BLACK HORSE HILL JUNIOR SCHOOL - ART LESSON SEQUENCE

UNIT: LOWRY

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
1. Who was L.S.Lowry?	**To know who L.S.Lowry was and to become familiar with his style of painting.**
2. What colours did Lowry use?	**To understand that Lowry used a limited set of colours to paint his pictures** **To know which are the primary colours and that when you mix them together you get secondary colours** **To know how to lighten a colour tone by adding white and how to darken it by adding black.**
3. How did Lowry create perspective?	**To identify how Lowry achieves perspective in his paintings** **To understand the terms foreground, mid-ground and background.**
4. Creating a background - skylines	**To understand that background shapes should be smaller and lighter in colour**
5. Creating a foreground	**To understand that foreground shapes should be drawn larger and colours should be bolder.**
6. Lowry's matchstick people	**To identify the common features in Lowry's matchstick figures** **To identify how Lowry uses these figures to create perspective in his paintings.**
7. Reflect & Evaluate	**To evaluate how successfully they have created a piece in artwork in the style of L.S. Lowry**

BLACK HORSE HILL JUNIOR SCHOOL - COMPUTING LESSON SEQUENCE

PROGRAMMING A – SEQUENCING SOUNDS

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
1. Introduction to Scratch	To identify the objects in a Scratch project (sprites, backdrops) To explain that objects in Scratch have attributes (linked to) To recognise that commands in Scratch are represented as blocks
2. Programming Sprites	To identify that each sprite is controlled by the commands chosen To choose a word which describes an on-screen action To create a program following a design
3. Sequences	To start a program in different ways To create a sequence of connected commands To explain that the objects in a project will respond exactly to the code
4. Ordering Commands	To recognise that a sequence of commands can have an order To explain what a sequence is To combine sound commands To order notes into a sequence
5. Project appearance	To change the appearance of a project by - Building a sequence of commands - Deciding the actions for each sprite in a program - Making design choices for the artwork
6. Making an instrument	To create a project from a task description To identify and name the objects needed for a project To relate a task description to a design To implement and appropriate algorithm as code

BLACK HORSE HILL JUNIOR SCHOOL - COMPUTING LESSON SEQUENCE

DATA & INFORMATION – BRANCHING DATABASES

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
1. Yes or No Questions	To create questions with yes/no answers To investigate questions with yes/no answers To make up a yes/no question about a collection of objects
2. Making Groups	To identify the attributes needed to collect data about an object To select an attribute to separate objects into groups To create a group of objects within an existing group To arrange objects into a tree structure
3. Creating a branching database	To create a branching database To select objects to arrange in a branching database To group objects using their own yes/no questions To test their branching database to see if it works
4. Structuring a branching database	To explain why it is helpful for a database to be well structured. To create yes/no questions using given attributes To compare two branching database structures To explain that questions need to be ordered carefully to split objects into similarly sized groups
5. Planning a branching database	To plan the structure of a branching database To independently create questions to use in a branching database To create questions that will enable objects to be uniquely identified To create a physical version of a branching database
6. Making a dinosaur identifier	To independently create an identification tool To create a branching database that reflects their plan To work with a partner to test their identification tool To suggest real-world uses for branching databases

BLACK HORSE HILL JUNIOR SCHOOL - SEQUENCE OF LEARNING

Science – Forces & Magnetism

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
Enquiry 1: What is a force?	*Know that all forces are pushes or pulls of different strengths.* Identify pushes and pulls in the environment. Know how to show the direction of a force in a diagram using arrows.
Enquiry 2: What is friction?	*Know friction is a force that slows moving objects down.* Friction always works in the direction of which the object is moving. Through investigation, observe how objects move differently on different surfaces.
Enquiry 3: What is magnet force?	*Magnetic forces can attract or repel.* Through investigation, observe that some forces need contact between 2 objects, but magnetic forces can act at a distance.
Enquiry 4: What are magnetic poles?	*Magnets have two poles, a north pole and a south pole (link to work in geography). Unlike poles attract and like poles repel.*
Enquiry 5: What materials are magnetic?	Through investigation, *observe how magnets attract or repel each other and attract some materials and not others.*
Enquiry 6: What metals are magnetic?	*Observe that not all metals are not magnetic. Observe that iron and nickel are magnetic* (as is steel as is contains iron). Link to work in geography – compass points and the Earth's magnetic core which consists of iron and nickel.

BLACK HORSE HILL JUNIOR SCHOOL - SEQUENCE OF LEARNING

Science – Light & Darkness

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
Enquiry 1: What is light? What is darkness? Where does light come from?	*Light is a form of energy that enables us to see our surroundings. Darkness is the absence of light.* *Light comes from a light source.* A light source can be natural or artificial. Identify natural and artificial sources of light.
Enquiry 2: What is reflection? How do we see objects?	*Light always travels in straight lines, in light waves.* Light travels from a light source in a continuous straight line until it meets an object. Light is reflected (bounced) from an object to the eye. The eye transfers this down the optic nerve to the brain. This is how we see.
Enquiry 3: What is the difference between day and night?	*We have day and night because the Earth rotates on its axis every 24 hours.* When it is day, half of the Earth is facing the sun. When it is dark, half of the Earth is facing away from the sun. Therefore there is an absence of light. The moon is not a source of light, it reflects light from the sun. Stars are sources of light.
Enquiry 4: What materials are the best reflectors?	*Through investigation, notice how some materials are more reflective than others.* Fluorescent and retro reflective materials are highly effective materials used in designing safety products. Retro reflection happens when a large proportion of light is reflected back to its source. It contains tiny beads of glass to reflect light directly back. Apply knowledge gained to design their own reflective safety item.

Enquiry 5: How do we keep our eyes safe in the sun?	The sun emits (gives out) UV (ultra violet) rays of light. *Too much UV light can be harmful to humans causing damage to eyes and skin.* We can protect our eyes from harmful UV rays by wearing sunglasses and wide brimmed hats.
Enquiry 6: What is a shadow? How are shadows formed?	*A shadow is formed when an opaque material blocks the light rays coming from a light source.* Explore this through investigating and making shadows.
Enquiry 7: Can you change the size of a shadow?	*Through investigation, understand that the nearer the object to the light source the larger the shadow because an object closer to a light source the larger the area of light blocked.* *Understand that the further the object from the light source the smaller the shadow because an object further from a light source the smaller the area of light blocked.*

BLACK HORSE HILL JUNIOR SCHOOL - MUSIC LESSON SEQUENCE

GLOCKENSPIEL UNIT 1

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
1. Theory of music – notation D, E	To copy back a rhythmical pattern with increasing accuracy To learn the position on the treble stave of the notes middle C, D and E To identify differences in tempo in pieces of music and put them in order from slowest to fastest. To play a piece comprised solely of the note D To play a piece in two parts with both parts playing just the note E
2. Theory of music – crotchets, minims, crotchet rests and minim rests	To know what a crotchet and a crotchet rest look like and that they are worth 1 count. To know what a minim and a minim rest look like and that they are worth 2 counts. To play accurately a piece comprised of solely crotchets and crotchet rests on the notes D and E. To play accurately a piece comprised of solely minims and minim rests on the notes D and E.

3. Theory of music – semibreve, semibreve rest Theory of music – notation middle C and D	To understand that rhythms are patterns of long and short notes and rests. To explore clapping and playing different rhythms To know the position on the treble stave of the notes middle C, D and E To play a piece using the notes C and D and showing awareness of minims, crotchets, minim rests and crotchet rests. To improvise different rhythmical patterns on the notes C and D To play a piece comprised solely of semibreves and semibreve rests.
4. Theory of music – notation F	To extend their knowledge of notation on the treble stave to the note F. To play a piece of music using the notes D, E and F and showing awareness of different note/rest durations (crotchets and minims)
5. Theory of music – notation middle C, D, E & F Theory of music – semibreve, minim crotchet plus their rests	To consolidate their knowledge of the position of middle C, D and E on the treble stave. To consolidate their knowledge and understanding of semibreves, minims, crotchets and their rests. To improvise different rhythmical patterns on the notes C, D and E To learn to play pieces of music using up to 3 of these notes and different combinations of these note values and rest values.

BLACK HORSE HILL JUNIOR SCHOOL - MUSIC LESSON SEQUENCE

MUSIC: THREE LITTLE BIRDS

Learning Intention	What the children will know/ Essential knowledge
1. To learn to sing in unison a song with a pitch range between do-so	To become familiar with the style indicators of reggae music. Identify the verse and chorus within the structure of the song. To know that vocal warm ups are important before singing and that good posture is also important. Start to sing back melodic patterns within a limited pitch range (do-so) altering the pitch of their voices accordingly to match the directionality of pitch.
2. To learn to play simple melodic parts (using C, A, G) maintaining their part whilst those around them play a different part. To show awareness of both pulse and conductor.	To identify the instruments played in the song 'Three Little Birds': keyboard, drums, bas, electric guitar and organ. To identify the male and female vocal parts and distinguish between them referring to pitch. Start to clap back and play rhythms they have heard. To play and maintain a simple melodic part whilst others around them play a different part. Show awareness of pulse and of a conductor (starting and stopping as signalled.)

3. To improvise using both their voices and instruments on 2 adjacent notes showing awareness of higher and lower pitch.	To consolidate their understanding of the style features of reggae music by listening and appraising similar reggae music e.g. Small People To generate their own rhythmical pattern answers to rhythmical questions using two adjacent notes.
4. To compose their own simple melodies by using 3 adjacent notes in the treble clef stave and to play their own composition from its notation form.	To identify the difference in pitch and position of C, D and E on a treble clef. To use the 'Music Explorer' App to compose simple melodies using the 3 adjacent notes middle C, D & E. To know that starting and finishing on the same note gives their composition a feeling of completion. To know that to play a composition and for it to be memorable it needs to use repetition and not jump around too much. To play their own composition from its printed notation form.
5. To rehearse and perform their singing and compositions as a whole class.	To sing in unison melodic patterns within a limited pitch range (do-so) altering the pitch of their voices accordingly to match the directionality of pitch. To show awareness if pulse and conductor when singing in unison. To rehearse and perform the song 'Three Little Birds' with their composed part accurately. To evaluate their performance.

BLACK HORSE HILL JUNIOR SCHOOL - RE LESSON SEQUENCE

Christianity: Jesus' Miracles

Enquiry Question	What the children will know/ Essential knowledge
1. What is a miracle?	**To understand what a miracle is.** **To reflect upon whether bear's recovery is a miracle or whether there might be another scientific reason for this.**
2. Did Jesus heal a blind man?	**To familiarise themselves with the Bible story 'Jesus heals a blind man.'** **To understand how being blind was different in the time of Jesus.** **To consider whether or not Jesus performed a miracle.** **To consider what message the story has.**
3. Did Jesus heal the sick?	**To understand the Bible story about Jesus healing a sick servant.** **To understand the word compassion and ways in which they can be compassionate.**
4. Did Jesus raise a dead man	**To consider whether Jesus really did raise a dead man.** **To explore alternative explanations about how Lazarus may have appeared to have come back to life.**
5. Did Jesus heal a paralysed man?	**To understand what Christians believe happened to the paralysed man.** **To evaluate what they think happened to the paralysed man and whether they believe Jesus performed a miracle.**
6. Did Jesus really perform miracles?	**To be able to formulate their own opinion about whether miracles happen.** **To understand why stories of Jesus performing miracles are included in the Bible.**

BLACK HORSE HILL JUNIOR SCHOOL - RE LESSON SEQUENCE

Christianity: Easter Forgiveness

Enquiry Question	What the children will know/ Essential knowledge
1. What does redemption mean?	**To understand that sometimes to help or save someone/something, personal sacrifices have to be made.** **To be familiar with the term redemption.**
2. Why is Palm Sunday and Maundy Thursday significant to Christians?	**To understand why Palm Sunday is so called and why Christians make palm crosses on this day.** **To understand the symbolism of the bread, wine and washing of feet at the Last Supper** **To understand why Christians take holy communion on Maundy Thursday**
3. What do Christians believe happened on Good Friday?	**To understand what happened to Jesus on Good Friday and what Christians do to remember that.** **To understand some of the symbolism around Easter e.g. palm crosses, hot cross buns, Easter eggs.**
4. Why was Good Friday good?	**To understand who Good Friday was good for and why.** **To understand some of the symbolism around Easter e.g. hot cross buns, bread, wine, the cross.**
5. How can I help others?	**To understand how Jesus showed he cared for others.** **To identify ways in which they can help others.** **To identify why caring for others is important.**