

During our Computing Long Enquiry this half term, we will be learning how to make a stop frame animation that will be shared with an audience.

Children will select, use and combine a variety of software (including internet services) on digital devices to design and create their stop frame animation. Children will use a range of techniques to create a stop-frame animation using devices in school. They will apply those skills to create a story-based animation. Children will add other types of media to their animation, such as music and text to create an outcome that they will share with a wider audience.

During this Long Enquiry, children will be given opportunities, over the 4 weeks, to work on our whole school focus of being 'Ready for Work'. Children will achieve this by applying their knowledge of the 4Cs (Creativity, Critical Thinking, Communication and Collaboration), to achieve a shared outcome within a project team.

**What I have already learnt:**

Children in Year 1/2 learnt:

- Children already have experience and knowledge of digital devices and have experience of creating media through other curriculum opportunities.

**What I will learn:**

- Children will develop their video editing skills which will be used in curriculum opportunities and will be able to apply them when creating other forms of media.



# Preston Primary School Computing Knowledge Organiser



<b>Topic: Computing – How can I make pictures move?</b>	<b>Term: Summer 2</b>	<b>Year Group: Unit 3</b>	<b>Duration: 4 Weeks</b>
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<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> I can draw a sequence of pictures.</li> <li><input type="checkbox"/> I can create an effective flip book—style animation.</li> <li><input type="checkbox"/> I can explain how an animation/flip book works.</li> <li><input type="checkbox"/> I can predict what an animation will look like.</li> <li><input type="checkbox"/> I can explain why little changes are needed for each frame.</li> <li><input type="checkbox"/> I can create an effective stop-frame animation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can work effectively as a team to create a stop frame animation.</li> <li><input type="checkbox"/> I can make small changes between frames.</li> <li><input type="checkbox"/> I can be critical of my own work.</li> <li><input type="checkbox"/> I can review a sequence of frames to check my work.</li> <li><input type="checkbox"/> I can evaluate the quality of my animation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain ways to make my animation better.</li> <li><input type="checkbox"/> I can evaluate another learner’s animation.</li> <li><input type="checkbox"/> I can give constructive feedback on another learner’s work.</li> <li><input type="checkbox"/> I can improve my animation based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can add other media to my animation.</li> <li><input type="checkbox"/> I can explain why I added other media to my animation.</li> <li><input type="checkbox"/> I can evaluate my final film.</li> </ul>



## Key Skills in Computing Explained:

Vocabulary	Definition
Record	To turn a sound or performance into a permanent form of recording that can be reviewed.
Camera	a device for recording visual images in the form of photographs, film, order video.
Layers	The different levels that a digital record (video or sound) can be placed on each other.
Import	The process of adding external data to a device.
Image	a visible impression captured by a camera or other device.
Mask	The process of capturing sections of an image.
Timeline	A visual image of the chronological sequence of events.
Erase	To delete from a device's storage.
Resize	To change the height, size or width of an image.
Trim	To remove unwanted parts of a video.

### Information Technology



Children should know that technology is everywhere, be able to identify the technology they encounter and have a growing understanding of how it works. This can be broken down into activities such as word processing, spreadsheets and data handling, presentation, eBook creation, web design, animation, video creation, photography and art, sound and AR & VR. When using these ideas to create content everything should link closely to digital literacy – awareness of audience and good design principles.

### Computer Science



Computer science within our curriculum is broken down into three strands: Computational Thinking, Programming and Computer Networks.

#### Computational Thinking

This is all about solving problems effectively with or without a computer. Computational thinking is about looking at a problem in a way in which a computer can help us to solve it.

#### Programming

Children write algorithms and implement these as code. They also need to be able to find mistakes and fix them (debugging.) Once children have created a program, they need to learn to evaluate and look at different ways to achieve the same goal and which method is most appropriate. As children get older, the programs they write will become more complex using a range of constructs such as sequence, selection, repetition and variables in their programs.

#### Networks

Pupils are also required to develop understanding of how networks, such as the Internet, work and how searches are performed.

### Digital Literacy



Today's children and young people are described as 'Digital Natives' and are growing up in a digital world that is always evolving and changing. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour and develop effective strategies for staying safe and making a positive contribution online.