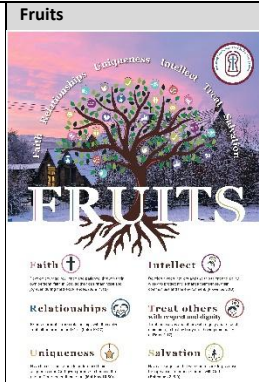
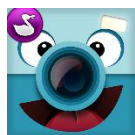




Computing Medium Term Plan



Year A	Computing	Term:	SPRING 2	Unit:	Animation - Animated Character Video
Big Question:	How can we make a character come to life using animation?				
Prior Procedural Knowledge	- I can animate a simple image to speak in role - I can create a simple animation to tell a story including more than one character. - I know the difference between a photography and video. - I can record a short film using the camera - I can record and play a film - I can watch films back	Cross-curricular	English - Storytelling & Narrative: Creating a Story: Students will develop their own characters, settings, and plots for their animations, practicing storytelling. This reinforces narrative structure, such as beginning, middle, and end, as well as character development and dialogue writing. Art and Design - Visual Arts: Character Design: Creating characters and visualizing them through drawing, coloring, or digital tools helps develop artistic skills. Students will experiment with shape, color, and expression to make their characters unique. History - Famous Animators and Animation History: Learning about Pioneers of Animation: Students can explore historical figures who contributed to the field of animation, such as Walt Disney, or look at how animation evolved over time, from hand-drawn frames to modern CGI. PSHE (Personal, Social, and Health Education): Developing Empathy: Students can use their animations to create characters that show kindness, share, or help others. This encourages emotional literacy and helps students understand the importance of empathy and treating others with respect.		
		Key Vocab/ Essential vocab	Upload, character, draw, record, playback, filter, stickers, save, export.		
Substantive Knowledge:					
Declarative Knowledge (Know what)			Procedural Knowledge (Know how)		
Types of Animation: Students will learn about different types of animation, such as stop-motion (e.g., claymation), traditional hand-drawn animation, and computer-generated animation (CGI).* Basic Animation Features: Students will learn how to create and manipulate characters, set scenes, and animate movements within the app.* Character Expression: Students will learn how characters can show emotions (happiness, sadness, anger, etc.) through facial expressions, body language, and voice.* Structure of a Story: A story has a beginning, middle, and end. Students will understand the importance of organizing their ideas into a clear sequence for their animation.*			- I can add filters and stickers to enhance an animation of a character. - I can add my own pictures to my story animation. - I can select images and record a voiceover. - I can highlight and zoom into images as I record. - I can write and record a script		
Teacher Knowledge	D.A.R.E.S is an innovative approach to teaching computing which encourages pupils to be critical thinkers, problems solvers and computational thinkers while creating purposeful content to demonstrate how learning can be applied across the wider curriculum. Through these projects, pupils are able to deepen their knowledge of computing by applying it to solve problems and create content. These may take place in computing lessons over a half term with any spare lessons used for word processing or e-safety. This will then allow pupils to apply these creative ideas more regularly across the curriculum. We do not want to make these projects too prescriptive as we know some classes may need some more time to complete different elements. As teachers, you will know the ability of your class so please feel free to change or adapt these ideas to fit the ability of your class. The stages which can be adapted into lessons are as follows: D - Design: Pupils start to discuss the desired outcome for their project and are given time to tinker with the software before planning what they will do to achieve their outcome. A - Apply: Pupils are given the opportunity to create, make and produce content using the app or software explored in the Design lesson(s) R - Refine: Pupils spend time considering ways to modify and improve their projects to get the best results possible. E - Evaluate: Upon completing their desired outcome, pupils are given the opportunity to reflect and consider how effectively they have achieved their goal. S - Share: Learners are given the opportunity to publish and exhibit their work to the world embedding skills from the Digital Literacy curriculum				Faith - Students can create a character that shows belief in something, like a character having faith in themselves or trusting others to help them. Relationships - In the animation, students can focus on characters who are friends, family members, or team members working together. These relationships can be demonstrated through kind gestures, conversations, or cooperation. Uniqueness – The story could include moments where characters appreciate what makes them different and how it helps them in the story, showing that everyone has something special. Intellect- The character could be shown learning something new, asking questions, or experimenting with ideas, demonstrating intellectual curiosity. Treat Others with Respect - Show characters being kind to each other through respectful language, sharing, and helping. Salvation - This could be shown by a character who makes a mistake, but later learns from it and improves, demonstrating the power of second chances.
	 The main app for this project will be Chatterpix Kids You will need to watch the following videos: https://drive.google.com/file/d/1B6YNBhO0MSre1Jc4GX5PiKStFwCuQU9/view				



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Key concept/ Learning objective	Key components	Main input and Activity	Adaptive strategies
I can add filters and stickers to enhance an animation of a character. I can add my own pictures to my story animation. I can select images and record a voiceover. I can highlight and zoom into images as I record.	- Introduction to the Concept of Animation: discussing how technology is used to create moving images and bring characters to life. - Exploring Animation Tools: explore an animation app Chatterpix Kids - Planning the Animation: Encourage students to plan their character, story, and how they will use the animation tool to bring their ideas to life	Design Share the following clip with your class: https://drive.google.com/file/d/1Y0HPWRRlUdAonLwW0c0CrvI8jEjQr2/view Ask your class how do you think they were able to create this film clip? Explain that technology was used to create the illusion that picture is moving and speaking. Tinker Time - Give the class 15 minutes to explore the app Chatterpix Kids, encouraging children to investigate all the different options, features and tools available. Use mini-plenaries regularly to encourage pupils to share what they have learnt. What top tips can they share with the class? Come back together in a class and ask the children if they can see a way in which this app can help create a similar outcome to the film we watched at the start. - Did anyone work out how to add a photo from the library? - How can I record my voice? - What can I do if I make a mistake? - What other things have we learnt? Explain to the class that we are going to try and create our animation bringing a character to life. Give children time to plan how they will create their own animated character video. Use the following template for them to use. Here's a link to the Planning Template as a PDF to print or as a JPEG to complete digitally. Click the following link to watch a tutorial for how your pupils can complete the plan digitally. https://drive.google.com/file/d/13_Xbw5hCChkjrDoeT3uQbyTrEhgpS5pD/view My Computing Project Plan What Will I Be Creating? What Will I Need? What Am I Going To Do? My Own Steps For Success My Computing Project Plan What Will I Be Creating? What Will I Need? What Am I Going To Do? My Own Steps For Success	- Break down the concept of "moving pictures" by showing basic stop-motion examples or simple animations. - Pair pupils with a buddy for collaborative exploration, allowing them to help each other - Provide simplified tasks like "Try taking a photo" and "Record a simple voice message." - Show a step-by-step visual guide or video walkthrough of how to use Chatterpix Kids.
I can add filters and stickers to enhance an animation of a character. I can add my own pictures to my story animation. I can select images and record a voiceover. I can highlight and zoom into images as I record. I can write and record a script	- Introduction to the Task: students will record themselves in role as a character from Peter Rabbit using the app Chatterpix Kids - Introduction to Animation Types: different animation styles, helping students understand how these techniques bring characters to life	Apply Give the class a lesson to record themselves in role as a character from Peter Rabbit, using the app Chatterpix Kids. The following videos explains how this can be done: https://drive.google.com/file/d/1B6YNBhO0MSre1Jc4GX5PiKStFwCuQU9/view - Petter Rabbit TV Show https://youtu.be/hQkO_4Lp7YM?si=HY2YjHv_rQIs7Uiv - Opening Scene - Peter Rabbit Film https://youtu.be/3u_5q4fioYk?si=O9wueMY3killdyVl - The World Of Peter Rabbit & Friends (Start 3 minutes) https://youtu.be/FMJPFMBcSBI?si=mVp5uNFS2KQGSKb4 These clips can help whole class discussion about different types of animation: 2D Animation: Traditional flat illustrations that create the illusion of movement (e.g., <i>The Simpsons</i> or classic Disney movies like <i>Cinderella</i>). 3D Animation: More modern, computer-generated animation that creates three-dimensional characters and environments (e.g., <i>Toy Story</i>, <i>Shrek</i>, or <i>Frozen</i>).	Step-by-Step Modeling: Take a photo of a character, record a simple voice message, and demonstrate how to make the character's mouth move in sync with the voice. - Provide a visual checklist or infographic showing the steps for creating the animation. This could be in the form of pictures (e.g., photo → record → voice) and



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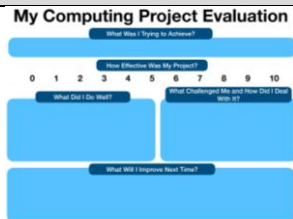


Key concept/ Learning objective	Key components	Main input and Activity	Adaptive strategies
	3. Creating the Animated Character Video: students how they will use the app Chatterpix Kids to create their own animated character. 4. Reflection and Sharing: Once students have created their animated characters, encourage them to share their videos with the class.	Stop-Motion Animation: A technique where physical objects or puppets are moved slightly between each shot to create a sequence (e.g., <i>Wallace and Gromit</i> or <i>The Nightmare Before Christmas</i>). Hand-drawn Animation: A traditional form where each frame is drawn by hand (e.g., <i>Tom and Jerry</i> or <i>Looney Tunes</i>). Mixed Media: Animation that blends different techniques, like 2D and 3D, or integrates live-action with animation (e.g., <i>Who Framed Roger Rabbit</i> or <i>Space Jam</i>) After showing clips, guide the class in discussing how the characters talk and the expressions they use. Help students think about what their characters might say in various scenarios and how they can make their dialogue impactful and expressive. Encourage students to express their preferences and explain why they prefer certain types of animation or character expressions. - Which type of animation do you prefer and why? - Is it the 3D look, the hand-drawn style, or something else? - Does it make the characters seem more real, or do you like the exaggeration and fun of other styles? - Which character did you find most interesting? - Was it their voice, their movement, or their expressions that made them stand out to you?"	simple phrases (e.g., <i>Step 1: Take a photo,</i> <i>Step 2: Record voice</i>). Regularly check in with small groups to offer assistance, encourage brainstorming, and guide students who are struggling with a particular aspect of the app.
I can evaluate and improve the best video tools to best explain my understanding. I can add filters and stickers to enhance an animation of a character. I can select images and record a voiceover.	1. Improve and Polish Your Animation: - Listening back and evaluating the content of their recording - Improving the quality of their recording. - Adding a filter - Edit the clips to create a more effective outcome	Refine Taking the videos they have created in the apply lessons, and their plan with their steps for success, ask the children to consider how they can now improve and polish their videos. Demonstrate how they can improve their videos in by: - Listening back and evaluating the content of their recording - Improving the quality of their recording. - Adding a filter - Edit the clips to create a more effective outcome https://drive.google.com/file/d/1B6YNBhO0MSre1Uc4GX5PiKStFwCuQU9/view	- Offer one-on-one guidance for students who need extra help understanding how to improve their recording or make adjustments to their video. Simplify the Editing Process: For students who might be overwhelmed, provide clear, step-by-step visual aids on how to use editing tools, and give them more time to practice.
I can evaluate and improve the best video tools to best explain my understanding.	1. Evaluate: Review their completed animation, then fill out the form, considering both strengths and areas for improvement.	Evaluate Ask the children to take their plans created in the design phase and watch back their efforts and fill in the following form to evaluate their work. Here's a link to the Evaluation Template as a PDF to print or as a JPEG to complete digitally. Click the following link to watch a tutorial for how your pupils can complete the plan digitally https://drive.google.com/file/d/13_Xbw5hCChkivDoeT3uQbyTrEhgpS5pD/view	Pair or Group Work: Allow students to work with a partner to listen to each other's recordings and provide positive feedback (e.g., "I liked the way you made your character sound happy!") and constructive criticism (e.g., "Maybe you could



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			Speak a little slower so it's easier to hear!"
Recognize acceptable/unacceptable behaviour online. Identify a range of ways to report concerns about content and contact. Understand the importance of privacy and safety when sharing information online.	1. Reinforce Digital Safety: Explain how the act of sharing their animation online connects to the Digital Literacy curriculum. 2. Showcase: Offer the opportunity for students to have their animations featured on the MrPICT website's showcase page and Class Dojo.	Share It is important to make sure the pupils save their work to a safe space online (Class Dojo or YouTube). In uploading their work, it is important to make links to the Digital Literacy Objectives from the Progression Document. Ask questions such as: Why do we want to upload this? What personal information are we sharing? Who will be able to see this work? Will this affect our online reputation in a positive or negative way? Explain to the children what you are doing and why. Again, use this as an opportunity to re-enforce some of the messages from the digital literacy curriculum. In the context of sharing work online, KS1 students should be taught about the importance of: • Not sharing personal information like their full name, address, or school. • The visibility of their work and who might see it (teachers, classmates, or a broader audience). • Digital footprints, and how online actions may have lasting effects. • The concept of privacy settings when uploading work to platforms (such as ensuring that work is shared in a controlled, safe space, like a classroom website or private YouTube channel). Please feel free to email Mr PICT mrparkinsonict@gmail.com and it will feature them on the MrPICT.com/showcase page.	• Provide real-life examples of safe vs. unsafe sharing to help them understand potential risks. • Ask Before You Share – Teach children to always ask a teacher or adult before sharing anything online. • Good vs. Bad Sharing – Use simple examples to show safe sharing (pictures of schoolwork) vs. unsafe sharing (personal details).