

Year 3/4/5/6	Term: Spring 2	Subject: Computing (animation)	
Key Vocabulary: Animation flipbook frame onion skinning background play sound stop motion video clip	Key Questions: What does ... mean? What would happen if..?	Resources Ipads Post it notes	Cross-curricular links: Art
<p>National Curriculum Objectives: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Key stage 2 Pupils should be taught to: ♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Key stage 3 Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems • understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem • use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions • understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary 			

addition, and conversion between binary and decimal]

- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

Most children will be able to:
Independently download and upload images.

Some children will be able to:
Produce a simple animation on 2Animate.

Some children will have developed further and will be able to:
Discuss and evaluate the quality of images and decide whether to keep, delete or edit them.

Progression of Skills (Y3/4)

Images, video and animation – digital photographs, video and animation

Use 2Animate to capture still and moving images for a purpose.
Discuss and evaluate the quality of their own and others' captured images and make decisions whether to keep, delete or change them.
Independently download and save images and video onto a computer.
Independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location.
Be able to 'resize' images (pixels, resolution, aspect ratio and dimensions).
Be able to use basic tools in a software package to change images according to purpose.
Import music, stills or video into video editing software for a specific project.
Arrange, trim and cut clips to create a short film that conveys

Progression of Skills (Y5/6)

Images, video and animation – digital photographs, video and animation

Use a range of devices to capture still and moving images for a purpose.
Discuss and evaluate the quality of their own and others' captured images and make decisions whether to keep, delete or change them.
Independently download and save images and video onto a computer.
Independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location.
Be able to 'resize' images (pixels, resolution, aspect ratio and dimensions).
Be able to use basic tools in a software package to change images according to purpose.
Import music, stills or video into video editing software for a specific project.

<p>meaning. Add simple titles, credits and special effects, e.g .transitions. Storyboard, then use captured images to create a short animated sequence which communicates a specific idea.</p>	<p>Arrange, trim and cut clips to create a short film that conveys meaning. Add simple titles, credits and special effects, e.g .transitions. Storyboard, then use captured images to create a short animated sequence which communicates a specific idea.</p>
Planned Learning Experiences:	Assessment Opportunities and Learning Outcomes:
Session 1 exploring animated films/cartoon and 2Animate	
<p>Learning Objective: I can make a simple animation using 2Animate; I can make more detailed animations linked to our topic. Activity: Brainstorm ideas – what makes a good animation and watch some. How are they created? Introduce the children to 2Animate.</p>	Simple animation
Session 2 using 2Animate	
<p>Learning Objective: I can make a simple animation using 2Animate; I can make more detailed animations linked to our topic. Activity: children to create simple animations. Y5/6 – create more complicated (topic related – a flower growing/life cycle)</p>	Can talk about what they are doing on 2Animate.
Session 3 other tools	
<p>Learning Objective: I can use the onion skin tool; I can use backgrounds and sounds to make more complex animations. Activity: demonstrate the onion skin tool and how to apply sounds. Children to use these on their own animations.</p>	Can use other tools to create a more complex animation
Session 4 stop motion animation	
<p>Learning Objective: I can use ideas from existing stop motion films to create an animation; I can share my animations and comment on others. Activity: introduce the children to stop motion animation and share their animations on class board.</p>	Can create their own animation base on a stop motion film and can upload to the shared area for others to view.
Session 5	
Learning Objective: Activity:	
Session 6	
Learning Objective: Activity:	

Session 7	
Learning Objective: Activity:	
Session 8	
Learning Objective: Activity:	