



**Connor Downs**  
Academy

# Connor Downs Academy

Head of School: Mrs J Eddy



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Academy

## Year 6

# Spring Term 2026

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## English

This term Y6 have written 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 they were just going to a ballet class! Y6 wrote their own versions of this story, some setting theirs 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.

Our class text has been 'The Final Year' by Matt Goodfellow. It follows a character called Nate who is managing the trials and tribulations of Year 6.

Thursday 15 January

LO: To choose words that help to build atmosphere in narrative  
PLT: CT, RL

Choose somewhere you feel safe, but are then ripped away from- write a description of this drawing an ideas from the story we read.

Where is your safe place?  
Where is your character being taken?

Scrambling and grasping, grabbing my bed, I hoping that they would <sup>we</sup> on another day - please. The I heard it "Come on Peyton" I am grabbing away harder. "Oh no!" I thought, I heard that 2 girls stop. "I had to hid!" I thought rapidly. She thought the door open. Innocently, I stood in the middle of the room. Help me. thought with a machine gun. I was through in the waiting car, which was orange, looking at my hand it was covered in blood. I blaked out.

16/1/26

I opened my eyes. They are staring at me...

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10.3.26

LO: To retrieve information from the text.

PLT: EP, SM



- The author describes life under the waves as a Smorgasbord of sea-life. What do you think this means?
- The fish are described as being a "streaming vortex" and are compared to a "whirlwind". What does this tell you about their movement?
- Dinner for the sharks is described as a "maelstrom" and a "frenzy of feeding". What do these descriptions tell us about this moment?
- How is the description, "streamlined stealth" an apt one for these shark?
- What does "much maligned" mean?
- The author describes what they have witnessed as being like a visit to the theatre. Is this a good description?
- Did the author enjoy their swim with the sharks? Explain with reference to the text.
- What has caused the shark to become endangered?
- Why do you think the text is called "Shark fin soup"?
- What will the diver do after they return to land?


- It means there's lots of sea animals. A variety.
- That there's really fast. It's moving around.
- They're like eating more than one thing quickly and.
- Because sharks are quick and sneaky.
- Much disguised.
- Yes because he said I'm glad to be here. How is it like the
- He said Yes because he said with a top dinner for these much maligned fish.
- Due to over fishing for his fins and meat.
- Because people fish for their fins and make them into soup. To catch your attention.
- He is going to help protect and conserve these many sub-species for all marine enthusiasts.

Y6 have also been busy building their comprehension of texts by answering questions on a number of different genres including suspense stories and non-fiction.

February 11<sup>th</sup> Wednesday

LO: To answer retrieval questions

PLT: CT, IE



**RETRIEVAL FOCUS**

- What did Bear's dad do as a job?
- How old was Grylls when he had his skydiving accident?
- Where did Bear eat his famous dinner in 2005?
- Who did Bear take on an adventure that was watched by billions of people?
- What did Grylls use to row along the Thames?

**VIPERS QUESTIONS**

**V** Find and copy a word that means "following".

**I** What evidence is there that people like Grylls' books?

**V** Which word means "did together"?

fulfilling paired survival

**S** How did Bear's time in the Special Forces influence his future work?

**V** "The staple of his shows on TV..." What does staple mean?

- 1) A politician. ✓
- 2) He was 21. ✓
- 3) 7,600 meters in the air in a hot air balloon. ✓
- 4) The Indian prime minister's mod. ✓
- 5) In a bathtub. ✓
- 6) A udine. ✗
- 7) Each one sold 20 million copies. ✓
- 8) Paired. ✓
- 9) They taught him survival skills. ✓
- 10) B. staples. ✓ + 4.

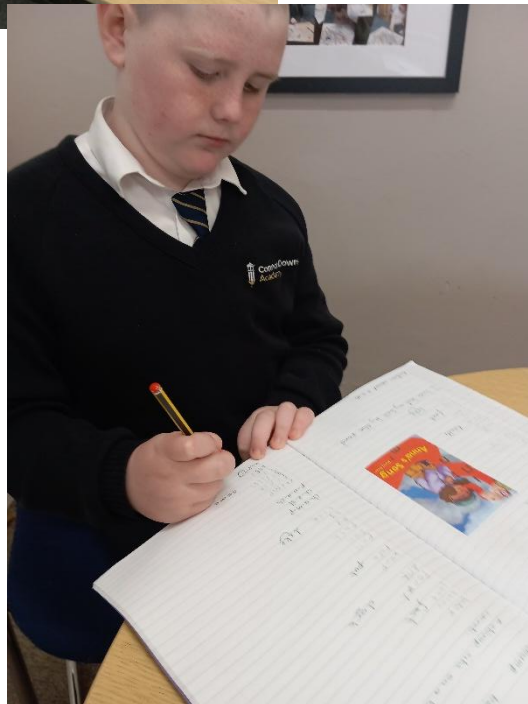
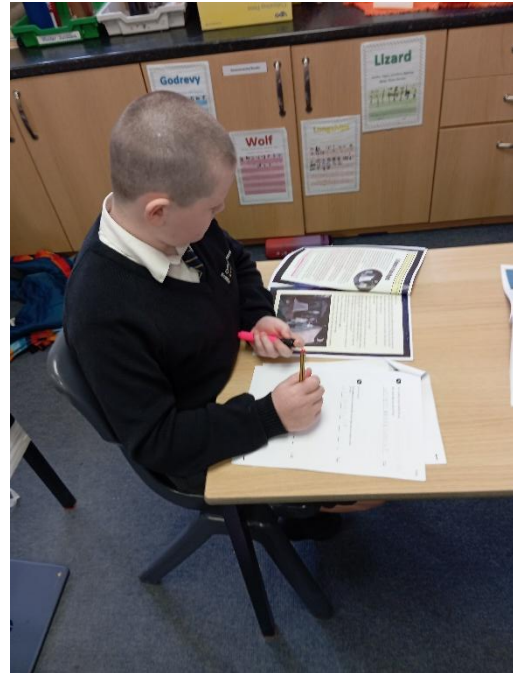
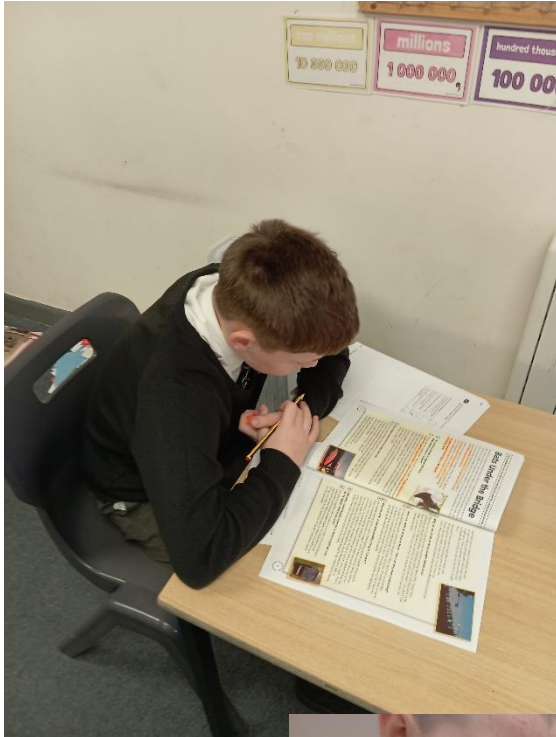
The children are assessed at the end of Key Stage Two through a collection of their independent writing. To work towards this, we have spent time this term revisiting previous pieces of work and making sure they are powerful, effective and have accurate spelling and punctuation.



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## World Book Day

To celebrate World Book Day, the pupils wore costumes and talked about their favourite books. Year 6 read alongside Year 4 to share their enthusiasm and passion for reading.



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.



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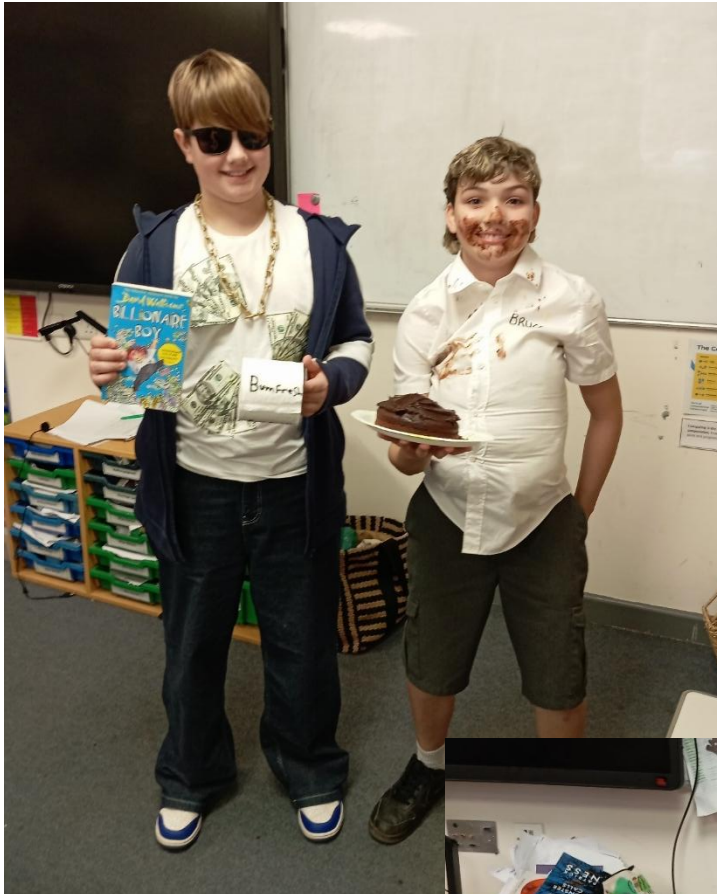
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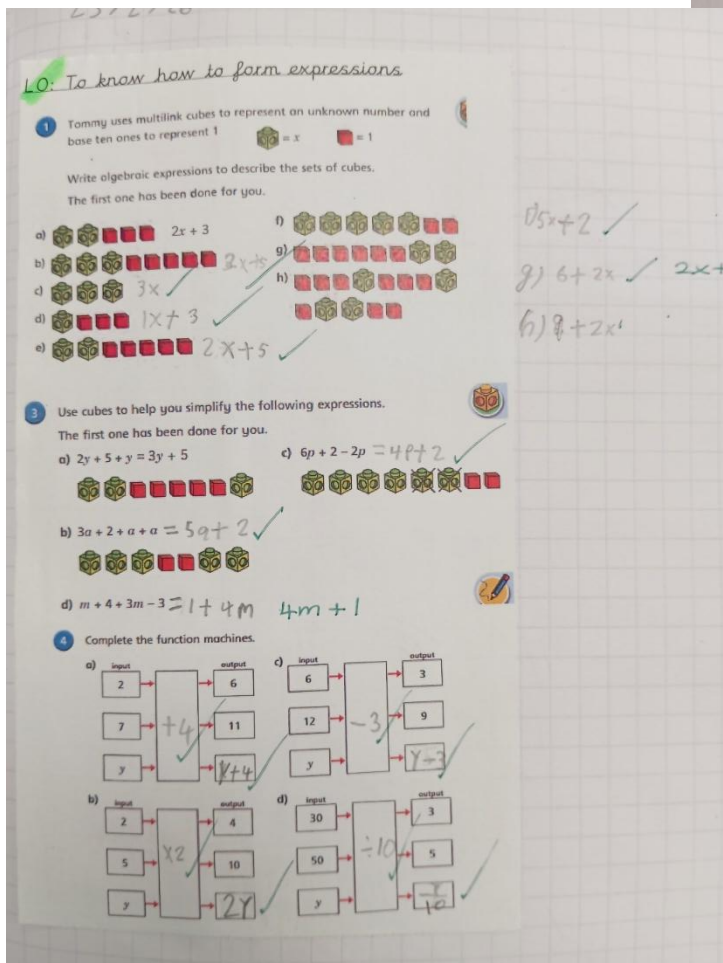
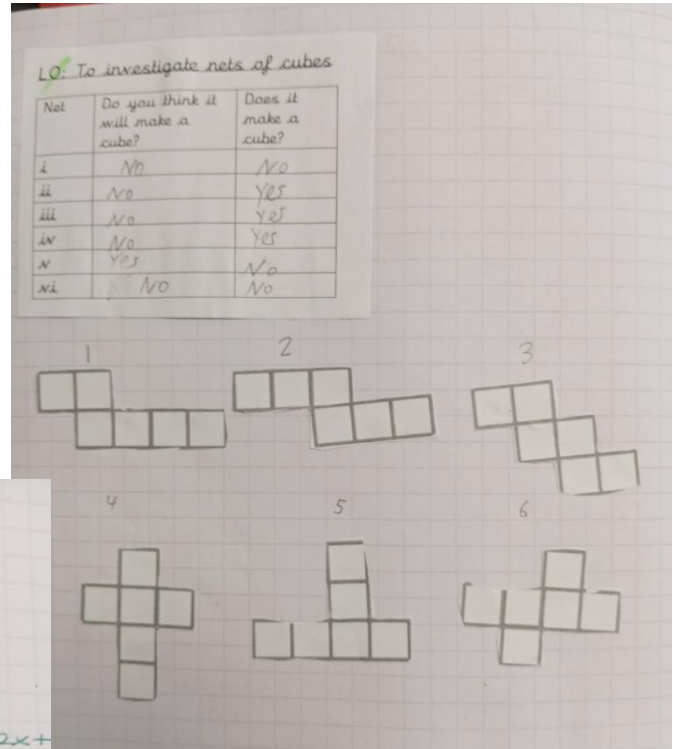
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## Maths

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, progress in maths for the class is rapid.

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9.03.26 LO: To find the area of a parallelogram

perimeter  $= 2l + 2w = 2$   
 $(2 \times 6 + 2 \times 8) = 28\text{cm}$   
 Area  $= 48\text{cm}^2 = lw (6 \times 8)$

5a)  $20\text{cm}^2$  (phxb)  $(5 \times 4)$

5b)  $10\text{cm}$

5c)  $90\text{mm}$

5d)  $30\text{cm}$

5e)  $18\text{m}^2$  (phxb)  $(6 \times 3)$

5f)  $30\text{cm}$

26/2/26

LO: To find pairs of values 1

1 a) Here is an equation.

$\bullet + \square = 12$

Find six possible pairs of values for the circle and square.

$\bullet$	5	7	4	8	3	9
$\square$	7	5	8	4	9	3

b) Here is another equation.

$x + y = 12$

Find six possible pairs of values for x and y.

x	5	7	4	8	3	9
y	7	5	8	4	9	3

c) What is the same and what is different about part a) and b)

2 Kim buys these two items from a cafe.

The total cost is 90p.

a) What could the cost of each item be?

	5p	20p	30p	10p	40p	35p
	85p	70p	60p	80p	50p	55p

b) Compare answers with a partner.

a) A coffee could cost 90p.

Is this possible? **YES**  
 Explain your answer.

1 a and b are whole numbers.

$a + b = 8$

Complete the table to show different possible values for a and b.

a	0	1	2	3	4	5	6	7
b	8	7	6	5	4	3	2	1

1c) They both equal 12.  
 One is shapes and the other is letter

2c) Yes because of could have a discount.

Our additional reading and 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.

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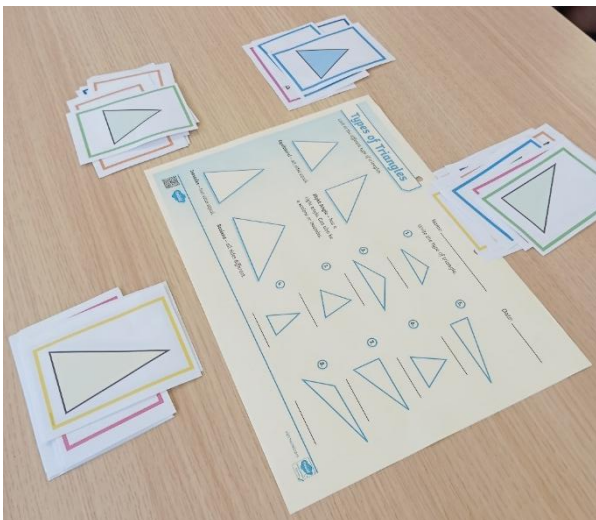
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To help the children revise topics, we have spent time playing games, such as matching up fractions, decimals and percentages and missing angles.

They have also explored 3D shapes and investigated the concepts of tenths, hundredths and thousandths.

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## 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 learnt about Carl Linneaus's system for categorising the living world.



**Intent Question:**  
How are living things grouped?

**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.

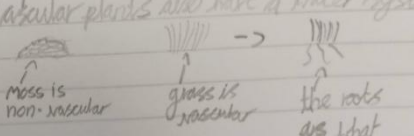
**Key lesson knowledge:**

- 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 plants have a root and stem while non-vascular plants don't. Vascular plants also have a water system.



moss is non-vascular → grass is vascular  
the roots are what it makes it vascular.



With the brighter weather it has been great to use cultivating futures to explore the natural world.

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The class explored how the different beak shapes of bird's effect what they can eat. They used pegs, scissors and spoons to mimic the beak and practised picking up pasta, rice and elastic bands which represented seeds and worms.

The results informed the children's knowledge of how bird's beaks evolved depending on the food available.



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## Art

Everyone enjoyed taking part in the Live Art Assembly with Ms Speight, where they drew hands and explored texture.



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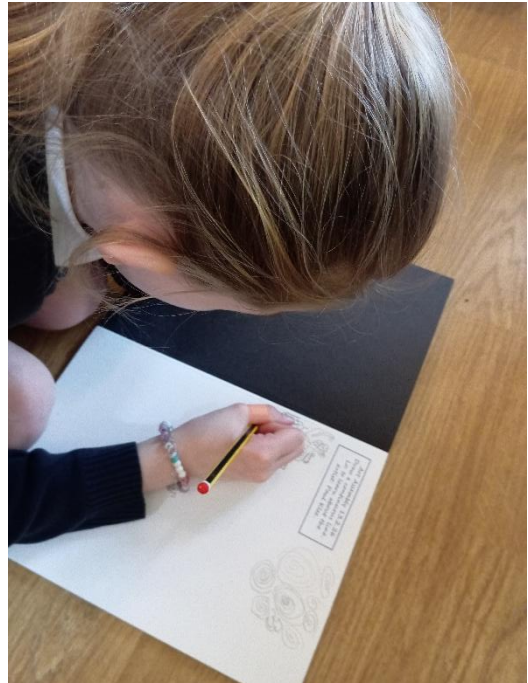
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Y6 were invited to support learners in Y2 to sew hand puppets. Y6 enjoyed guiding their partners to success.



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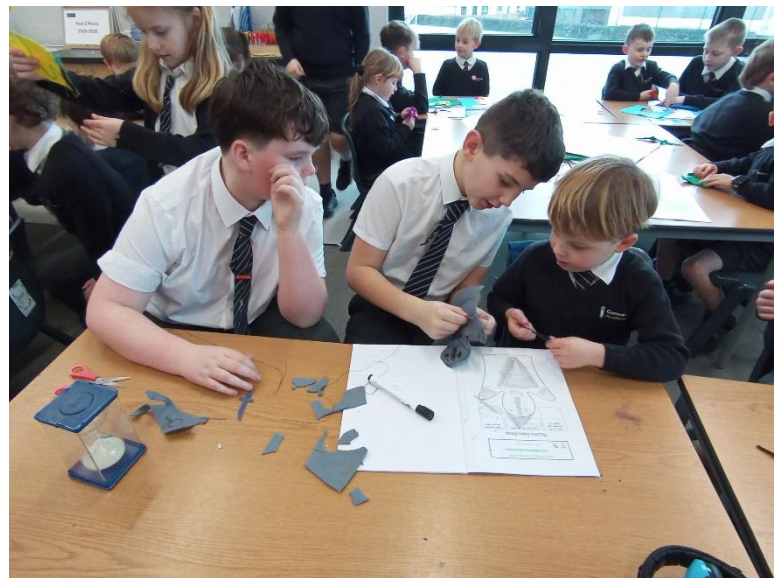




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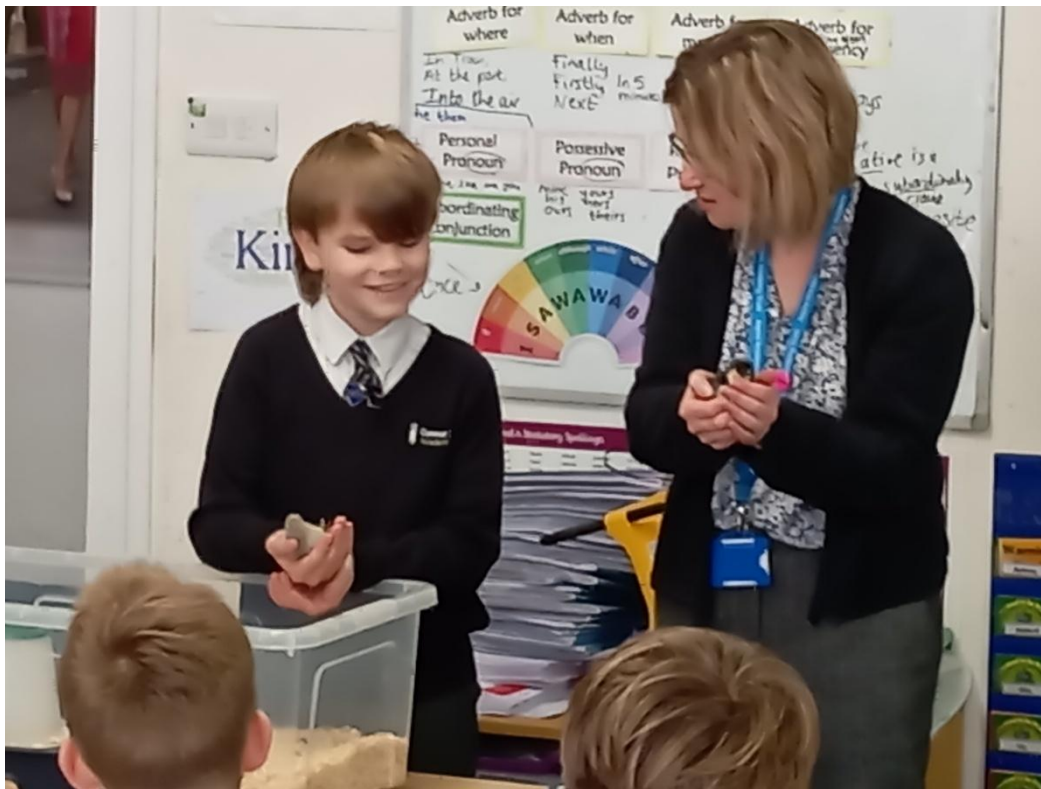
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On a special day in March, we had a few extra special visitors join us in Y6. Wow!



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## History

The children have learnt about the Benin Kingdom which was 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.



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27.1.26

<b>Intent Question:</b> What do we know about the Kingdom of Benin?	History	Support	PLT
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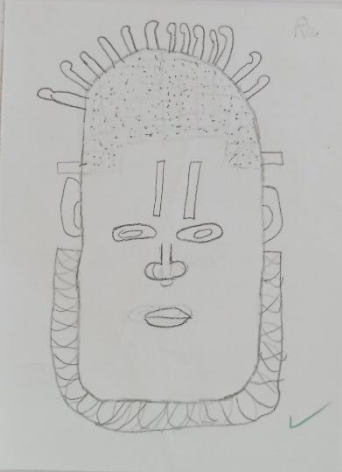
**Enquiry Question 3:**  
Who were the leaders of the kingdom of Benin?

**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 Oba Ozulua (the rulers) are portrayed?



17.2.26

<b>Intent Question:</b> What do we know about the Kingdom of Benin?	History	Support	PLT
--	---------	---------	-----

**Enquiry Question 7:**  
What happened to cause the decline of the Benin Empire?

**Vocabulary:** golden age, power, Oba, export, civil war.

**Key lesson knowledge:**

- Benin had a Golden age at the height of its power and influence. After that it went into decline.
- Between 1700 and 1800 civil war reduced the population and destroyed most of the city.
- People disagreed over who should take over as Oba and ordinary people were unhappy that they were creating the wealth but did not spend any on themselves.
- When slavery became illegal, Benin lost its main export and source of income.

**Challenge:**  
Explain why the Benin Kingdom began its decline.  
Rank the cause cards in order of most significant to least significant.

- Civil War. 2
- Frequent changes of leader. 4
- Slavery abolished. 1
- Disagreement with Europe. 3

<b>Intent Question:</b> What do we know about the Kingdom of Benin?	History	Support	PLT
--	---------	---------	-----

**ASSESSMENT**

- What is the Benin word for King?  
Oba Obe Obie
- Name one reason why oral histories can be unreliable.  
We don't know if people are telling the truth.
- Name one thing that an artefact can tell you?  
They had skills to make it.
- Name one product that the Benin Kingdom produced.  
ivory.
- Which European country traded a lot with Benin?  
Portugal

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**Intent Questions:**  
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 timelines. Which other topics have you studied? How many years separate us from the Benin Empire.

AD 700		Anglo Saxons
AD 800		Vikings
AD 900		
AD 1000	Dynasty of Ogisoos (Kings of the Sky) 900 - 1180	
AD 1100		Normans
AD 1200	Era of Consolidation	Middle Ages
AD 1300	1180 - 1446	
AD 1400		
AD 1500	Benin Era of Kings	Tudors ✓
AD 1600	Benin Era of European Influence	
AD 1700		Stuarts
AD 1800	Benin British control	Georgian
AD 1900		Victorians
AD 2000		Saxe-Coburg-Gotha


**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?



**Kingdom of Benin**

- The Kingdom of Benin is in Nigeria.
- The Kingdom survived for nearly 1000 years.
- Artifacts and oral history tell us about the Benin.
- Oba Ozoza became King when he sold his father and was by a 1000-year old law inherited by people.



## Computing

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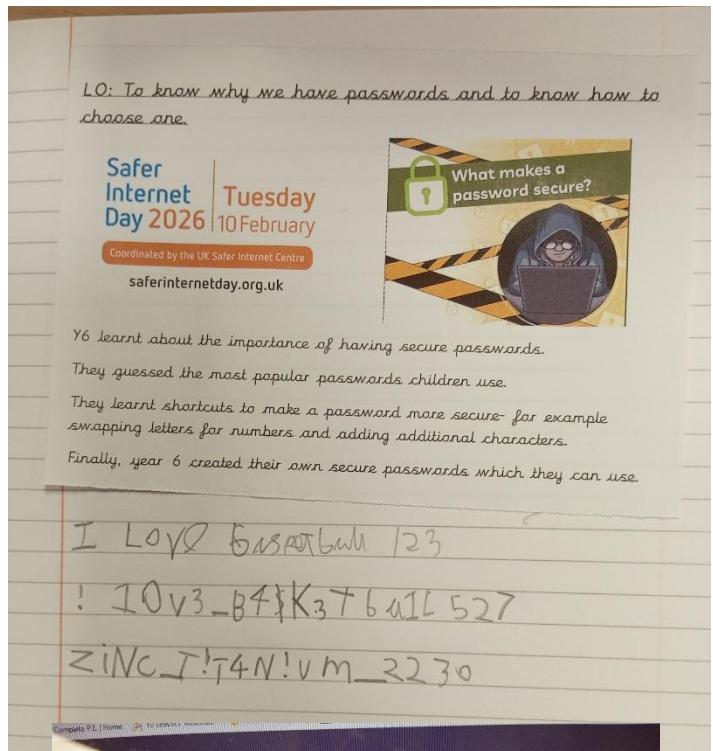
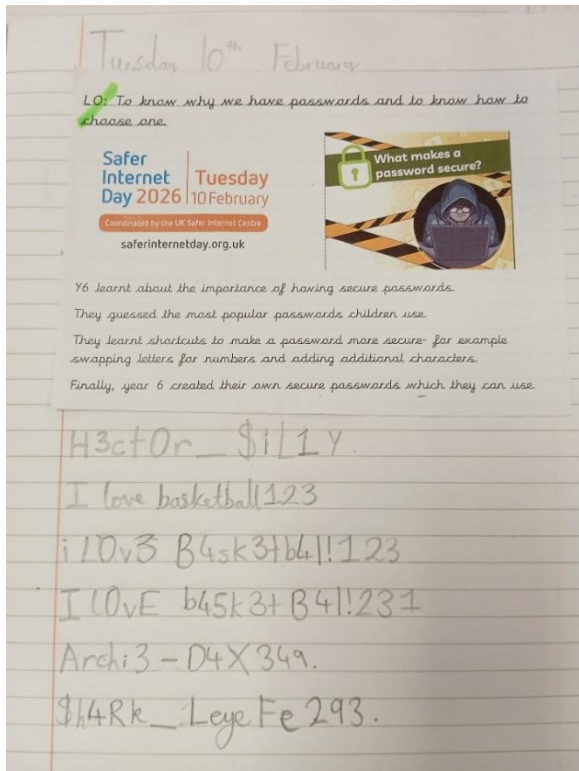
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This term we have been exploring internet safety, including how to write secure passwords. They also thought about how people portray themselves online and whether this is to be trusted!



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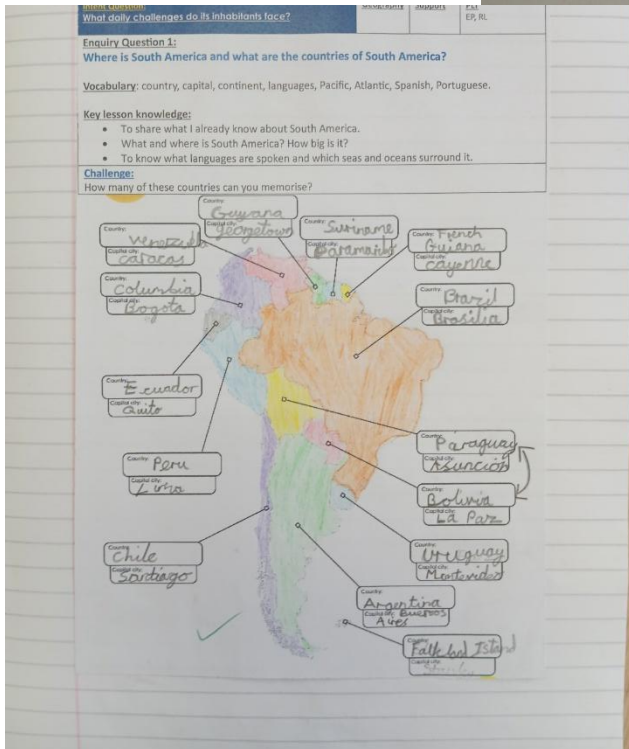
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## Geography

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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## PE

Y6 have enjoyed sessions from the Cornish Pirates. They 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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**Connor Downs**  
Academy

# Connor Downs Academy

Head of School: Mrs J Eddy



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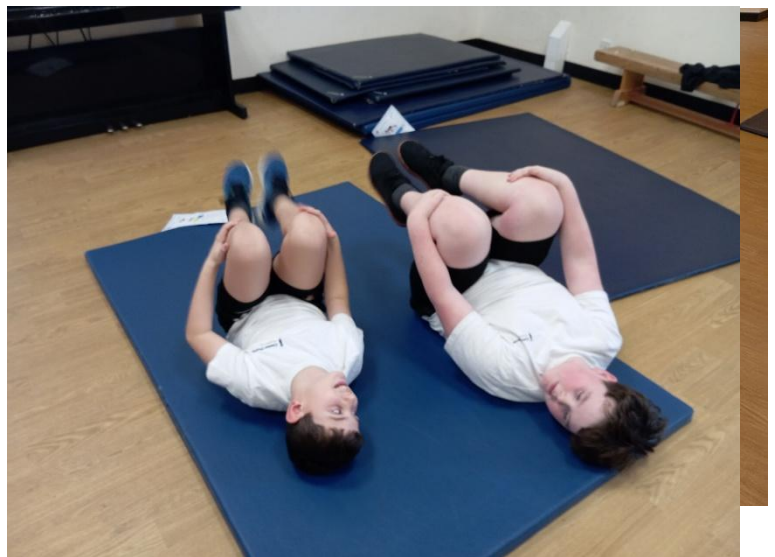
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Y6 have also developed their understanding of fitness related exercises by taking part in circuit training sessions to build stamina, strength, teamwork and flexibility. Over the weeks, the children took more and more control over the activities. They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



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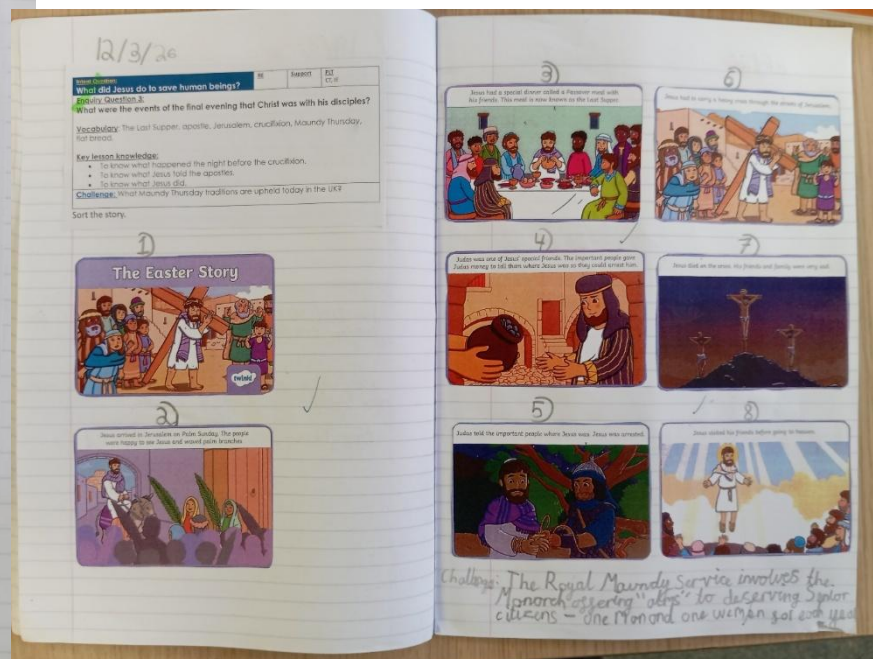
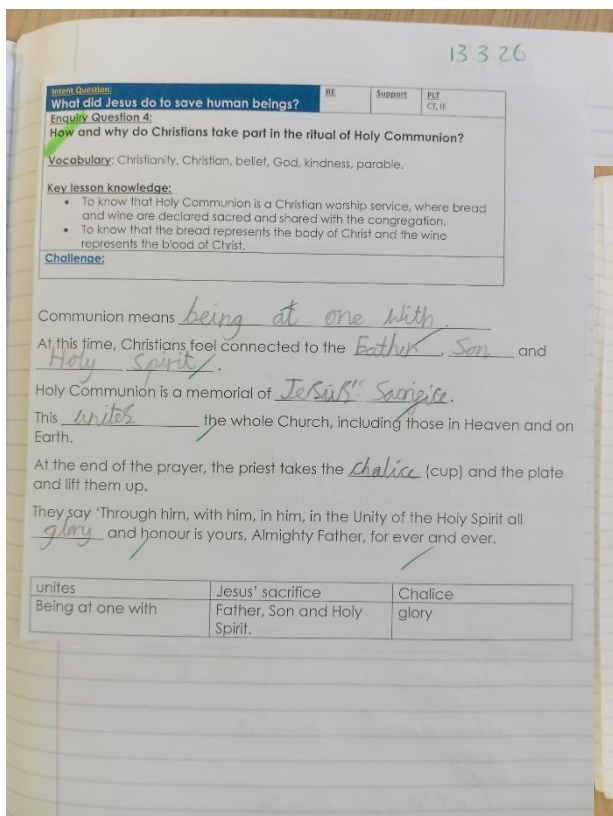
The girls and boys football teams were both in action this term, playing fixtures against other teams.

The final cross country rounds were also held- well done to everyone who took part. Good luck with the finals!

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

## 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 by taking part in Communion. The children also explored a story from the Bible using drama; this was about a rich



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man who forgives a poor man that has stolen from him.

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Intent Question:	RE	Support	PLT CT, IE
What kind of king is Jesus?			
<b>Enquiry Question 4:</b>			
<ul style="list-style-type: none"> <li>To explain the connections between biblical texts and the Kingdom of God.</li> </ul>			
<b>Vocabulary:</b> Christianity, Christian, belief, God, kindness, parable.			
<b>Key lesson knowledge:</b>			
<ul style="list-style-type: none"> <li>Listen to the parable of the Unforgiving Servant (Matthew 18: 21-35).</li> <li>What is Jesus trying to say?</li> <li>Fear, begging, questioning, relief, ungratefulness, hatred and outrage.</li> </ul>			
<b>Challenge:</b>			
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?			
Worry      relief      anger disappointment      greed			

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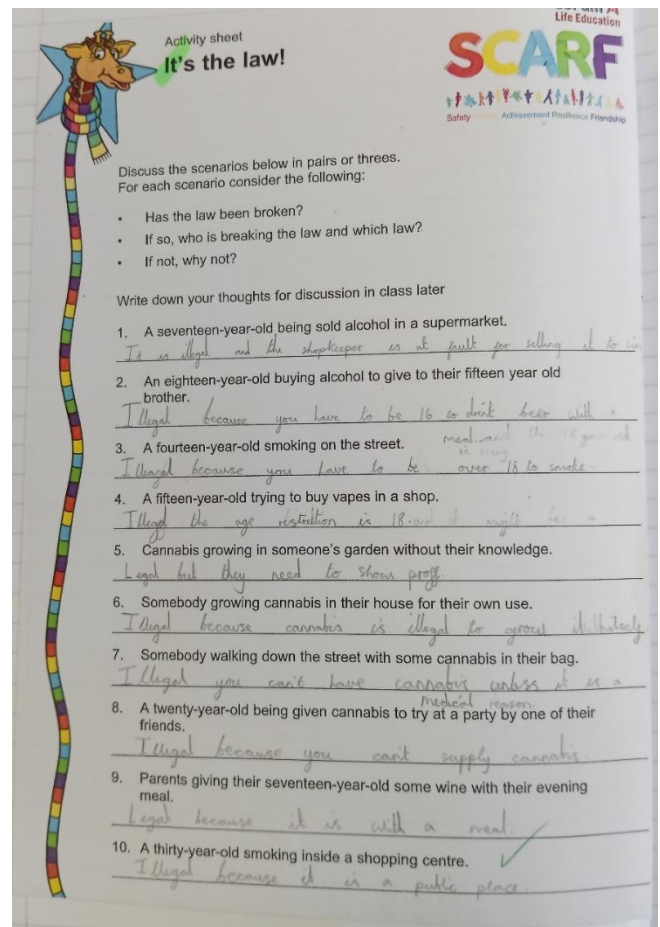
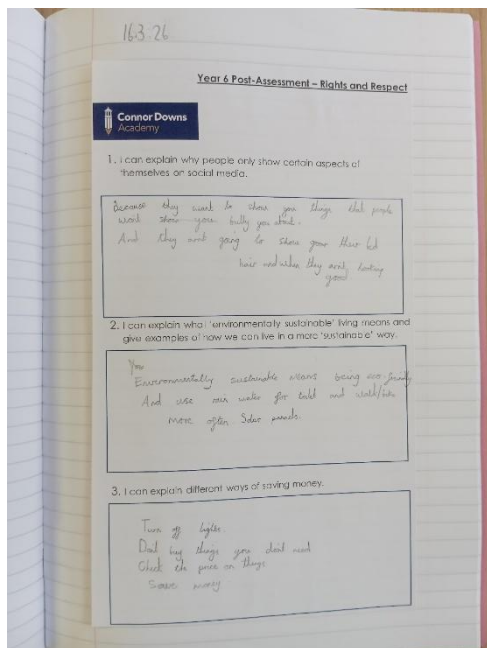
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## PSHE

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. The class 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! The final few weeks of term were spent learning about Rights and Responsibilities which included learning about democracy



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5326

LO: To understand the influence social media can have.



**FakeBook**

1. Name the social media sites you have heard of:  
 Facebook Snap tick - link Instagram Twitter  
 Baccard WhatsApp

2. Why do you think the age limit is 13 years for social media?  
 a. inappropriate pics  
 b. dirty stuff

9.3.26 Incredible! 10x4P

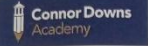
Happy shoppers - caring for the environment

- Explain what is meant by living in an environmentally sustainable way;
- Suggest actions that could be taken to live in a more environmentally sustainable way.

How can we make the shopping centre more sustainable?

- Use everything you bought! (That makes sure we are not spoilt)
- Don't buy bottled water! (The plastic is bad for the planet)
- Re-use cardboard and plastic! (It won't go to waste)
- Walk instead of driving! (The buses are bad for us)
- Don't waste food! (The earth has provided us with it)
- Make a flower garden! (Flowers will have some more pollen)
- Don't cut down trees! (Nature and us need them)
- Stop using plastic! (The world would be so much cleaner)
- Stop making houses and start planting trees! (Nature loves it)
- Have solar panels! (That way you're not using gas)
- If you see a dying flower water it! (Flowers will love it)
- Help animals if they hurt! (We need them just like they need us)
- Use rain water as drinking water! (Maybe rain is good)
- If you have grown out of your clothes give it to charity! (Help others)
- Don't buy too many of something! (Someone else might need it)
- Don't litter! (It's EXTREMELY bad for the earth)
- Don't always have the light on! (Too much electricity)
- Make some sort of nature garden! (Nature can live there)
- Try not to have fake grass! (Usually it's plastic)
- Stop making shops! (Start making nature places)
- Donate to various charities! (It could make the world a better place)
- If you have spilt then give it to nature! (It will eat it)
- Make bug houses! (They will live there)

Year 6 Post-Assessment – Rights and Respect



1. I can explain why people only show certain aspects of themselves on social media.

Because they might get bullied, e.g. someone says oh I love the beach and the other person might go "oh well I hate the beach it is so hot"

2. I can explain what 'environmentally sustainable' living means and give examples of how we can live in a more 'sustainable' way.

"environmentally sustainable" means it is good to live in and an example of a very sustainable living is when you're not in a room turn off all lights.

3. I can explain different ways of saving money.

- Don't buy anything expensive.
- Get cheap stuff.
- Work harder to get more money.
- Be more careful on what you buy.
- Don't waste anything.
- 
- 

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The RNLI held an assembly where the children were reminded about staying safe in the sun, what the various flags represent and what to do in a riptide.

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Vanessa from the NSPCC taught the children about keeping safe. The children learnt about different types of abuse children can suffer. They learnt about Childline and other sources of help available.

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The children made chatterboxes to support their understanding of the session.



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When the children were in Y4, they were invited to design a new park layout for Connor Downs. Their ideas were then used in the design. Now it has finished being built, some members of Y6 were invited to attend the park's official opening. They were the first to play on the new equipment which is sure to be much loved in the village for years to come.



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Planting seeds for the new football pitch.



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Here are some pupils who belong to the choir, preparing to perform at the Hall for Cornwall.



Happy Easter everyone!



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