**Year 4 Computing Curriculum – Spring 1**

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| **Theme: Photo Editing** | | | | | | | | |
| **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 and 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 | retouch | To make an artificial correction to an image | | [**Computing**](https://assets.publishing.service.gov.uk/media/5a7c576be5274a1b00423213/PRIMARY_national_curriculum_-_Computing.pdf)  -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  [**Education for a Connected World links**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)  Self-image and identity  -I can explain how my online identity can be different to my offline identity | |
| crop | To hide part of an image | clone | To create an exact replica of something | |
| rotate | To turn an image | combine | To merge one or more items together | |
| saturation | Something that affects the tone, colour and brightness of an image. | background | The part of the image closer to the back | |
| sepia | Something that affects the tone, colour and brightness of an image. | foreground | The part of the image closer to the front | |
| vignette | Something that affects the tone, colour and brightness of an image. |  |  | |
| **Prior Knowledge:**  Year 1 – Digital Painting, Digital Writing; Year 2 – Digital Photography; Year 3 –Desktop Publishing | | | | | **Future Knowledge:**  Year 4- Audio Production; Year 5 – Vector Drawing, Video Production; Year 6 – 3D Modelling, Web Page Creation | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1 Changing digital images | | In this lesson, you will introduce learners to the concept of editing images and discuss whether or not editing is ethical. They will go on to explore when we need to rotate and crop an image as well as how to use an image editor to make these changes. Learners will then discuss image composition. | | | | | To explain that the composition of digital images can be changed   * I can improve an image by rotating it * I can explain why I might crop an image * I can use photo editing software to crop an image * I understand that editing images can be unethical | |
| 2 Recolouring | | In this lesson, learners will look at the effect that different colours and filters can have on an image. They will choose appropriate effects to fit a scenario, and explain how they made their choices. They will then edit the images using different effects to suit two different scenarios. | | | | | To explain that colours can be changed in digital images   * I can explain that different colour effects make you think and feel different things * I can experiment with different colour effects * I can explain why I chose certain colour effects | |
| 3 Cloning | | In this lesson, learners will be introduced to the cloning tool and its use in both changing the composition of a photo and photo retouching. They will see how parts of a photo can be removed or duplicated using cloning. Learners will consider what parts of an image can be retouched and learn techniques to make this as unnoticeable as possible. Finally, they will consider when it is necessary to edit photographs in this way. | | | | | To explain how cloning can be used in photo editing   * I can add to the composition of an image by cloning * I can identify how a photo edit can be improved * I can remove parts of an image using cloning | |
| 4 Combining | | In this lesson, students learn how to use different tools to select areas of an image. Learners then use copy and paste within one image and between two images to produce a combined image. Finally, learners will consider when it’s appropriate to edit an image and discuss some of the ethics around retouching photos. | | | | | To explain that images can be combined   * I can experiment with tools to select and copy part of an image * I can use a range of tools to copy between images * I can explain why photos might be edited | |
| 5 Creating | | In this lesson, learners will apply all the skills they have learnt in the unit so far. They will start by reviewing some images and considering what makes an image look real or made up. Learners will then plan their own image. They will choose from a selection of images, open them and edit them to create their own project. | | | | | To combine images for a purpose   * I can describe the image I want to create * I can choose suitable images for my project * I can create a project that is a combination of other images | |
| 6 Evaluating | | This lesson is the final lesson in the unit on photo editing. Learners will review the image that they created in Lesson 5. After they have reviewed their image, they will have the opportunity to make changes to their image based on their review. Learners will then add text to their image to complete it as a publication. | | | | | To evaluate how changes can improve an image   * I can review images against a given criteria * I can use feedback to guide making changes * I can combine text and my image to complete the project | |
| **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 | | | | | | | |