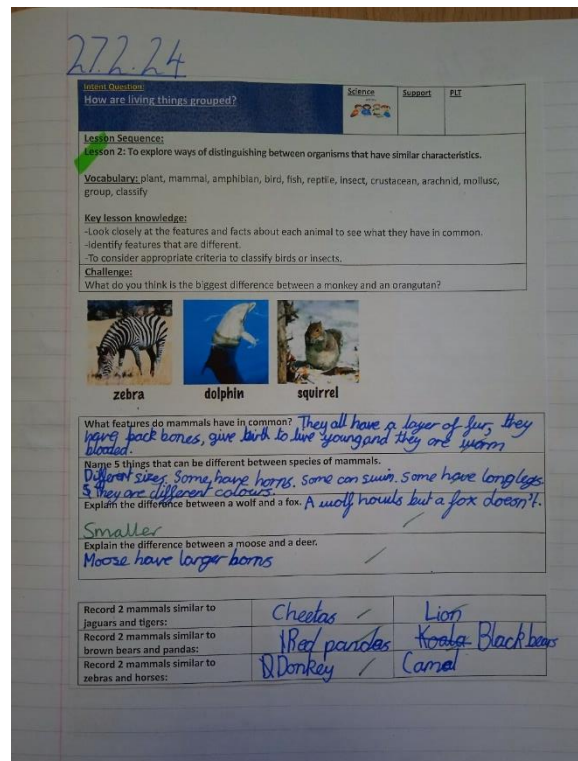
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The children have also learnt about Living Things this half term, including learning how living things can be classified into groups. They have searched outside for different types of flowers and identified these with a key. They have also performed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



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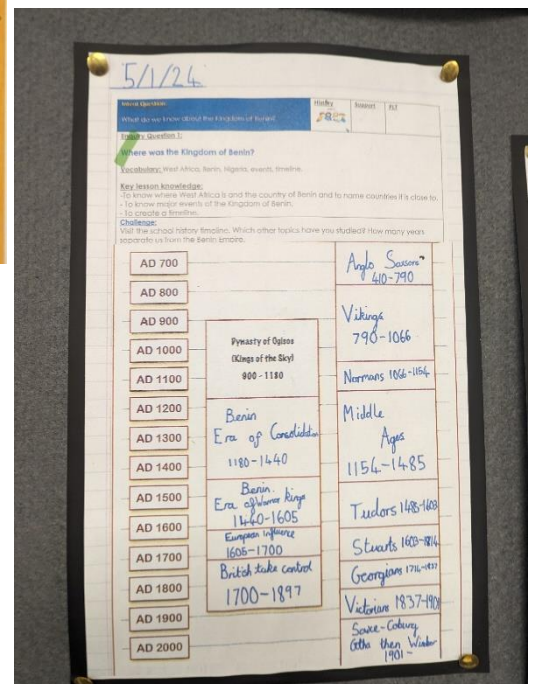
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History

The children have learnt about the Benin Kingdom which were a civilisation that resided 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.



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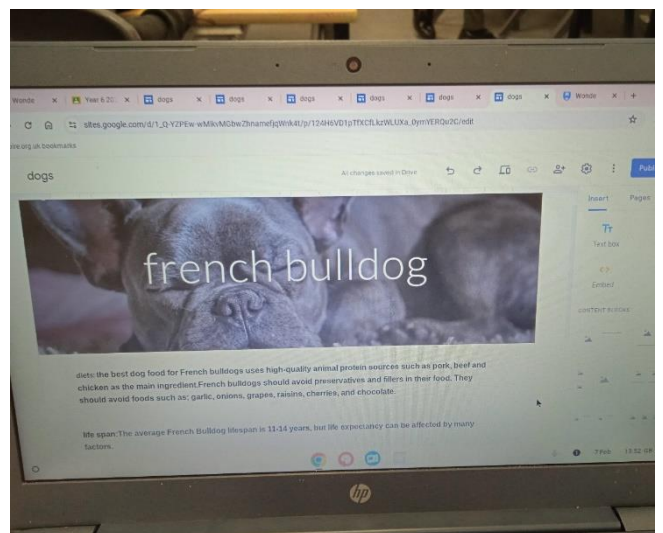
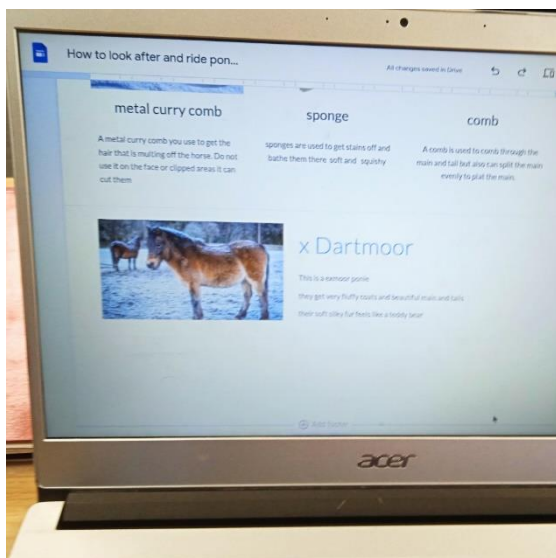
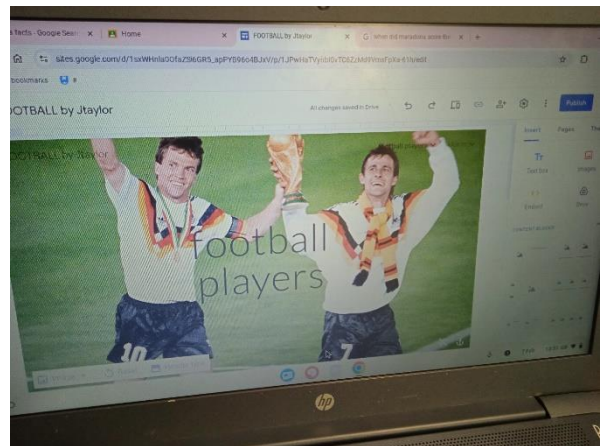
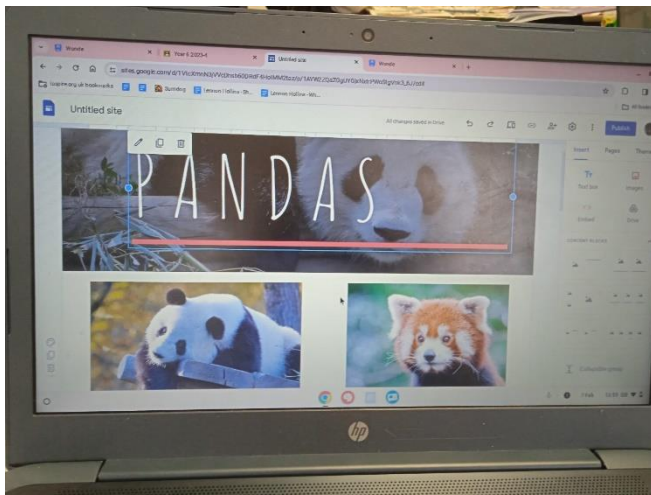
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Computing

Y6 enjoyed a series of lessons to develop their ability to design a webpage using Google Sites. The children were delighted when they were able to link pages together. They also learnt about the term 'copywrite' and explored how to avoid breaking the law.



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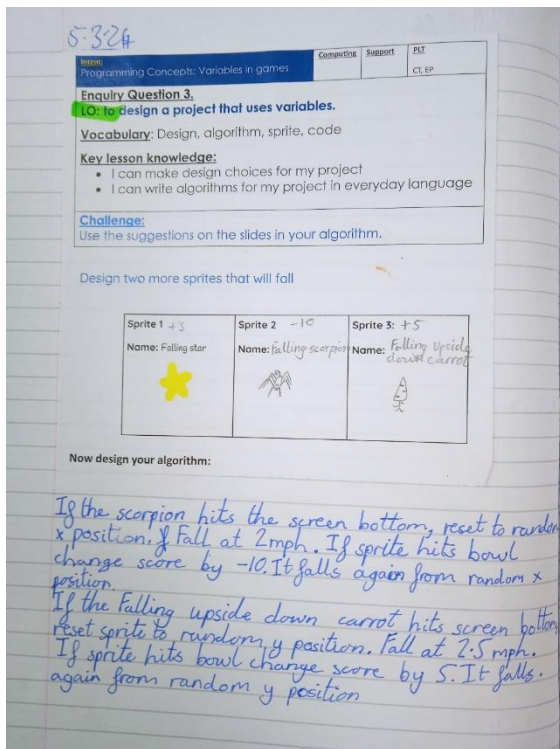
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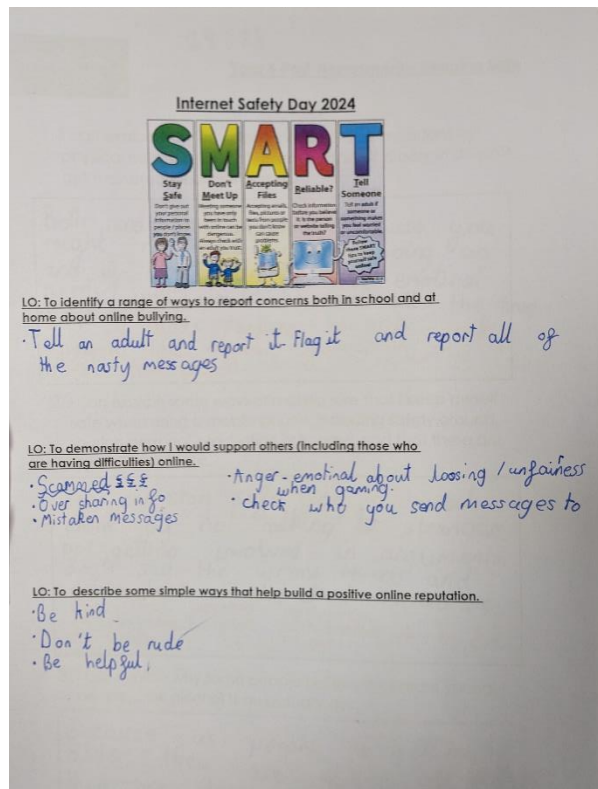
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They have also developed their knowledge of variables in coding. This included creating and programming score boards in games, designing sprites and coding them appropriately.



Internet Safety always remains a key focus, with the pupils exploring how people present themselves online.



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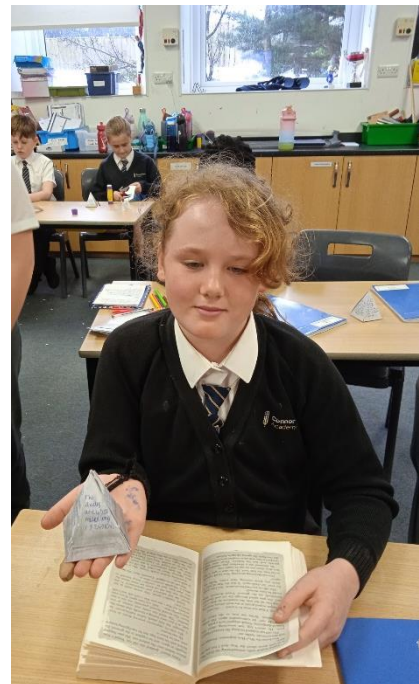
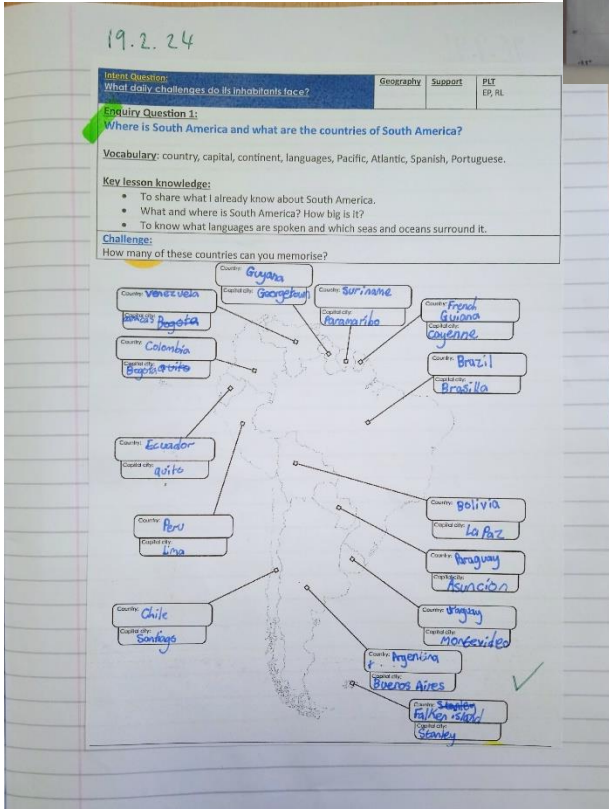
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Geography

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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12.3.24

Intent Question:
How are living things grouped?

Lesson Sequence:
Lesson 4: To find out about Carl Linnaeus and his classification system.

Vocabulary: classify, organisms, Linnaeus, Kingdom, phylum, class, order, family, genus, species.

Key lesson knowledge:

- To use a key to classify animals.
- To identify animals kingdom, phylum, class, order, family, genus and species.

Challenge:
Choose an animal and complete the table.

Have a close look at the classification key showing just a tiny number of the thousands of species of reptiles. Use the information to help you answer these questions.

What order of reptiles do tortoises belong to? <i>Chelonia</i>	What order of reptiles do lizards belong to? <i>Squamata</i>	What order of reptiles do alligators belong to? <i>Crocodylia</i>	Name one species in the genus 'Vipera': <i>Mountain viper</i>
Name one species in the genus 'Testudo': <i>Hermann's Tortoise</i>	What is different between the 'Crocodylus porosus' and the 'Crocodylus johnstoni'? <i>One lives in salt water and the other lives in freshwater.</i>	Which genus does the grass snake belong to? <i>Natrix</i>	

Now see if you can complete the table for each of these animals to show their genus, family, order, class, phylum and kingdom.

Kingdom: <i>Animalia</i>	Kingdom: <i>Animalia</i>	Kingdom: <i>Animalia</i>
Phylum: <i>Vertebrate</i>	Phylum: <i>Vertebrate</i>	Phylum: <i>Vertebrate</i>
Class: <i>Reptile</i>	Class: <i>Reptile</i>	Class: <i>Reptile</i>
Order: <i>Chelonia</i>	Order: <i>Squamata</i>	Order: <i>Crocodylia</i>
Family: <i>Emyidae</i>	Family: <i>Colubridae</i>	Family: <i>Crocodylidae</i>
Genus: <i>Glyptemys</i>	Genus: <i>Natrix</i>	Genus: <i>Crocodylus</i>
Species: <i>Glyptemys insculpta</i> (wood turtle)	Species: <i>Natrix natrix</i> (grass snake)	Species: <i>Crocodylus niloticus</i> (Nile crocodile)

Kingdom: <i>Animalia</i>
Phylum: <i>Vertebrate</i>
Class: <i>Reptile</i>
Order: <i>Squamata</i>
Family: <i>Viperidae</i>
Genus: <i>Vipera</i>
Species: <i>Vipera monticola</i> (Mountain viper)



PE

Just after Christmas, Y6 developed their understanding of fitness related exercises by taking part in circuit training in the hall. 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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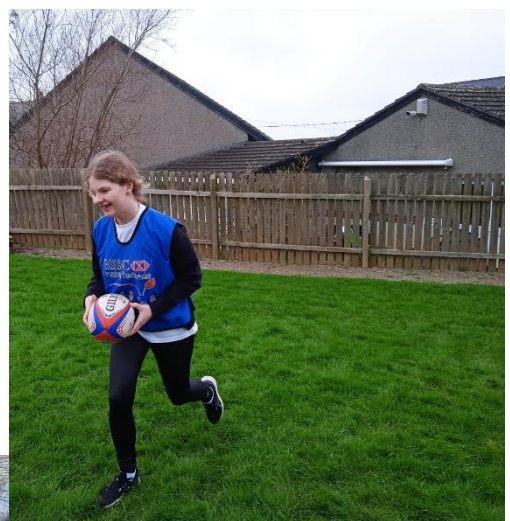


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We were thrilled to host 'The Cornish Pirates Rugby Team' this term who have helped Y6 develop their ball handling and passing skills. As rugby is a team game, the class also learned the importance of working together, and how everyone must play their part to have combined success.



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Y6 were lucky enough to observe the baton transfer between Mr Pascoe, who had run from St Uny school, to Mrs Bromley, who then began her cycle to Crowan School. This was part of the Aspire School 40 challenge, designed to inspire the children to take part in sport and raise money for charity.



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The Y6 girls also took part in a football session with Mrs Smitheram this month – she encouraged them to pass the ball and enjoy 'the beautiful game'.



RE



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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.



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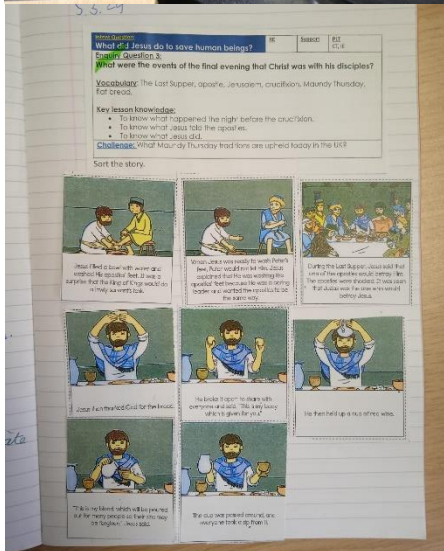
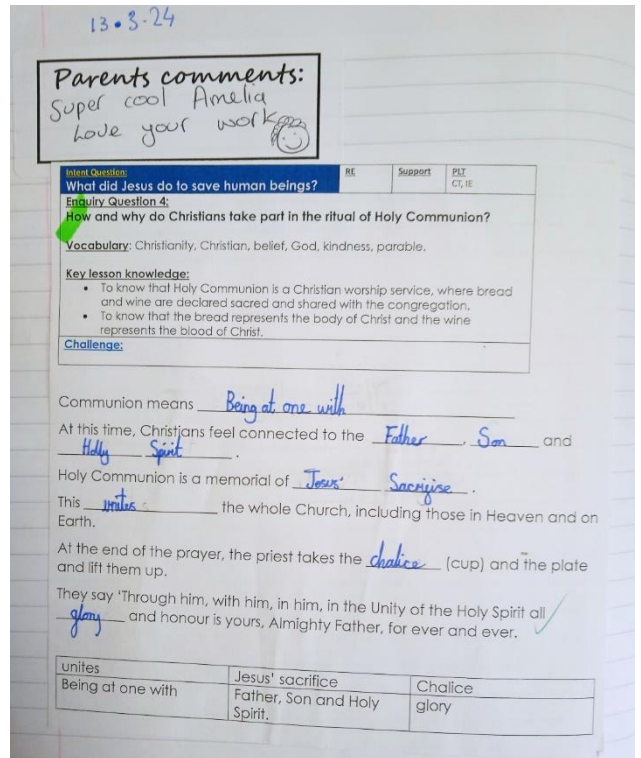
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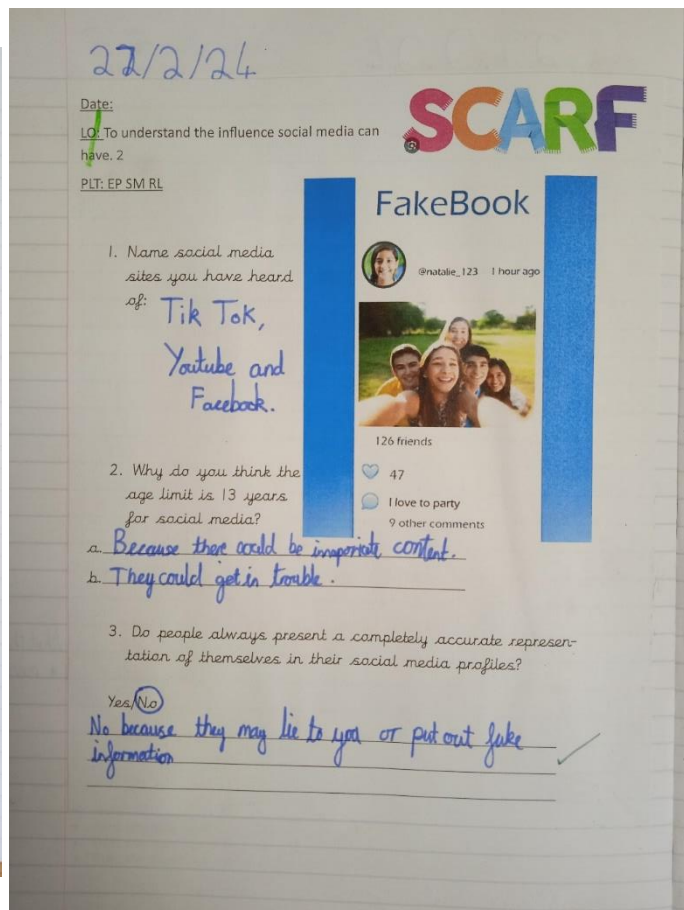
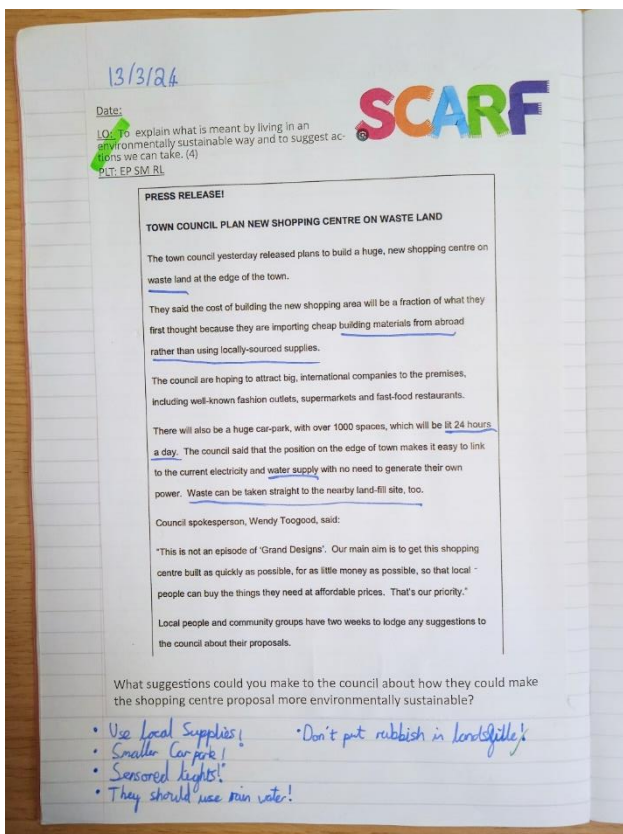
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PSHE

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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The final few weeks of term were spent learning about Rights and Responsibilities which included learning about democracy. This complemented our visit this term by George Eustice, who is the MP for Connor Downs. Having written to Mr Eustice before Christmas, we were pleased to host him in school to enrich the children's understanding of British Values.



He explained to the children that his job is to represent people and help them when they have been let down- this includes helping ensure people's rights are respected in the workplace and that they have somewhere suitable to live. Mr Eustice discussed what it is like to work in Parliament and helped the children understand the power of being able to vote and contribute towards society.



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DT

Y6 visited Falmouth University in February and took part in a workshop with students on a sustainable design course. The children helped the students design a product to protect the environment- these included a machine for filtering plastics out of water and a machine to suck Carbon Dioxide out of the air. It was a joy to return a month later to see these products turned into real stereotypes on display in the University during an exhibition.

Another advantage of the visit was to introduce the children to the potential opportunities available to study after college. The children were astounded by the facilities and were able to meet a student designing cartoons for a TV show and see a class taking place where pupils were exploring painting skills. This also happens to be the department that Rebecca Cobb, the illustrator who visited school, attended herself.



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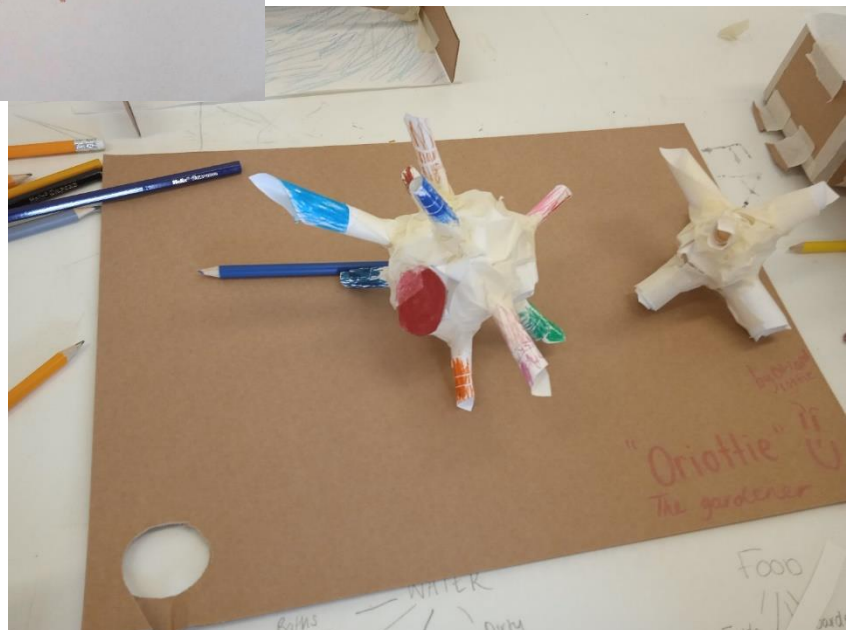




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Y6 have also designed and made wooden bird houses. They learned to measure and cut wood, as well as using nail pins to secure it.

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Intent Question: DE Support PLT CL 1

Essential: To investigate and practise woodwork skills.

Vocabulary: cut, saw, measuring tape, clamp, sand, nail, glueing.

Key lesson knowledge:

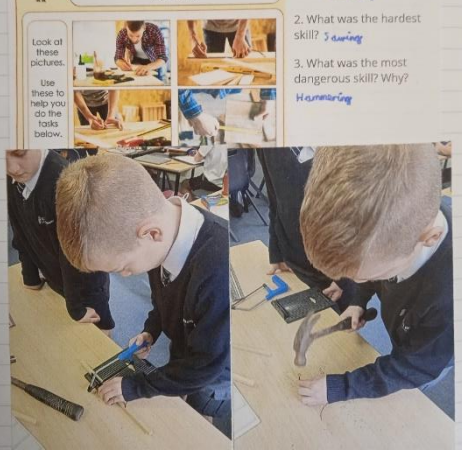
- To practise measuring, clamping and sawing.
- To know how to do these safely by actively looking for and minimising risks.

Challenge: Consider which of these skills could be done with a machine.

These activities show you how to measure out pieces of wood correctly. Do not to cut/saw the wood in these tasks. You will need a ruler, measuring tape, sharp pencil and wood plane.

1. What was the easiest skill? *hammering*
2. What was the hardest skill? *sawing*
3. What was the most dangerous skill? Why? *Hammering*

Look at these pictures. Use these to help you do the tasks below.



7.2.24

Intent Question: DE Support PLT CL 1

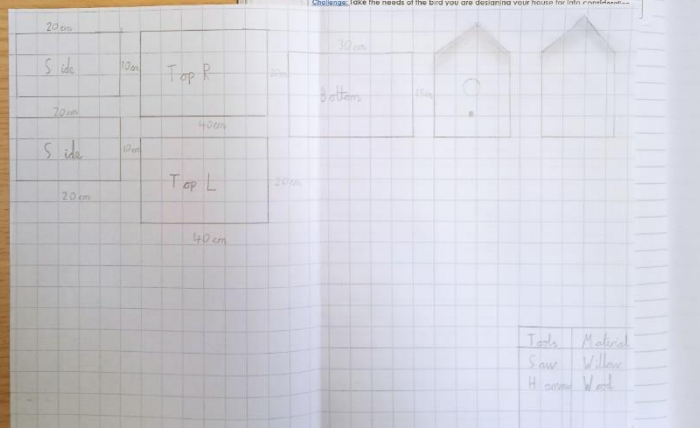
Essential: To be able to design a bird house for a specific bird.

Vocabulary: design, planning, exploded diagram, 3D diagram, detailed plan.

Key lesson knowledge:

- To design, plan and draw a bird house.
- Use colour and label your diagram.
- Consider how it will be hung or placed on the ground.

Challenge: Take the needs of the bird you are designing your house for into consideration.



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Thank you for attending the exhibition!



The class were also excited to be asked their opinions about which play equipment they would prefer to be placed in Connor Downs park when it is refitted later in the year.

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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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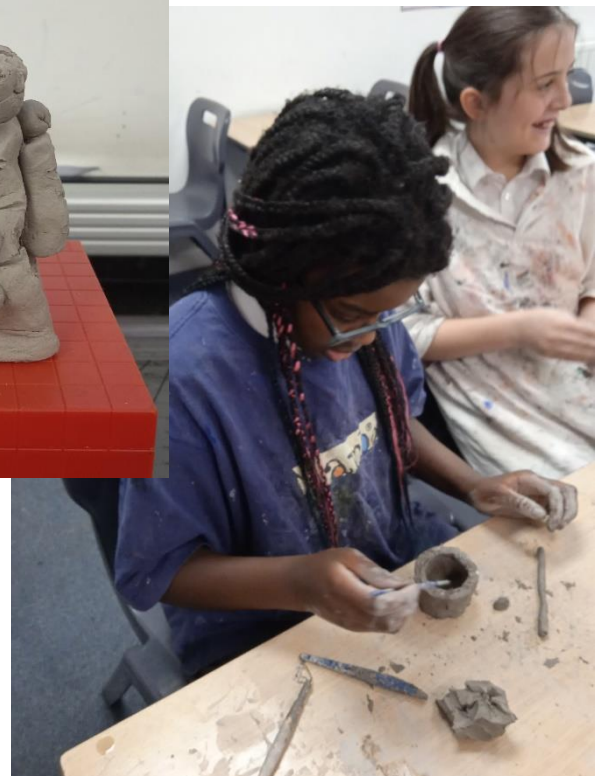




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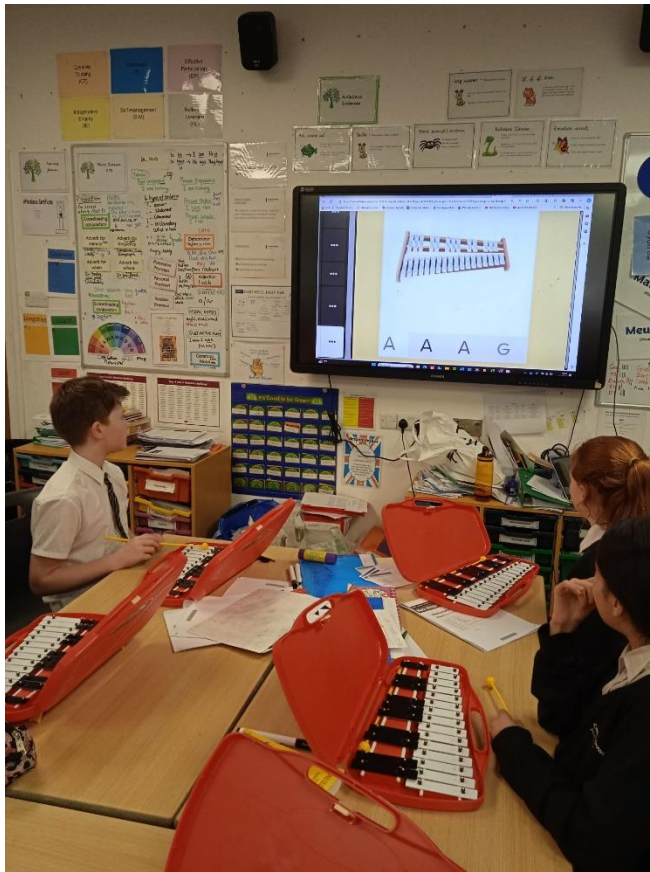
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Music

The children enjoyed singing the song, 'New Year Carol' by Benjamin Britten to Reception Class. They also developed their improvisation skills playing, 'You've Got A Friend' by Carole King using the notes A, C and G on the xylophones.



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



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French

The class have used dictionaries to record things they like and dislike in French. They have also learnt about holiday locations in France and how to say 'I go to'. The children are beginning to grow in confidence to say sentences, which is great to see.










L.O: To express preferences 29.2.24

Draw and label 3 things you like and 3 things you don't in French. Use the dictionary.

<i>J'aime</i> 😊	<i>Je déteste</i> 😞
Sprouts  choux de Bruxelles	Araignée  Spider
fromage  cheese	Froid  chilly
chien  Dog	cerise  cherry

2 Write the sentences on the backs of the cards.

A Je vais faire du bateau. ✓ D Je vais nager. ✓ G Je vais faire les manèges. ✓
 B Je vais voir mes grands-parents. ✓ E Je vais faire du ski. ✓ H Je vais faire du sport. ✓
 C Je vais faire du vélo. ✓ F Je vais jouer au football. ✓ I Je vais jouer au tennis. ✓

1 <i>A</i> 	2 <i>D</i> 	3 <i>G</i> 
4 <i>B</i> 	5 <i>E</i> 	6 <i>H</i> 
7 <i>C</i> 	8 <i>F</i> 	9 <i>I</i> 

Rigolo 2 © Oxford University Press

Joyeuses Pâques!



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