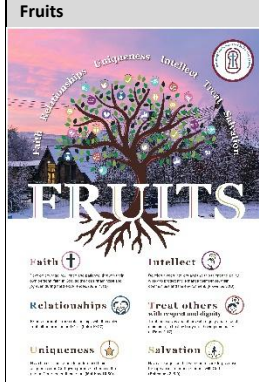




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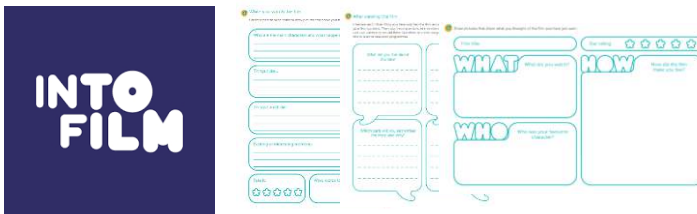


Year A	Computing	Term:	SPRING 2	Unit:	Animation - Line Draw Animations
Big Question:	How can simple line drawings tell powerful stories?				
Prior Procedural Knowledge	- I can add filters and stickers to enhance an animation of a character. - I can add my own pictures to my story animation. - I can select images and record a voiceover. - I can highlight and zoom into images as I record. - I can write and record a script			Cross-curricular	English (Literacy & Creative Writing): Students can create short narratives or dialogue inspired by the book. Art & Design: Exploring line-drawing techniques like those used by Charlie Mackesy. Practicing sketching characters in a similar expressive, flowing style. PSHE (Well-being, Friendship, and Empathy): Discussing the book’s themes of kindness, resilience, and friendship. Reflecting on personal challenges and how to support others. Creating animations that depict acts of kindness or positive messages.
				Key Vocab/ Essential vocab	Animate, resize, undo, redo, line draw, build in, format, ordering and Opacity
Substantive Knowledge:					
Declarative Knowledge (Know what)			Procedural Knowledge (Know how)		
- Animation is the process of creating moving images by displaying a series of drawings or pictures in quick succession.* - A line draw animation is a type of digital animation where simple hand-drawn lines appear to be drawn on the screen over time.* - Frames are individual images that make up an animation.* - Timing controls how long each frame is displayed.* - Most digital animation tools allow undo, erase, or modify strokes without redrawing the entire frame.*			- I can create animations of faces to speak in role with more life-like realistic outcomes. - I can use animation tools in presenting software to create simple animation - I can take multiple animations of a character I have created and edit them together for a longer video. - I can use line draw tool to create animations - I know how to add animated titles and transitions - I know how to use shapes and drawing tools to create digital art. - I can demonstrate responsible choices about my online identity, depending on context.		
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				
 The main app for this project will be Keynote Click the app icon to watch a tutorial for the app. https://www.mrpict.com/blog/the-boy-the-mole-the-fox-and-the-horse-idea-15-creating-our-own-animated-page					
 Faith - Stories can explore trust in something unseen, like believing in hope or kindness even in difficult times. Relationships - Conflict and resolution in relationships can be a key part of the story, showing empathy and cooperation. Uniqueness – The animation can highlight the importance of embracing differences and valuing individuality. Intellect- Characters might use their knowledge to help others, solve mysteries, or invent creative solutions. Treat Others with Respect - The animation can show characters treating one another with kindness and fairness. Salvation - A story might show a character being saved from a difficult situation, whether physically, emotionally, or spiritually.					



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Key concept/ Learning objective	Key components	Main input and Activity	Adaptive strategies
I can use animation tools in presenting software to create simple animation	1. Story Sharing & Discussion: Film reviews via INTO Film 2. Designing a Missing Page: Students create a 'missing' page from the book using digital drawing tools. 3. Tinker Time – Exploring Keynote: Let students explore Keynote's drawing and animation tools. 4. Bringing Drawings to Life: How can Keynote help recreate the style of the book?	Design Share the story - The Boy, The Mole, The Fox and The Horse with your class. https://www.bbc.co.uk/iplayer/episode/m001gn7t/the-boy-the-mole-the-fox-and-the-horse Discuss the drawings and why the author has used that style of it not being perfect or in some cases finished. Ask your class in what ways could technology animate the image? After discussing some ideas, explain that children are going to design a 'missing' page from the book on their devices and use technology to animate it. You may want to show them a finished example like this. https://drive.google.com/file/d/1I4EN-gh-L6Ya87j2jILR3R1McPGmgNgp/view  Tinker Time - Give the class time to explore the app Keynote, encouraging children to build on previous learning of the drawing tools. Give children time 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 use the drawing tools to create an drawing? • Which type of pen would fit the style from the book? • How do we delete, erase or undo a mistake we might have made? • How do we animate our drawing? • What other things have we learnt?	• Use subtitles when watching <i>The Boy, The Mole, The Fox and The Horse</i> to support comprehension. • Allow students to verbally describe their missing page idea if they struggle with writing. • Guided Exploration Offer step-by-step video tutorials for using Keynote drawing tools.
I can take multiple animations of a character I have created and edit them together for a longer video. I can use line draw tool to create animations I know how to use shapes and drawing tools to create digital art.	1. Introduction to Animation: Explain to the class that they will create their own 3D animated video. 2. Planning Phase: Provide the Planning Template (PDF for printing or JPEG for digital completion). 3. Creating the Animation: Give students time to explore and experiment	Explain to the class that we are going to try and create their own animated video. Give children time to plan how they will create their own Animation. 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.  Charlie Mackesy	• Provide pre-filled templates with prompts for students who need extra support. • Offer visual planning options (e.g., storyboards with images instead of text). • Provide an option for students to co-create an animation if they prefer teamwork.



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	with Keynote's animation tools. 4. Problem-Solving & Collaboration: Use mini-plenaries to share tips and problem-solving strategies.	https://drive.google.com/file/d/13_Xbw5hCChkvDoeT3uQbyTrEhgpS5pD/view Apply Give the class a lesson or two to follow their plans and create an animated drawing on Keynote. The following videos explains how this can be done (you will need to have an active subscription to MrPICT.com to access these videos): https://www.mrpict.com/blog/the-boy-the-mole-the-fox-and-the-horse-idea-15-creating-our-own-animated-page My Computing Project Plan What Will I Be Creating? What Will I Need? What Am I Going To Do? My Own Steps For Success 1. 2. 3. 4. My Computing Project Plan What Will I Be Creating? What Will I Need? What Am I Going To Do? My Own Steps For Success 1. I can draw my own digital picture 2. I can use the line draw animation 3. I can add and format a text box 4. I can record my voice reading my text aloud 5. I can check the order of my animations. My Project Plan Design	Model each stage of the animation process before students begin.
I can take multiple animations of a character I have created and edit them together for a longer video. I can use line draw tool to create animations I know how to add animated titles and transitions	1. Reflect & Analyse: Begin by having students review their animations alongside their original plans. 2. Exploring Refinement Tools in Keynote: - Change Background Colour - Edit & Improve Drawings - Adjust Animation Timing - Reorder Animations	Refine Taking the animations 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 use other tools in Keynote to: - Change the background colour of their canvas - Edit and improve their drawings, changing colour, texture and size. - Adjust the length of their line draw animation - Adjust the order of their animations to ensure an effective finished outcome The following tutorials can help: https://www.mrpict.com/keynote.html	- Guided Self-Assessment: Provide students with a checklist of refinement areas: - Does my animation flow smoothly? - Is my background color effective? - Does my animation timing feel natural? - Step-by-Step Modelling: Demonstrate one refinement at a time (e.g., first background changes, then timing). - Have a "follow-along" session, where students work on their own animations while watching the teacher's demonstration.
I can evaluate and improve the best video tools to best explain my understanding.	1. Revisit the Original Plan: Ask students to take out their original design plans from the design phase.	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.	- Scaffolded Sentence Starters: Support students with sentence prompts, such as: - One thing I liked about my animation is... - One thing I found challenging was...



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	2. Peer Feedback & Collaboration: Pair students for peer reviews, encouraging constructive feedback. 3. Complete the Evaluation Form	My Computing Project Evaluation What Was I Trying to Achieve? How Effective Was My Project? 0 1 2 3 4 5 6 7 8 9 10 What Did I Do Well? What Challenged Me and How Did I Deal With It? What Will I Improve Next Time?	3. Next time, I would improve... - For younger or less confident students, use a simplified rating system: ☀️ = I did this really well 😊 = I'm happy with this, but I could improve 😬 = I need more practice - Mini-Conference with the Teacher. Provide 1:1 feedback sessions for students who need additional support in evaluating their work.
I can demonstrate responsible choices about my online identity, depending on context.	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. Please feel free to email Mr PICT mrparkinsonict@gmail.com and it will feature them on the MrPICT.com/showcase page.	- Use think-pair-share to explore key questions: - Why do we upload work online? - What are the risks of sharing personal information? - How can we ensure our online reputation remains positive? - Ask students to think about their digital footprint: - How do creative projects contribute to a positive online reputation? - How can we support each other with kind, constructive feedback online?