

History

“A moving mountain of metal which rose in seven tiers like the layers of a wedding cake, the lower levels wreathed in engine smoke, the villas of the rich gleaming white on the higher decks, and above it all the cross on top of St Paul’s Cathedral glinting gold, two thousand feet above the ruined earth.” pg 4

After taking inspiration from Mortal Engines, we will be learning about Sir Christopher Wren –who was he? Why is he important? What impact did he have on England? Why should we know his name?

Art & DT

“..above it all the cross on top of St Paul’s Cathedral glinting gold, two thousand feet above the ruined earth.” pg 4

We will be learning the skills of an architect– aiming to recreate some of the drawing of Sir Christopher Wren’s buildings. We will combine this with some modern art and maths too!

Our art also links with our science for the first half term.

In DT we will be focusing on the skill of evaluation– what was the purpose of these buildings? Was there one sole purpose? Do we feel the buildings have achieved their goal? We will be learning how to effectively evaluate a product.

Computing:

We will be manipulating basic programmes to create our own designs. We will also be developing our use of day to day use of computing software.

French:

Y5- Bike Tour De France (Normandy and Paris)
Opinions and meals

Y6 – Holidays: countries, campsites, gites

Music:

Taking inspiration from a similar text – ‘War of the Worlds’, we will be learning about the composer Jeff Wane. We will be evaluating his works, thinking about where it fits in the history of music and decide if we should add him to a list of ‘the great composers’ - of whom we will also be listening to throughout the term.

Geography: We will be learning about what makes up the United Kingdom and then looking a little further afield – the continent of Europe.

“London kept moving, day after day, grinding its way across the continent formally known as Europe.” pg 118

We will use six figure grid references to help us learn to locate specific places and then we will be using our new knowledge to plot a course to help London make its way through Europe and across to Nepal...

“Tom strained his eyes, peering towards the south in the hope that he might catch a glimpse of Old Chomolungma, Everest of the Ancients, but storms were brewing in the high Himalayas and it was wrapped in cloud.” pg 207

RE

Why is Jesus the ‘light of the World’?
Explore: An introduction to Buddhism.

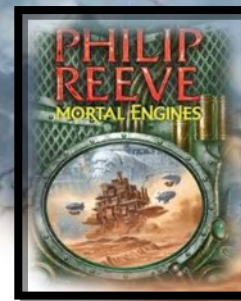
Rights of the child

Article 13: Freedom of expression

What are these ‘Rights of a Child’ - why have they been written down?

What is meant by freedom? What is meant by expression?

Why might this right be broken? Is this what has happened to Tom and Hester in the story?



Mortal Engines

Autumn– 2019

Science:

For the first half of this term we will be delving into the world of plants and animals. We will look at how and why they are classified and even try to clone some plants ourselves! We will also be looking at the science of illustration– why are scientific illustrations so important and why are even old historical illustrations so useful today?

After this we will be leaning about electricity; something that seems to power the frightening ‘Medusa’ in our story.

English: We will be following the national curriculum for Yr 5 and 6. This is just a taster of the work we will be doing...

“It was a dark blustery afternoon in spring, and the city of London was chasing a small mining town across the dried out bed of the old North Sea.” pg 3

We will be creating our own heart stopping 1st chapter to the book, a chase across the scorched earth to catch a small traction town!

“Above his head, the biggest of the models – a thing called a blue whale that had become extinct thousands of years ago.” pg 5

We will be writing a report on the blue whale from the time of Mortal Engines- what facts would they know? What would they get wrong? We will also write to persuade people to take care of their environment to try to prevent such tragedies.