



## Llangewydd Junior School – Ysgol Iau Llangewydd Year 6 - What will we be learning about this term?

Our Humanities topic this term is When Worlds Collide. We hope to cover as much of the content, skills and experiences shown below as possible but this may change as Pupil Voice leads our learning into other areas.



### Languages, Literacy and Communication

- Voice in the park- third voice.
- Letter recount- As a child in conflict.
- Island Farm news report in topic book.
- Echo Poetry linked to war zone

### Mathematics and Numeracy

- Data handling – bar charts and pie charts to represent data – war of the worlds. Deaths and casualties.
- Number – statistics of conflict casualties linked to South Wales/ casualties in Natural disasters
- Co-ordinates in four quadrants linked to bombing of ships.
- Sequencing /chronological order/ time – conflicts.
- Measure – weighing ingredients needed for recipes.

### Science and Technology

- **Materials and Blackouts:** Conducting scientific investigations to identify the most effective blackout materials. Pupils will measure light transmission using digital sensors (lux meters). **Most pupils** will draw accurate, evidence-based conclusions from their observations.
- **Coding and Cryptography:** Exploring morse code. Creating an escape tunnel on scratch.

Our **Four Purposes** inform all our learning:

- ambitious, capable learners
- enterprising, creative contributors
- ethical, informed citizens
- healthv. confident individuals



### Autumn Term 2026 Year 6 When Worlds Collide (Humanities)

Cross-curricular Responsibilities inform all our learning:

### Literacy, Numeracy and Digital Competency

### Expressive Arts

- Silhouette art
- Remembrance project
- Dance- Lesley
- Product for Christmas fayres.
- Propaganda creation and compare and contrast.

### Humanities

- History (Cause and Consequence): Investigating the key events leading to the outbreak of World War II, the Blitz, and the role of key historical figures. Pupils will analyze primary and secondary sources to evaluate historical reliability.
- Geography (Changing Borders): Mapping the changing political borders of Europe before, during, and after the conflict. Pupils will study how physical geography influenced military strategies, such as the evacuation of Dunkirk. Pre war/ After war
- Local History: Researching the local impact of the war, including local decoy sites, bomb sites, and the experiences of local families during the Blitz.
- Island farm and research names on the cenotaph in town

### Health and Well-being

- **Ethics of Conflict:** Exploring the concept of a "just war" and discussing pacifism, conscientious objectors, and the role of peacekeeping organisations. **A majority of pupils** will demonstrate a mature understanding of why individuals hold differing ethical viewpoints. Why do people come to power ?
- **Faith in Times of Crisis:** Investigating how different faith communities maintained their beliefs and supported one another during times of extreme persecution and conflict. Why do people turn to religion ?

## Visitors and Visits:

Cardiff Castle Homefront  
Race against Hate – Newbridge fields  
Bridgend College – Pantomime

## What my child can do:

- Let us know what they would like to learn about within the topic.
- Complete any homework tasks set by their teacher.
- Bring into school any interesting items linked to our topic.
- Read regularly – their Bug Club book, their class and school library books but also real-life texts e.g. menus, leaflets, adverts...
- Practise their times tables – Revisit the x6, x7, x8 x9 and x12 times tables but also learn their target times table.
- Spend some time at home using any of the interventions they use at school i.e. Reading Eggs (some children) and Mathletics (all children).
- Practise handwriting – letter and number formation.
- Learn to tell the time (quarter past and quarter to) on analogue and digital clocks.
- Do activities that support their well-being e.g. eat well, sleep well, rest well.

## What can I do to support my child's learning?

- Listen to your child reading regularly for short, sharp periods of time (avoid making reading a chore) – their Bug Club book, their class and school library books but also real-life texts e.g. menus, leaflets, adverts...
  - Support your child with any homework tasks set by their teacher.
  - Help your child to learn their times tables – Revisit the x6, x7, x8 x9 and x12 times tables but also learn their target times table.
  - Encourage your child to use at home any of the interventions they use at school i.e. Reading Eggs (some children) and Mathletics (all children).
  - Join/visit your local library.
  - Discuss the time in your everyday lives on analogue and digital clocks.
  - Ensure that your child does activities that support their well-being e.g. eating well, sleeping well, resting well.
  - Spend quality time with your child simply talking to them, enjoying family experiences, playing games...
- Provide any enriching experiences you can e.g. visits to the theatre, museums, events, spend time at the beach....

