**Year 3 Computing Curriculum – Summer 2**

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| **Theme: Stop-Frame Animation** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| - Select, use and combine a variety of software (including internet services) on a range of digital devices to design an create a range of programs, systems and content that accomplished 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 | | | **Keyword** | Definition | delete | To permanently remove | | [**English**](https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf)   * Pupils should be taught to: draft and write by: in narratives, creating settings, characters and plot * Pupils should be taught to: proof-read for spelling and punctuation errors   [**History**](https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMARY_national_curriculum_-_History.pdf)   * The Roman Empire and its impact on Britain | |
| animation | The process of life-like, digital motion | evaluation | To analyse positives and negatives | |
| stop-frame | Moving quickly between images or photographs | media | The form with which something is produced | |
| events | Something that occurs one after another | import | To add something in from a different programme | |
| onion skinning | showing a part transparent photo to demonstrate the previous frame to make small movements more consistent | transition | The movement of one frame to another | |
| consistency | To keep something similar |  |  | |
| **Prior Knowledge:**  Year 1 – Digital Painting, Digital Writing; Year 2 – Digital Photography | | | | | **Future Knowledge:**  Year 3 –Desktop Publishing; Year 4- Audio Production, Photo Editing; Year 5 – Vector Drawing, Video Production; Year 6 – 3D Modelling, Web Page Creation | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1 Can a picture move? | | Learners will discuss whether they think a picture can move. They will learn about simple animation techniques and create their own animations in the style of flip books (flick books) using sticky notes. | | | | | To explain that animation is a sequence of drawings or photographs I can draw a sequence of picturesI can create an effective flip book—style animationI can explain how an animation/flip book works | |
| 2 Frame by frame | | In the previous lesson, learners created their own flip book–style animations. In this lesson, they will develop this knowledge and apply it to make a stop-frame animation using a tablet. | | | | | To relate animated movement with a sequence of images I can predict what an animation will look likeI can explain why little changes are needed for each frameI can create an effective stop-frame animation | |
| 3 What’s the story? | | Remind the learners of the animations that we created last week and tell them that next week we will use tablets to animate some of our own stories. Tell the learners that during this lesson they will create a storyboard showing the characters, settings and events that they would like to include in their own stop-frame animation next week. | | | | | To plan an animationI can break down a story into settings, characters and eventsI can describe an animation that is achievable on screenI can create a storyboard | |
| 4 Picture perfect | | In the previous lesson, learners planned out their own stop-frame animations in a storyboard. This lesson, they will use tablets to carefully create stop-frame animations, paying attention to consistency. | | | | | To identify the need to work consistently and carefully I can use onion skinning to help me make small changes between framesI can review a sequence of frames to check my workI can evaluate the quality of my animation | |
| 5 Evaluate and make it great! | | Last lesson, learners created their own stop-frame animations. This lesson, they will evaluate their animations and try to improve them by creating a brand-new animation based on their feedback. | | | | | To review and improve an animation I can explain ways to make my animation betterI can evaluate another learner’s animationI can improve my animation based on feedback | |
| 6 Lights, camera, action! | | Last lesson, learners perfected their stop-frame animations. This lesson, they will add other media and effects into their animations, such as music and text. | | | | | To evaluate the impact of adding other media to an animationI can add other media to my animationI can explain why I added other media to my animationI can evaluate my final film | |
| **Themes and links** | | | | | | | | |
| **Computing themes** | **Where these are covered:** | | | | | | | |
| **Technology around us**  Autumn 1 | * Scratch links to the real world and computer games the children know. | | | | | | | |
| **Digital painting**  Autumn 2 | * Understanding the need for coding and algorithms | | | | | | | |
| **Programming A**  Spring 1 | * Programming the Scratch | | | | | | | |
| **Data /information**  Spring 2 | * Storing the commands and the effect on language on the outcome of your commands. | | | | | | | |
| **Creating media**  Summer 1 | * Your own designs of Scratch | | | | | | | |
| **Programming B**  Summer 2 | * Using Scratch to implement an algorithm as a code | | | | | | | |