

Newquay Junior Academy – Spring 2 Sequence – Computing



YEAR 3

Prior knowledge...

Pupils will have used [j2e pictogram](#) tool which can be accessed online using a desktop, laptop or tablet computer. Your school may have access to an equivalent alternative which could be used instead.

YEAR 4

Prior knowledge...

Pupils should have knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. Following this unit, pupils will further develop their video editing skills in Year 5

YEAR 5

Prior knowledge...

Pupils should have experience of making choices on a tablet/computer. They should be able to navigate within an application.

This unit progresses pupils' skills through editing digital images and considering the impact that editing can have on an image. Pupils will also consider how editing can be used appropriately for different scenarios, and create and evaluate 'fake' images, combining all of their new skills.

YEAR 6

Prior knowledge...

Pupils should have knowledge and understanding of creating media by guiding them systematically through the process involved in creating a video. The unit builds on the Year 4 unit 'Photo editing' where composition is introduced and the Year 3 unit 'Stop-frame animation' where pupils explored some of the features of video production. By the end of this unit, pupils will have developed the skills required to plan, record, edit, and share a video.

INTENT

Pupils will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with pupils adding other types of media to their animation, such as music and text.

It is recommended that you use a tablet for this unit as this makes it simpler for pupils to take the photos and do the editing. However, you could use stop-frame animation software on a desktop or laptop if this is what you have available. This unit uses screenshots from iMotion which is an iPad app, but you could also try Stop Motion Studio if you have Android tablets.

Pupils will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.

Pupils will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Pupils are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, pupils have the opportunity to reflect on and assess their progress in creating a video.

To teach this unit, you will need video recording equipment such as video cameras or tablets with video capabilities. The recommended editing software is Microsoft Video Editor, which is included for free with Windows 10.

Pupils will be introduced to creating websites for a chosen purpose. Pupils identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, pupils pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. It is recommended that pupils use laptop or desktop computers for this unit of work. The unit has been based on the use of [Google Sites](#), which is free to use with any Google account. If your school uses the free [Google Workspace for Education](#), your Google administrator can create accounts for pupils and also ensure that the Google Sites feature is enabled. If you don't have a school Google Workspace account, your school may choose to set one up or you may opt to create individual Google accounts for your pupils to use. Whichever option you choose, it should be in line with your school's policies.

VOCABULARY / STICKY KNOWLEDGE

Animation, flip-books, stop-frame animation, storyboard, consistency

Online editor, crop, copyright, filters, retouch, re-touching tools, fake images, publication(s)

Video, media format, medium, digital device, camera angle, storyboard, filming technique, script, import content, editing, re-shoots, export and evaluate.

HTML, layout, fair use, copyright, website structure, navigation path, hyperlink, content.

SEQUENCE OF LESSONS

1. To explain how people can represent themselves in different ways online.
2. To explain that animation is a sequence of drawings or photographs
3. To relate animated movement with a sequence of images
4. To plan an animation
5. To identify the need to work consistently and carefully
6. To review and improve an animation
7. To evaluate the impact of adding other media to an animation

1. **To recognise when someone is upset, hurt or angry online.**
2. To explain that digital images can be changed
3. To change the composition of an image
4. To describe how images can be changed for different uses
5. To make good choices when selecting different tools
6. To recognise that not all images are real
7. To evaluate how changes can improve an image

1. To explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.
2. To explain what makes a video effective
3. To use a digital device to record video
4. To capture video using a range of techniques
5. To create a storyboard
6. To identify that video can be improved through reshooting and editing
7. To consider the impact of the choices made when making and sharing a video

1. To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
2. To review an existing website and consider its structure
3. To plan the features of a web page
4. To consider the ownership and use of images (copyright)
5. To recognise the need to preview pages
6. To outline the need for a navigation path
7. To recognise the implications of linking to content owned by other people

OUTCOME / COMPOSITE

This unit progresses pupils' knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations of a game of coconut football, using characters from the VIPERS novel "Nim's Island". Following this unit, pupils will further develop their video editing skills in Year 5

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This unit progresses pupils' knowledge and understanding of creating media by guiding them systematically through the process involved in creating a video. The unit builds on the Year 4 unit 'Photo editing' where composition is introduced and the Year 3 unit 'Stop-frame animation' where pupils explored some of the features of video production. By the end of this unit, pupils will have developed the skills required to plan, record, edit, and share a video documentary about discovering a historical artefact in the Amazon Jungle.

This unit progresses pupils' knowledge and understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing.