



Connor Downs Academy

Head of School: Mrs J Eddy



Connor Downs
Academy

Year 6

Autumn Term 2025

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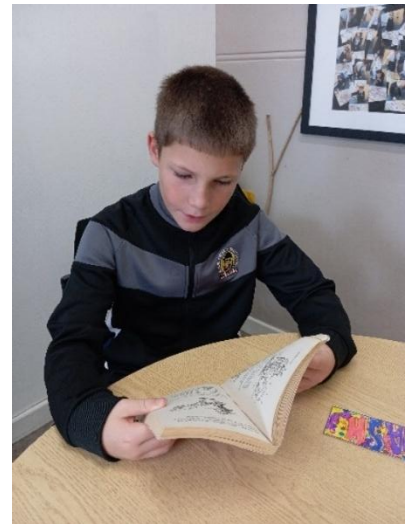
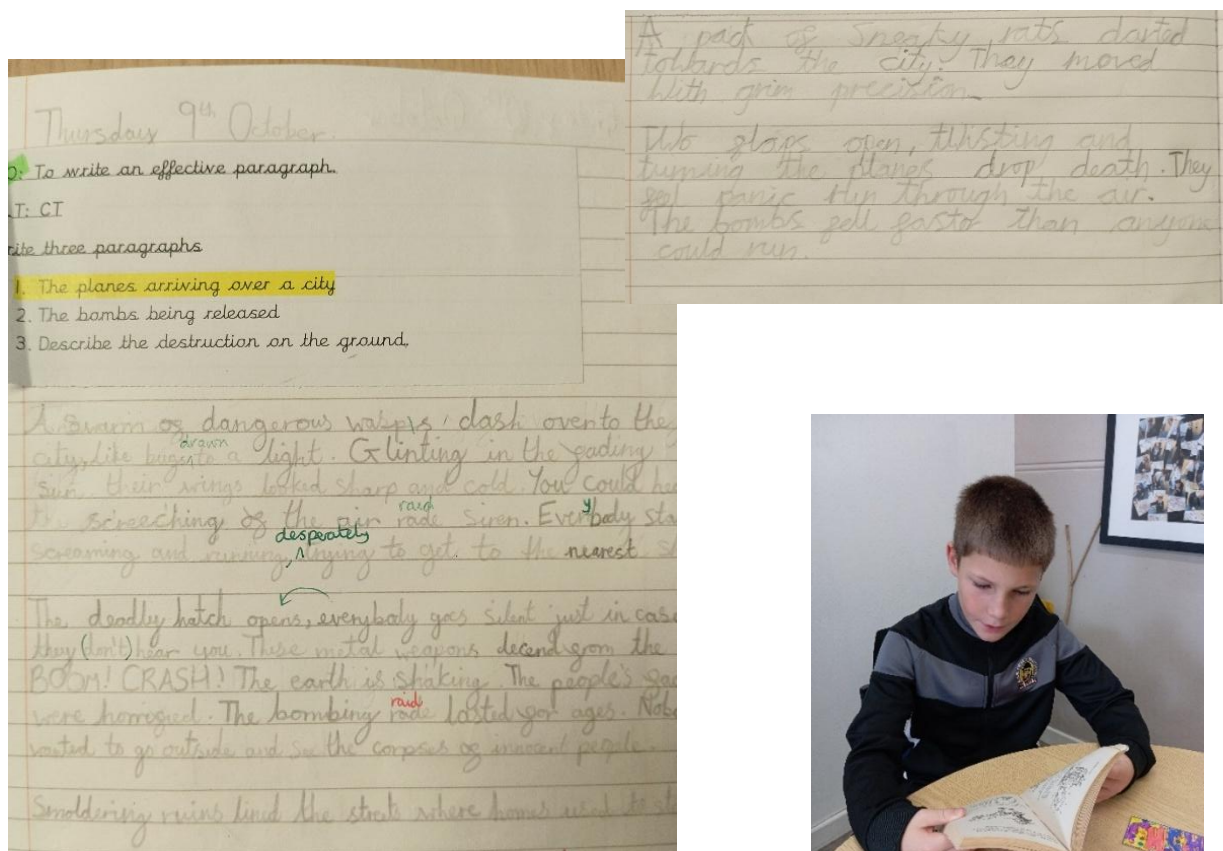
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English

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.



Studying excellent literature helps children to develop their own character. During our topic about WW2, the children learnt how Jewish people were persecuted by the 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.

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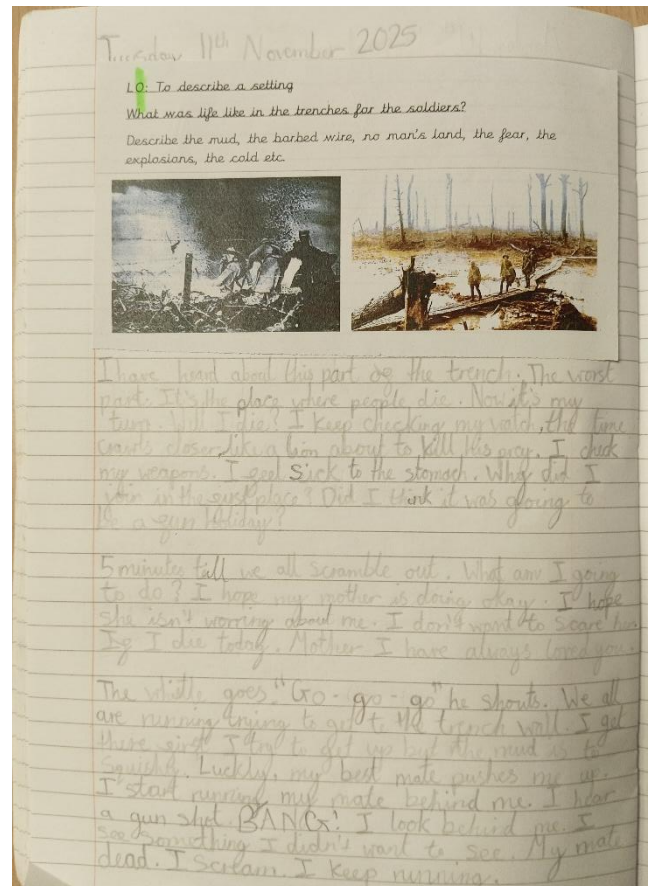
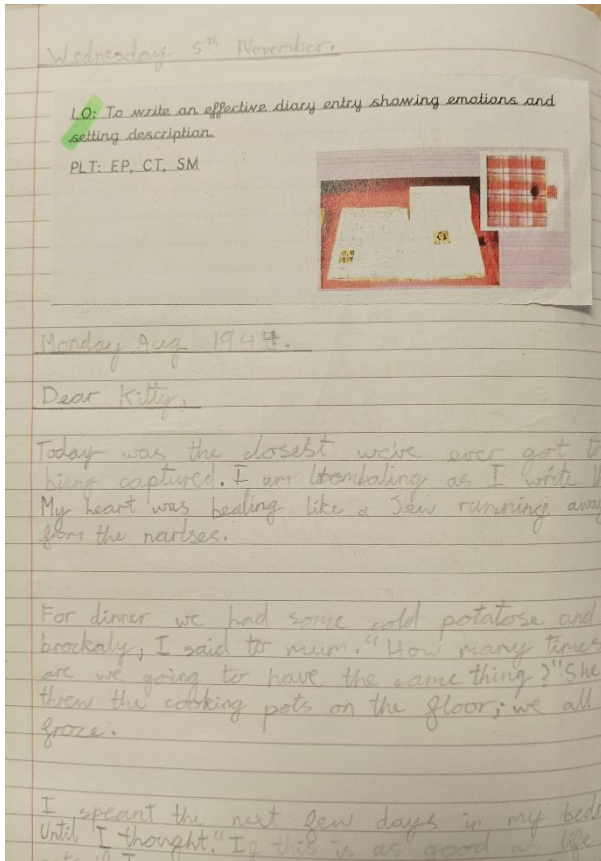
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Y6 researched the life of the soldiers in the trenches during World War I. They looked at a range of sources including photos, artwork and poetry and recorded what they knew about their lives. Watching some historical footage of interviews of soldiers recalling their daily life helped to build the children's understanding.

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Thursday 16th October

LO: To predict questions before I read

PLT: CI



1. Which word in the first paragraph means "a long time"?
2. Find an example of personification in the text.
3. Write a synonym for "eerily".
4. Which word in the text means "pull away"?
5. Where had the mirror been hidden at first?
6. What happened when Sunny first found the mirror?
7. Why was Sunny curious that his grandma hadn't thrown the mirror away?
8. What was the first thing that happened when Sunny reached out to the mirror?
9. Who pulled him into the mirror?


- 1) An elderly age. ✓
- 2) It had aged. ✓
- 3) Weird and creepy. ✓
- 4) Beckoned - spooky ✓
- 5) In the garage underneath a cloth. ✓
- 6) The boy grabbed him. ✓
- 7) Because it was old. ✓
- 8) It felt like a cold pond. ✓
- 9) Harry (his uncle) ✓

Thursday 16th October

LO: To make inferences (good guesses) about a picture.

PLT: CI

FIRST FLIGHT



- How are the owls related?
- Which owl is about to take its first flight? How do you know?
- How does the young owl feel about flying?
- What might it be thinking?
- Is the older owl worried?

- 1) They are a mother and child.
- 2) The younger child because he's looking over meadow while the mother is asleep.
- 3) He looks nervous in the picture.
- 4) He might be thinking of how things happen when he jumps up.
- 5) No, but he is looking really calm and relaxed.



Reading remains a priority in Y6 with the children invited to read a selection of genres including classic literature and non-fiction texts during lessons.

Many children attended the book fayre this term. Y6 were able to select new books for school. Thank you for supporting this.

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The final unit of writing was to explore and write a non-chronological report entitled 'Outlaws'. This came about through an expression of the children's interests in crime and punishment. The reports were very creative and well-written as the children were very engaged. The photos above show the children planning their characters.



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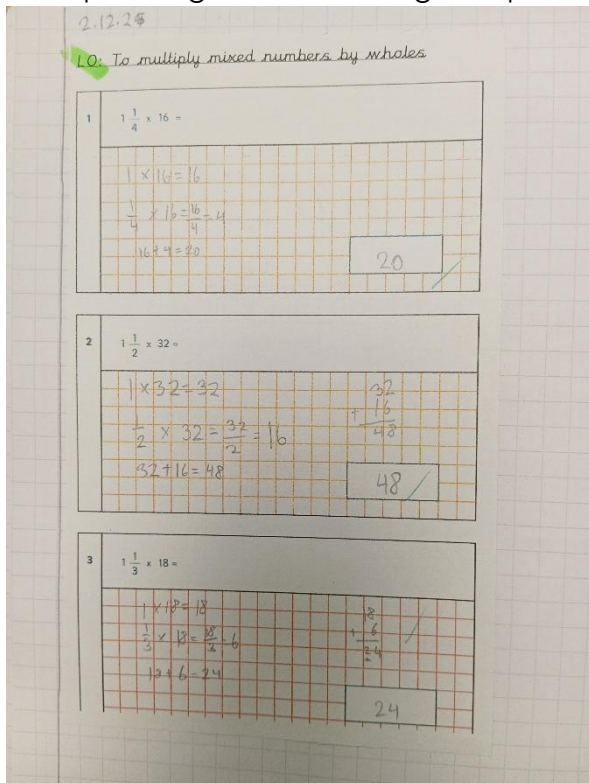
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Maths

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.



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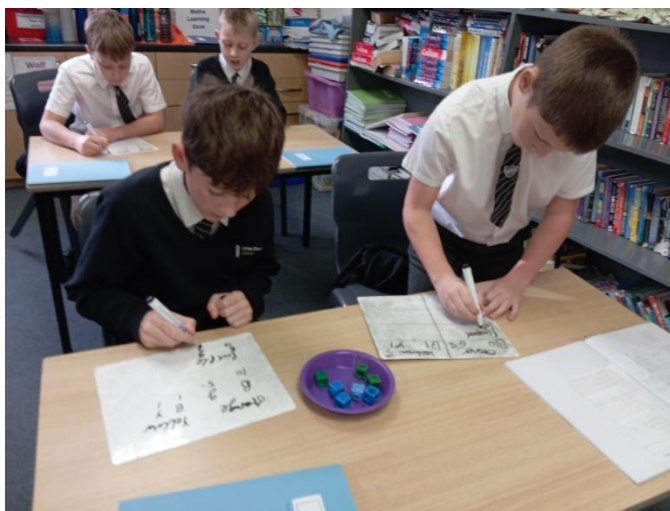
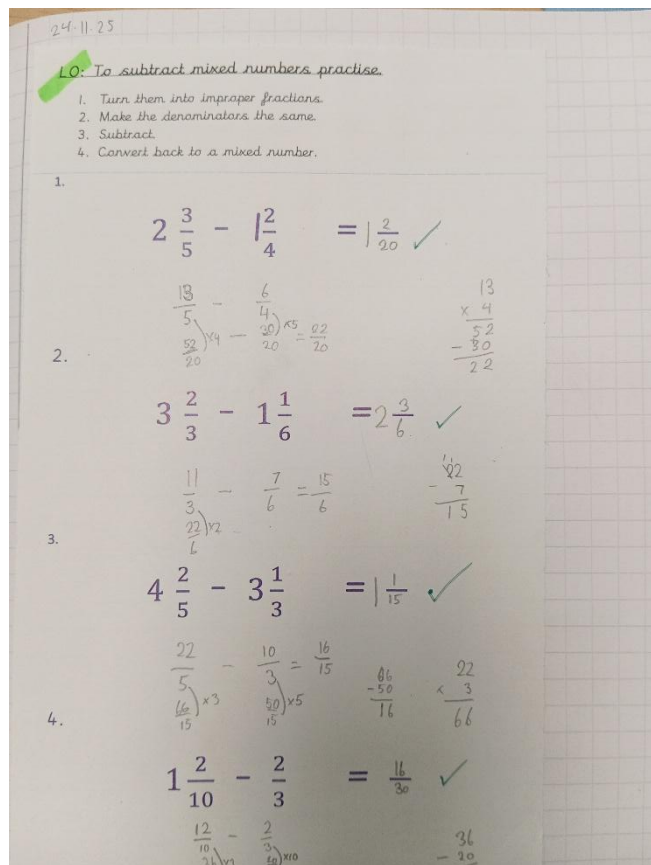
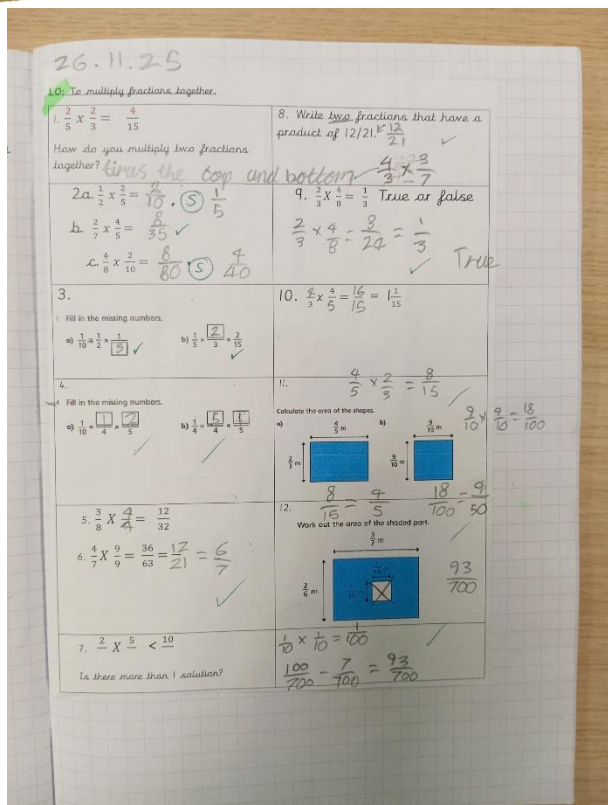
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The children also completed work using the four operations- addition, subtraction, multiplication and division. They have developed formal written methods for these and solved problems using them. They also developed their fluency around number properties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

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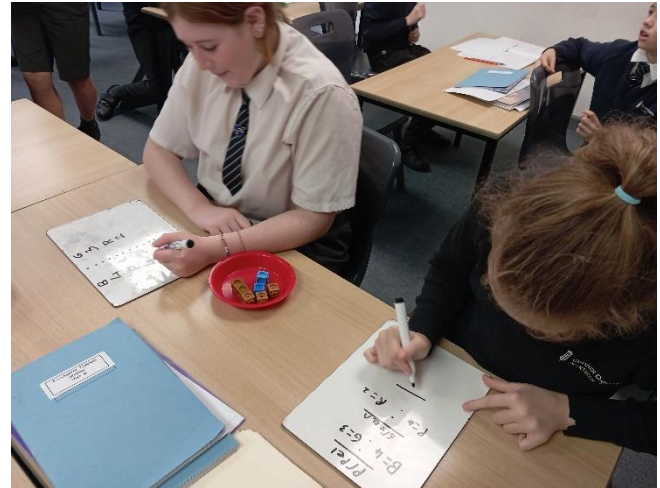
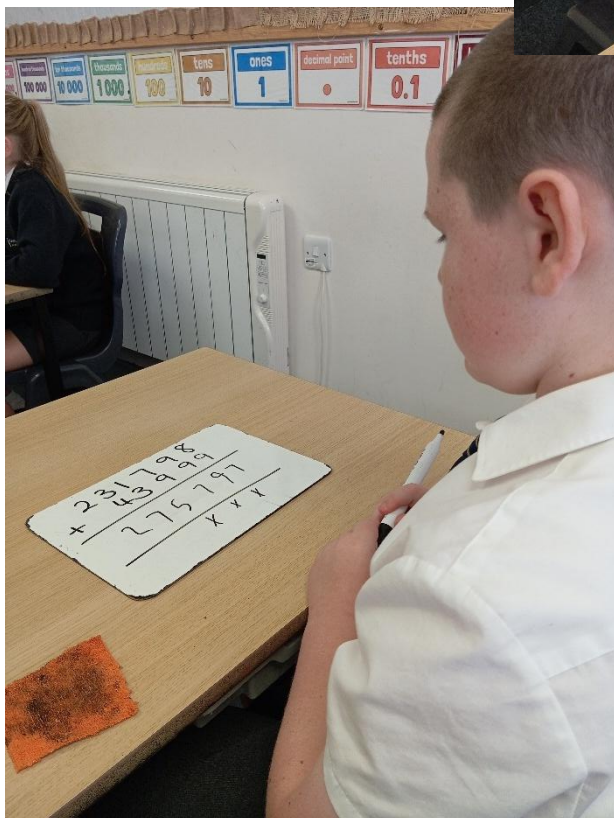
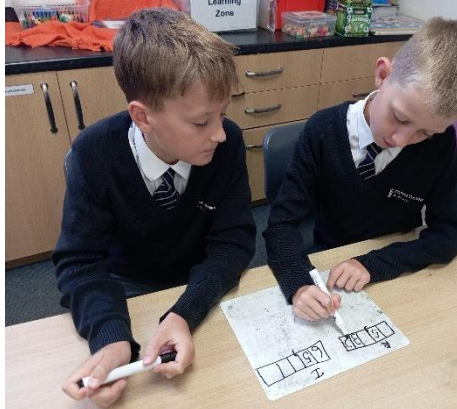
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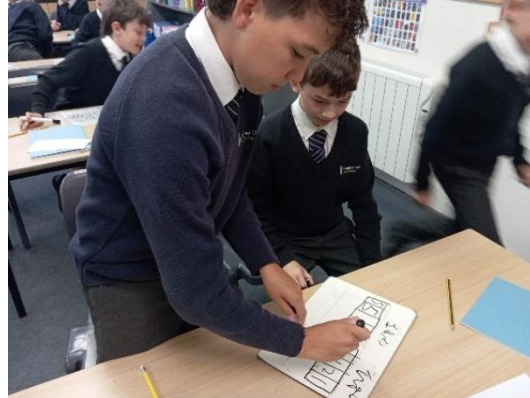
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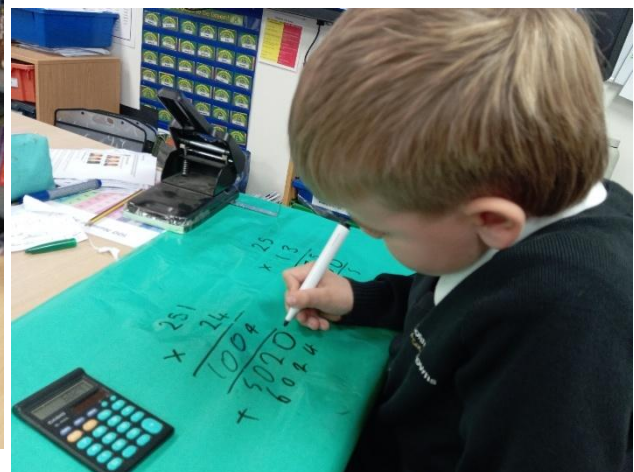
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The final unit studied this term has been about fractions. The children have been taught to add and subtract fractions with proper fractions and mixed numbers. They have learnt to multiply and divide fractions by whole numbers, to find fractions of 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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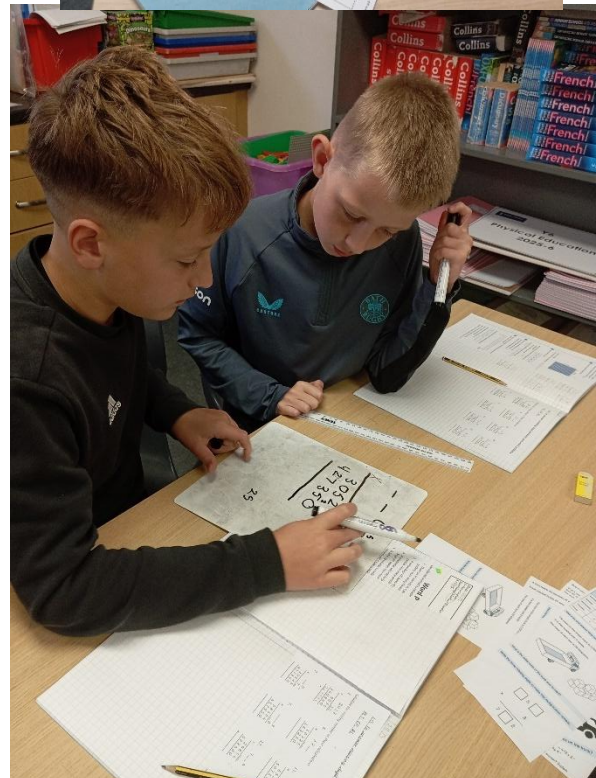
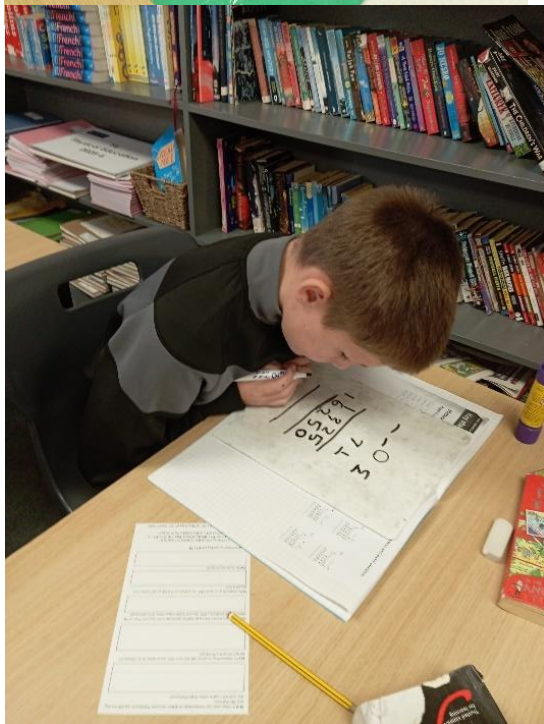
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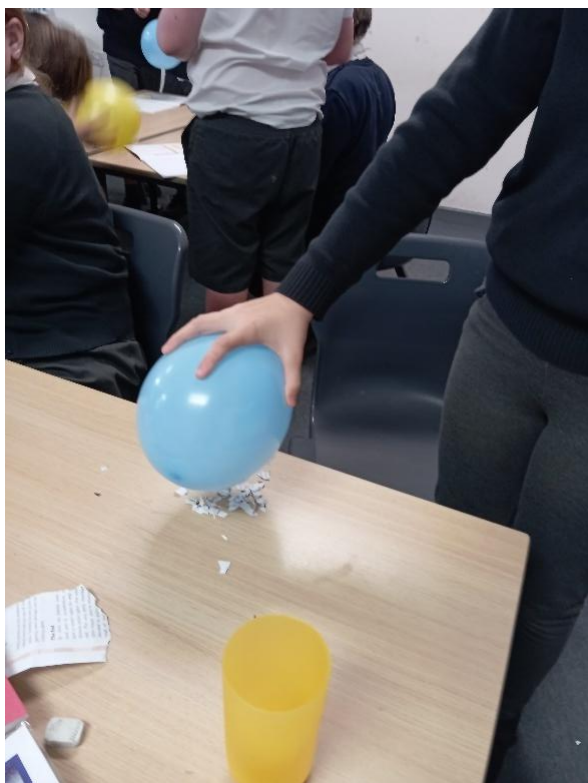
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Science

In Science, the children have explored electricity. This included exploring static electricity to make pieces of paper move. They also made circuits to power bulbs and buzzers. The children were increasingly able to spot what had gone wrong with a circuit and could draw circuit diagrams. They also learnt what happens when more volts are put into a circuit than a bulb can manage!



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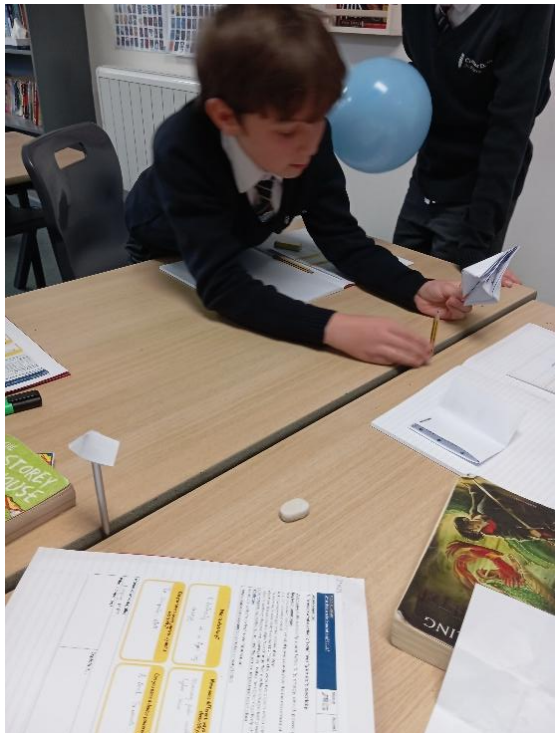
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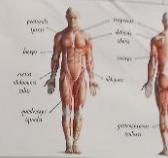
Intent Question:
What is the cost of being without a heart?

Lesson Sequence:
5. To investigate how muscles move the skeleton and how muscle activity requires increased blood flow.

Vocabulary: muscles, muscle fibres.

Key lesson knowledge:
- To name significant muscles.
- To know how that to strengthen, the muscle fibres to 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.




Deltoids
Swimming

Biceps
You could do push ups

(abs) Rectus abdominis
You could do sit up

Quads
Cycling

Calves
Football



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. They also enjoyed coming up with exercises they could do to work the different muscle groups in their bodies and learning about how the circulation system works.

27/11/25

Intent Question:
What is the cost of being without a heart?

Lesson Sequence:
4. To investigate what happens to the heart when we exercise and why.

Vocabulary: fair test, bpm, resting heart rate, exercise

Key lesson knowledge:
- To know that when we exercise, our muscles are working. They need oxygen to do this. To receive this oxygen, the heart has to pump harder to deliver it around the body.
- To measure your heart rate.

Challenge:
Why do you think large animals have slower heart rates?
Today the children investigated their heart rates after exercise.

How do you think we could do this so that it is a fair test?

Complete the table:

	1st time	2nd time	3rd time	Mean
Relaxed	66	60	68	64
Walking	66	116	134	105
Sprinting	114	138	96	116


1. How does exercise affect your heart rate and why?
<http://www.everysecond.io/animal-heartbeats>

2. What does bpm stand for?

3. Which animal has the fastest heart rate on the website?

4. Which animal has the slowest heart rate? Why do you think this might be?

2) Beats per minute.
3) Hummingbird.
4) Blue Whale because they are bigger.




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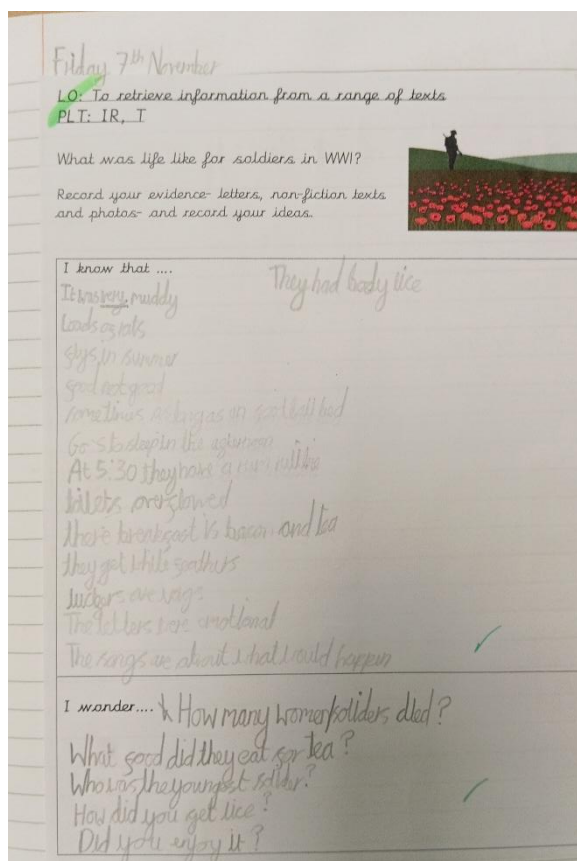
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History

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.



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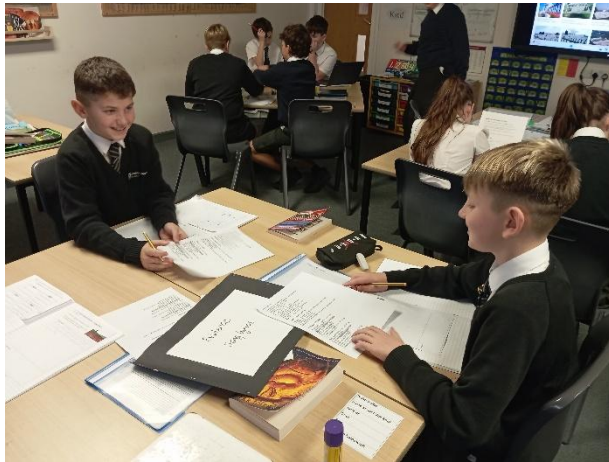
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Intent Question:
What was it like for children in WW2?
What was life like during the Blitz?





















Enquiry Question 4:
What was rationing, why was it necessary and how did it impact people's lives?

Vocabulary: ration book, fairness, conveyors of ships, Atlantic bombings.

Key lesson knowledge:
-In order to share out foods, many such as sugar, meat and eggs were rationed.
-People supplemented their diet with vegetables they grew.
-The nations health actually improved through WW2.

Challenge: Rationing continued long after the war had finished. Why do you think this was?

Which of these food would have or wouldn't have been available during WW2?

 powdered eggs ✓	 crisps ✗	 onions ✓	 flour ✓
 cheese ✓	 tea ✓	 ice-cream ✗	 bacon ✗
 sugar ✓	 apples ✓	 beef ✗	 pizza ✗
 butter ✓	 bread ✓	 cauliflower ✓	 oranges ✗
 milk ✓	 jam ✓	 sweets ✓	 eggs ✗

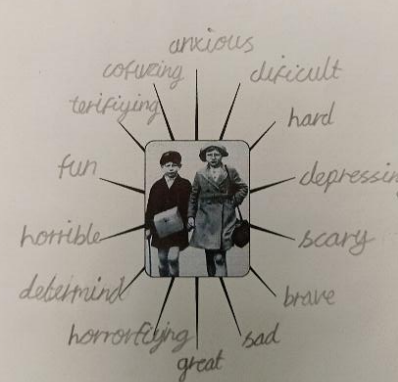
Intent Question:
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What was life like during the Blitz?

Enquiry Question 3:
What were the experiences and feelings of evacuees?

Vocabulary: evacuee, host family, train, billeting officer, safety, fear, propaganda

Key lesson knowledge:
-Many children, pregnant women, disabled people and the elderly were evacuated from cities to safer places in the country.
-They often travelled by train and would stay with ordinary people in their houses.
-Many found this experience challenging, although we have evidence that many enjoyed it too.

Challenge:
How do you think evacuee who were left in the city might feel? Why?
What was an evacuee? Why do you think children were evacuated during WW2? How do you think children felt when they were evacuated? List adjectives to describe how they would feel.



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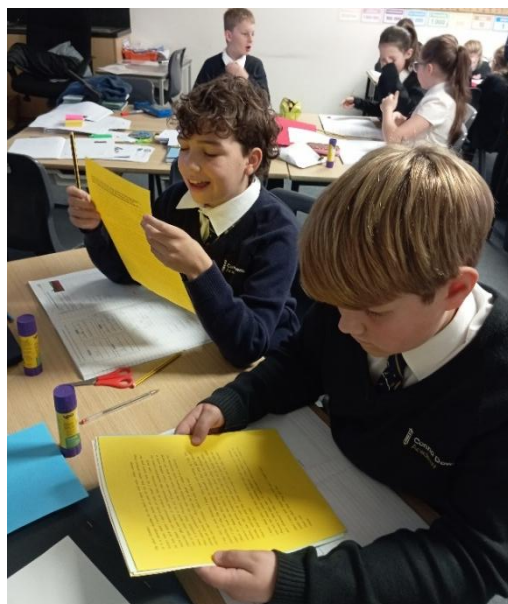
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Mr Gallagher, our Hub councillor and keen historian, visited school to share some intriguing WW2 objects with the children. These included a variety of weapons, bullets and everyday items such as an inkwell. Mr Gallagher allowed the children to (safely)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



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Thank you also to all the children who brought objects and shared objects from their own family histories- this shows how much the children are enjoying studying history.



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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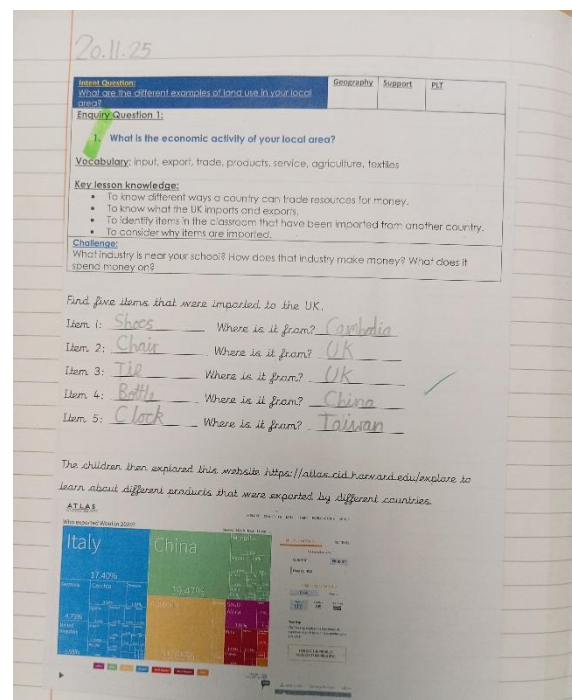
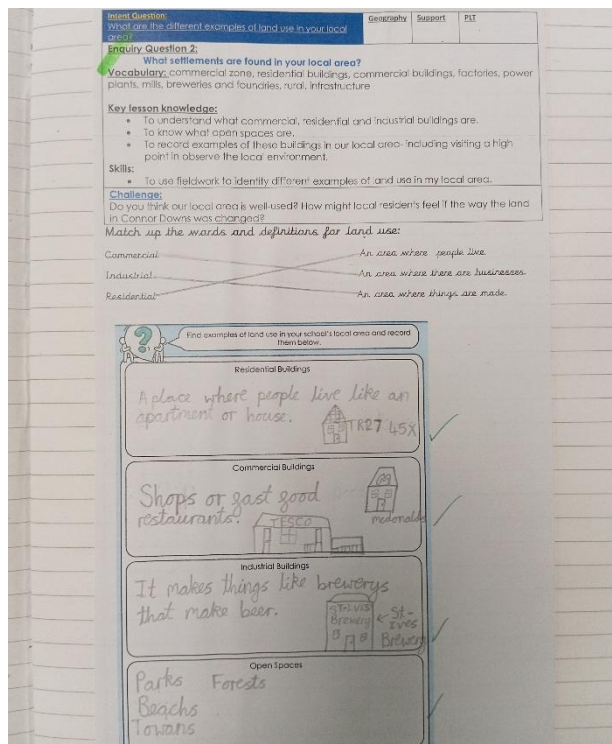
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Geography

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. They enjoyed looking for the names of local commercial businesses and discussing Cornwall's industrial past. The children also learnt about local rivers and what affects the climate. They also recalled their trip to Bodmin Moor in Y5 and described the environment there.

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.

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Some

members of Y6 also took part in football competitions and cross country. This gives them a marvellous opportunity to develop teamwork



skills.

children made good progress and built their water confidence.

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Y6 visited Mount's Bay Academy this term to take part in cycling activities and to use their fitness suite.



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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. The class spent time watching each other perform and giving each other tips to improve.



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The children completed a unit considering how places of worship are used and why they are important. 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 earth. We also shared the scientific explanation for the existence of Planet Earth which included learning about the big bang theory and evolution, which supports our science topic 'Evolution'.

Unit Overview: If God is everywhere why go to a place of worship?

Engquiry Question 1: How do places of worship help believers connect to God?

Vocabulary: images, words, music, community, faith, care, connect.

Key lesson knowledge:

- People visit places of worship to be around people who believe the same thing; this gives them strength and comfort.
- To care for others in their community.
- To learn new things.
- To share food.
- To see their friends.

Challenge: Do all people who visit places of worship believe in the God/s associated with that building?

These are the answers- what was the question?

Show devotion to God	To see the art work	To think about loved
To see their friends	To say thank you	To
To sing	To think about your life	To f a cc

Why do people go to a temple?

Unit Overview: If God is everywhere why go to a place of worship?

Engquiry Question 1: How do places of worship support believers through difficult times in their lives?

Vocabulary: pray, present, connected, hope, time, love, food, money

Key lesson knowledge:

- Places of worship support people in need of help- perhaps they are grieving, are new to a place, or haven't much money or prospects.
- Places of worship will try to help them by giving advice, using religion to support these, give them love and comfort through food, drink and charity.

Challenge: How can a place of worship support young people?

- Amelia's Gran has recently died. How might a place of worship help her?
- Amir has lost his job and is very worried about finding a new one. How might a place of worship help him?
- The Nunez family are new to the town. How might a place of worship help them?

1. Amelia might go to a place of worship because it is safe and calm. She might also feel closer to her Gran.

2. It may help him find a new job and help him sort out his worries.

3. It is going to help them settle in and make new friends.

Unit Overview: If God is everywhere why go to a place of worship?

Engquiry Question 1: What are the different places of worship for the main religions called?

Vocabulary: Mandir, Church, Mosque, Gurdwara, Temple, Synagogue, clothing

Key lesson knowledge:

- Many religions have a special place or building to worship in.
- Worship means to feel close to God, to feel connected to other people, to sing, to pray, to think.

Challenge: Why do people visit places of worship?

LO: To name places of worship for different religions. (RE) PLT: RL, IE

If God is everywhere, why go to a place of worship?

- Where do these groups assemble?

Christians	Church	/
Muslims	Mosque	/
Hindus	Temple	/
Jews	Synagogue	/
Sikhs	Gurdwara	/

2. How do people worship?

*Pray
Sing
Services
Children's groups
Coffee Morning
Dancing
Eating*

Unit Overview: If God is everywhere why go to a place of worship?

Engquiry Question 2: What are the key features of a Christian place of worship?

Vocabulary: altar, congregation, cross, Sunday school, font, statue

Key lesson knowledge:

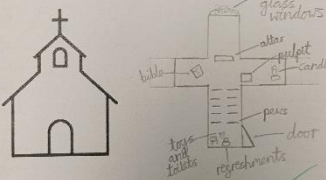
- Churches have some of the same features.
- Often the shape of the building itself is significant.

Challenge: Why are some churches different to others?

People worship by lighting a candle, by praying, eating or not eating particular food, fasting, wearing particular clothing and reading particular books.

How do Christians worship?

Christians like to go to church to meet with God, and why some meet in a school or in a home, e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music, meditation, silence, simplicity, nature, some don't like institutions, hierarchies, crowds!



PSHE

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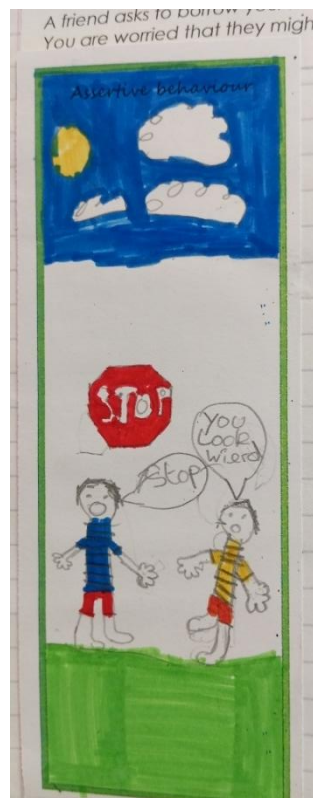
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PSHE (Personal, Social, Health and Economics) is delivered through our weekly SCARF (Safety, Caring, Achievement, Resilience, Friendship) program, but is present in all that we do in school. This term the focus has been on *Me and my Relationships* 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 completed a task to complete a challenge with pupils they may not always spend a lot of time with. They had to make a bridge that would carry the weight of a car.



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The children have explored stereotypes of boys and girls this half term, as well as different cultural norms from other countries. This helps the class to develop their understanding that whilst people on planet earth are different, we are all equal.

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5. Gender Stereotypes

Define what is meant by the term stereotype;

Recognise that people fall into a wide range of what is seen as normal;

Challenge stereotypical gender portrayals of people.

A stereotype is 'a belief that certain types of people have the same characteristics and qualities'

Stereotypes about girls	Stereotypes about boys
<ul style="list-style-type: none"> Girls like pink Girls wear make-up Girls are not as good as boys Girls can't play football Girls are tidy nurses Smart good good at cooking are no good at sports 	<ul style="list-style-type: none"> loves sports can't cook love the colour blue aren't tidy love football stronger They don't dance are better at driving

Friday 21st November

Activity sheet
So polite!

Can you match the countries to the cultural 'norms'? Choose from the countries at the bottom

SCARF Life Education

Cultural norms	Country it is linked with
Do not eat with the left hand as this is considered unclean.	Pakistan ✓
Do not show the bottom of your shoe.	Sweden ✓
Don't touch people when you talk to them.	Jordan ✓
Be silent rather than talk too much!	Sweden ✓
Speak quickly and with a low voice. Touching on the arm or shoulder during conversation is normal as the speaker may be quite close to you.	Jordan ✓
Do not show the bottom of your shoe.	Mexico ✓
Avoid too much eye contact - it can be considered as aggressive.	Mexico ✓
Keep your elbows off the table and do not burp.	Japan ✓
Bow lower than the host when you meet.	Japan ✓
Accept gifts with both hands but open later.	Japan ✓
Personal space is very important. Never touch a person from this country while talking to them.	Korea ✓
A person should offer to pay for their own meals even if they are being treated.	Korea ✓
People can lean in close while talking and also touch. If a person 'pulls away' it can be considered cold or rude.	Argentina ✓
Eye contact should be maintained.	Argentina ✓

Argentina Japan Pakistan Mexico
Jordan Sweden Korea

These are cultural 'norms' but not everyone from that country follows them.

2.10.25

Solve the friendship problem

2.10: To recognise some of the challenges that arise from friendships and to suggest respectful and assertive strategies to deal with these.

PLT: CLT

I'm 12 and I've got lots of new friends. One of my friends from primary school wants to hang out with us but my new friends don't really like them. I feel really bad but I've sort of outgrown my old friends, we like different things now.

You could tell them I still play with them on the weekend or say yes and they might change as well.

My best friend has started to be really mean to one of our classmates. I feel really bad because I've laughed along a few times, to go along with my friend but I know it's really mean.

Tell the teacher and tell them to not say you told them and tell them to stop "you wouldn't like it if I was you".

20/11/25

Understanding Friendships

il

Explain the difference between a friend and an acquaintance.

Describe qualities of a strong, positive friendship.

Describe the benefits of other types of relationship (e.g. sibling, parent, carer, relative...)

FWW

HELLO

THANKS

Kind caring

Party

Unhappy

Calm

Happy

When the same things

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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 learn the song 'Head, shoulders, knees and toes'.



ART

This term Y6 created Christmas cards using a new technique using pastels to create a shadowy effect. They also made gonks using wool for the Christmas Fayre.



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Computing

Enquiry Question 1:
To explain the importance of internet addresses.

Vocabulary:
Communication, protocol, data, address, Internet Protocol (IP) address, Domain Name Server (DNS)

Key lesson knowledge:

- I can recognise that data is transferred using agreed methods
- I can explain that internet devices have addresses
- I can describe how computers use addresses to access websites

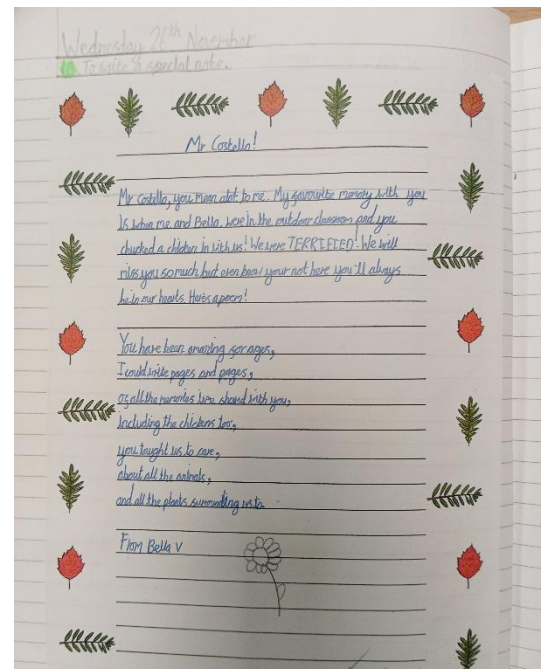
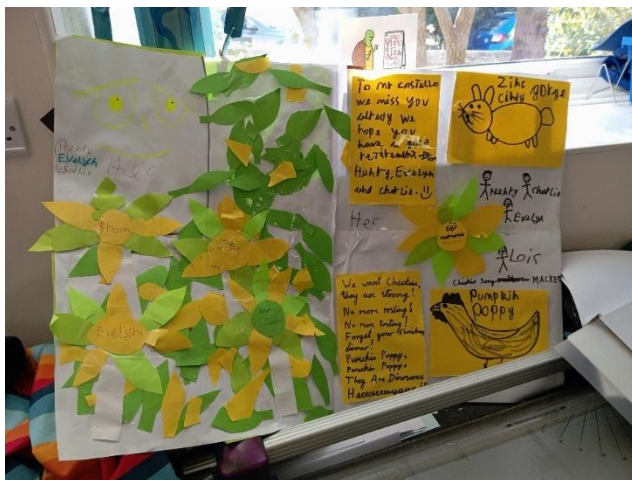
Challenge: What do you notice about the IP addresses for google.com and youtube.com?

Website	IP address or addresses
www.bbc.co.uk	151.101.81
www.google.com	142.250.179.164
www.microsoft.com	73.200.189.225
www.number10.gov.uk	151.101.0.144
www.youtube.com	142.250.179.142
Your school website	51.132.219.075

Y6 have explored how the internet works. They know information is broken into smaller parts which are then sent between computers with different IP addresses. They also contributed towards a class document to describe their hobbies and sporting interests to learn about collaboration.

Internet safety was also discussed, particularly the law and our right and responsibilities surrounding sharing images.

In November, we all said farewell to Mr Costello, a long standing and much-loved member of staff who retired. The children made cards, recorded their memories and prepared gifts for him.



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Music

Year 6 have worked hard to learn and perform our songs in the Christmas Performance of 'Noelle'.



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Merry Christmas!



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