Digital Media Plans

Note: Grey boxes refer to Computing Curriculum for reference only.

Reception Digital Media Plan		
Autumn	**Spring**	**Summer**
Knowledge: • How to photograph using iPad/ iPhone • Use of photography on a portable device	**Knowledge** • To know what audio is • To know their purpose. • To understand why we use audio • To know how to use audio safely	Knowledge: • How to record videos using iPad/ iPhone
Vocabulary • Camera • Lenses	**Vocabulary** • Audio recording	Vocabulary • Camera iPad iPhone film
Skills • To know how to film using iPhone / iPad • Be able to follow photography instructions • Knows how to operate simple equipment	**Skills** • To use the software: (age-appropriate software) • To effectively research other examples of age-appropriate podcasts/ vlogs. • To be able to use a variety of digital tools.	**Skills** • To know how to film using iPhone / iPad
Concepts • To be able to tell stories using a digital format • To use digital media to bring product ideas to life • To be able to edit photos by going to the Photos app and changing the size, colour filter • To understand how to input photos onto a computer.	**Concepts** • To independently record audio. • To use digital media to bring facts & history to life. • Use technology purposefully.	Concepts • To be able to tell stories using a digital format • To use digital media to bring product ideas to life

Three and four-year -olds	Personal, Social and Emotional Development	Remember rules without needing an adult to remind them.	
	Physical Development	Match their developing physical skills to tasks and activities in the setting.	
	Understanding the World	Explore how things work.	
Reception	Personal, Social and Emotional Development	• Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'	
	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	
ELG	Personal, Social and Emotional Development	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

KS1 Digital Media Plans
Year 1

Autumn Term: Focus on Photography and still imagery	Spring Term Focus: Audio	Summer Term Focus: Moving images
Knowledge: • How to photograph using iPad/ iPhone • How to merge images/motion images to a green background • Use of filming on portable device • Use of software Green Screen by Do Ink	**Knowledge** • To know what Vlogging is • To know their purpose. • To know how audio digital media has evolved. • To understand why we use Vlogs • To know how to use audio safely	**Knowledge** • Use of filming on a portable device • Use of software iMovie • Advert • Audience/ customer
Vocabulary • Green screen, Edit, Special effects, Cut, Add, • Camera Digital Image Lenses FlashShot	**Vocabulary** • Vlogging audio Microphone Digital Tools	**Vocabulary** • Reel, Edit, Special effects, split, Scene, Shot
Skills • To know how to photograph using iPhone / iPad • Be able to follow video-building instructions • Knows how to operate simple equipment • Choose colours for a purpose • To be able to use LED Lights	**Skills** • To use the software: (age-appropriate software) • To effectively research other examples of age-appropriate podcasts/ vlogs. • To be able to use a variety of digital tools. • To be able to save/ download from the software. • To transfer documents from downloads to pupil share.	**Skills** • To know how to film using iPhone / iPad • Be able to follow video-building instructions • Know how to speak about their final output critically • To be able to edit a basic video on iMovie • To be able to use a variety of Editing tools.
Concept • To be able to tell stories using a digital format • To use digital media to bring product ideas to life • To develop and an understanding of the basic fundamentals of Green Screen software • To be able to edit photos by going to the Photos app and changing the size, colour filter • To understand how to input photos onto a compute	**Concepts** • To independently create a podcast or vlog • To use digital media to bring facts & history to life • To develop and an understanding of the basic fundamentals of vlogs and podcast software • Use technology purposefully to create, organise, store, manipulate and retrieve	• To use a digital form to be able to speak about the process of producing their final piece • To use digital media to bring product ideas to life • To develop and an understanding of the basic fundamentals of editing software • To be able to evaluate and critique their own and others • To understand the eSafety implications of using digital media
Resources: Powerpoint Cameras over time L1 cameras over time A2.pptx L1 worksheet A2 Camera.docx		

Weekly structure for the units

Week 1/2	Week2/3	Week3/4	Week4/5/6	Week 7/8	Week 8/9
Introduce concept Explain to children what they will be doing and what they will achieve over the unit	Recap previous learning and vocabulary Introduce and explore software/ hardware	Recap previous learning and vocabulary Children plan/ storyboard/ design product/ idea	Recap previous learning – low-threat quiz Children build/ develop a program	Recap previous learning and vocabulary Children evaluate and suggest an improvement Peer evaluation	Review esafety Input their finished image or video onto a PC Upload and

Allow children to carry out research. What do they like? Why? Ensure children understand vocabulary					promote to parents

Year 1 Computing Curriculum Skills			
Practise throughout the year: Practical: Logging on, Opening programs, Using the mouse, Typing skills, Use of keys and keyboard (function keys e.g. caps, shift, spacebar), Saving documents/opening saved documents, Using the internet			
Knowledge	E-safety	We are programmers!	We are artists and designers! 3D Design
Vocabulary	Mouse, Trackpad, Cursor, Left button, Scroll wheel, Home row.	Sequence, Algorithm, Predict, Execute, Debug, repeat.	Pixels, Grid, Fill, Check, 3D, Rotate, Arrange, Flip

Year 2 Digital Media		
Autumn: Photography/ Video	**Autumn**	**Autumn**
Knowledge • To understand and know the purpose of a green screen. Why is a green screen useful? What is the purpose of a green screen? Who uses a green screen? • To know that an image would need to be looped in a longer video. • To know how to use a search engine and save an image. • To know how to film on Doink. • To understand how lighting can affect the quality of your image. • To know and understand what a storyboard is and why it is important prior to filming. • To identify when and where to go for help when concerned.	**Knowledge** • To know what podcasting is. • To know their purpose. • To know how audio digital media has evolved. • To know if different software can be used to produce the above • To understand why we use audio	**Knowledge** • Use of filming on a portable device • Use of software iMovie • Advert • Audience/ customer
Vocabulary Green screen, esafety, research, facts, search engine, story board, ipad, filming, dinosaurs?	**Vocabulary** Podcast Audio Microphone Digital Tools create	**Vocabulary** Reel, Edit, Special effects, split, Scene, Shot
Skills • To use a search engine to gather information and images. • To apply a background image to the green screen. • To be able to save a film. • To be able to plan out a project using a story board. • To create a piece of filming using the green screen. • To find an image online, how to save it and then how to upload onto Doink. • Children in groups take turns in practising this skill.	**Skills** • To use the software: (age-appropriate software) • To effectively research other examples of age-appropriate podcasts/ vlogs. • To be able to use a variety of digital tools.	**Skills** • To know how to film using iPhone / iPad • Be able to follow video-building instructions • Know how to speak about their final output critically • To be able to edit a basic video on iMovie • To be able to use a variety of Editing tools.
Concepts • To use digital media to bring dinosaurs to life. • To use technology purposefully to create, organise, store, manipulate and retrieve digital content. • To recognise common uses of information technology beyond school. • To identify where to go for help and support when they have concerns about content. https://www.mrpict.com/doink-greenscreen.html	**Concepts** • To independently create a podcast or vlog • To use digital media to bring facts & history to life • To develop and an understanding of the basic fundamentals of vlogs and podcast software • Use technology purposefully to create, organise, store.	**Concepts** • To use a digital form to be able to speak about the process of producing their final piece • To use digital media to bring product ideas to life • To develop and an understanding of the basic fundamentals of editing software • To be able to evaluate and critique their own and others • To understand the eSafety implications of using digital media

Weekly structure for the units					
Week 1/2	Week2/3	Week3/4	Week4/5/6	Week 7/8	Week 8/9
Introduce concept Explain to children what they will be doing and what they will achieve over the unit Allow children to carry out research. What do they like? Why? Ensure children understand vocabulary	Recap previous learning and vocabulary Introduce and explore software/ hardware	Recap previous learning and vocabulary Children plan/ storyboard/ design product/ idea	Recap previous learning – low-threat quiz Children build/ develop a program	Recap previous learning and vocabulary Children evaluate and suggest an improvement Peer evaluation	Review esafety Input their finished image or video onto a PC Upload and promote to parents

Year 2 skills			
Practise throughout the year: Typing skills, saving documents/opening saved documents, Recognise and use icons in programs, Highlighting and editing text, Copy and paste images, Using the internet, Using a search engine.			
Knowledge	**Autumn digital literacy:**	**Spring computer: science**	**Summer: information technology /creative application**
Vocabulary	Microprocessor, Analogue, Digital	Outputs, Loops, Inputs, Selection (sending messages), Execute, Debug, Frame, Clone, Frame rate	Pixels, Fill, Text, PNG and GIF.

Year3 Digital Media		
Autumn	**Autumn**	**Autumn**
Knowledge • To know how to operate iphone / Ipad camera features • To know how to take a portrait picture in both natural and artificial light • Know how to make a paper view finder • Know how to speak about their final output critically	**Knowledge** • To know what vlogging is. • To know their purpose. • To know how audio digital media evolved. • To know different software can be used to produce the above • To understand why we use audio • To know how to transfer documents to the Pupil share. • To know how to use audio safely	**Knowledge** • Use of filming on a portable device • Use of software iMovie • Advert • Audience/customer
Vocabulary Capture, Image, Focus, Lighting. View finder portrait composition	**Vocabulary** • Vlogging Audio Microphone Digital Tools create organise store	Reel, Edit, Special effects, split, Scene, Shot
Skills • To use iPads/ iPhone camera functions • To use lighting to create different effects • To compose a picture to • an emotion in the viewer • To be able to hold the device still, whilst taking a picture • Use paper view finder • Take photos with different forms of artificial light • Evaluate and compare • Discuss using above • Take portrait photos with natural light • Evaluate and compare	**Skills** • To use the software: (age-appropriate software) • To effectively research other examples of age-appropriate podcasts/ vlogs. • To be able to use a variety of digital tools. • To be able to save/ download from the software. • To transfer documents from downloads to pupil share.	**Skills** • To know how to film using iPhone / iPad • Be able to follow video building instructions • Know how to speak about their final output critically • To be able to edit a basic video on iMovie • To be able to use a variety of Editing tools.
Concepts • To use a digital form to be able to speak about the process of producing their final piece • To develop and an understanding of the basic fundamentals of portrait photography • To be able to evaluate and critique their own and others • To understand the eSafety implications of using digital media	**Concepts** • To independently create a podcast or vlog • To use digital media to bring facts & history to life • To develop and an understanding of the basic fundamentals of vlogs and podcast software • Use technology purposefully to create, organise, store, manipulate and retrieve	**Concepts** • To use a digital form to be able to speak about the process of producing their final piece • To use digital media to bring product ideas to life • To develop and an understanding of the basic fundamentals of editing software • To be able to evaluate and critique their own and others • To understand the eSafety implications of using digital media

Weekly structure for the units

Week 1/2	Week2/3	Week3/4	Week4/5/6	Week 7/8	Week 8/9
Introduce concept	Recap previous	Recap previous	Recap previous	Recap previous	Review esafety

Explain to children what they will be doing and what they will achieve over the unit Allow children to carry out research. What do they like? Why? Ensure children understand vocabulary	learning and vocabulary Introduce and explore software/ hardware	learning and vocabulary Children plan/ storyboard/ design product/ idea	learning – low-threat quiz Children build/ develop a program	learning and vocabulary Children evaluate and suggest an improvement Peer evaluation	Input their finished image or video onto a PC Upload and promote to parents

Year 3 skills					

Practise thought the year:
Typing skills, Highlighting and editing text, Creating folders, Copy and paste text and images, Use search engines.

Knowledge	Autumn digital literacy:	Spring: computer science	Summer: information technology /creative application
Vocabulary	Personal information, Sharing, Permission, Report, Trust, Respect, Word processor, Find and replace, Format, Text wrapping, Bullet points, Keyboard shortcuts.	Sprite, Stage, Sequence, Debug, Loops or repetition, Inputs	3D, Rotate, Zoom, Grid, Chisel, Hammer and Trowel, Spray, Bucket.

KS2 concepts

Pupils should be taught to:
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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.

LKS2 E-safety vocabulary

Personal information: This is information about us, including our name, address, telephone number or passwords. We need to make sure that we do not put this information on the internet for people we do not know to see as we would not do this in the real world. For example, if we are playing an online game then do not use your real name, use something else.
Sharing: The internet allows us to post photos and videos online for others to see, this is called sharing. We do not want people we do know to see personal photos of videos of us or our friends and family so we have to check with a grown-up we trust before sharing them online. We would not give a photo of ourselves to a stranger in the real world so we do not do it online either.
Permission: If we have taken a photo of video of someone else then we need to ask their permission before posting it online as they may not want others to see it.

Report: If we see something online that upsets us or we think is wrong then we need to tell an adult we trust, such as a parent or teacher.

Trust: Not everything that we see on the internet is correct and should be trusted. Always check the information with other websites or an adult we trust. People online can also pretend to be someone else so we need to be careful who we are talking to and only speak to people we know in the real world.

Respect: When we are talking to people online then we need to make sure we being kind and respectful, treating people as we would want to be treated ourselves. If someone is not being kind then speak to an adult you trust.

Year 4 Digital Media		
Autumn	**Spring**	**Summer**
Knowledge • To know how to operate iphone / Ipad camera features • To know how to take a portrait picture in both natural and artificial light • Know how to speak about their final output critically • To know how to convey mood and emotion through photography	**Knowledge** • To know what Vlogging and podcasting is. • To know their purpose and compare. • To know how audio digital media has evolved. • To know different software can be used to produce the above • To understand why we use audio • To know how to transfer documents to the Pupil share. • To know how to use audio safely	**Knowledge** • To know what a film is. • To know the purpose of a film. • To understand how technology has changed over the years in filming. • To know how to create a new project on Adobe Spark • To how to Split, filter and add animations to a video • To know how to save a video onto pupil share from an iPad or camera. • To know how to edit a movie.

Vocabulary
Capture, Image, Focus, Lighting.
    portrait composition emotion mood
	Vocabulary
	Vlogging Podcast Audio Microphone Digital Tools
	    create organise store
		Vocabulary
		Focus, Lighting, short films, movies, editing, iPad, sound, lighting, mics, enhance, angles, storyboard

Skills • To use iPads/ iPhone camera functions • To use lighting to create different effects • To compose a picture to • an emotion in the viewer • To be able to hold the device still, whilst taking a picture • Use paper view finder • Take photos with different forms of artificial light • Evaluate and compare • Discuss using above • Take portrait photos with natural light • Evaluate and compare	**Skills** • To use the software: (age-appropriate software) • To effectively research other examples of age-appropriate podcasts/ vlogs . • To be able to use a variety of digital tools. • To be able to save/ download from the software. • To transfer documents from downloads to pupil share.	**Skills** • To be able to identify the difference in technology • To know how and where and who can we report concerns we have to. • To be able to use the sound equipment. • To use the lighting equipment in the hub to enhance their film. • To edit their film. • To save their film and download onto pupil share.
Concepts • To use a digital form to be able to speak about the process of producing their final piece • To use digital media to generate emotion in the viewer/ audience • To develop and an understanding of the basic fundamentals of portrait photography • To be able to evaluate and critique their own and others • To understand the eSafety implications of using digital media	**Concepts** • To independently create a podcast or vlog • To use digital media to bring facts & history to life • To develop and an understanding of the basic fundamentals of vlogs and podcast software • Use technology purposefully to create, organise, store, manipulate and retrieve	**Concepts** • To use a digital form to be able to speak about the process of producing their final piece • To use digital media to bring product ideas to life • To develop and an understanding of the basic fundamentals of editing software • To be able to evaluate and critique their own and others • To understand the eSafety implications of using digital media

Weekly structure for the units					
Week 1/2	Week2/3	Week3/4	Week4/5/6	Week 7/8	Week 8/9
Introduce concept		Recap previous	Recap previous	Recap previous	Review esafety

Explain to children what they will be doing and what they will achieve over the unit Allow children to carry out research. What do they like? Why? Ensure children understand vocabulary	Recap previous learning and vocabulary Introduce and explore software/ hardware	learning and vocabulary Children plan/ storyboard/ design product/ idea	learning – low-threat quiz Children build/ develop a program	learning and vocabulary Children evaluate and suggest an improvement Peer evaluation	Input their finished image or video onto a PC Upload and promote to parents Promote product using social media – consider pricing etc Ensure eSafety at heart of conversation

Year 4 Computing Planning

http://code-it.co.uk/dlplanning/wordprocessing/ WordProcessingSkillsandUnderstanding

	Autumn digital literacy:	Spring: computer science	Summer: information technology /creative application
Vocabulary	Personal information, Sharing, Permission, Report, Trust, Respect, advertising · alter · persuade · photo retouching Wiki, Research, links, save, edit, information, facts	Inputs, Selection, Sensing, Variables, Debug, Clips, Timelines, Split, Transitions, Titles, Voiceovers, Export	Spreadsheet, Cell, Pie chart, Bar Chart, Bar Chart.

UKS2 E- Safety Skills

- +, AND, " ", NOT, * wildcard Additional characters used in online searches to limit, expand or determine the search results returned by a search engine. Sometimes referred to as Boolean operators.
- Adware Software which automatically displays or downloads advertising material such as banners or pop-ups when a user is online. Designed to generate advertising revenue.
- Adware blockers Software which will stop or block unwanted banner ads or pop-ups from appearing. Some of these adware blockers are available as browser plug-ins. (See also pop-up blockers)
- Ad targeting The term covers a range of strategies used by companies to make ads more visible. This includes consideration about where on the page an ad is placed in order to get maximum visibility or clickability as well as basing the placements of ads on a user's behaviour, profile data (e.g. gender, age, location) or purchasing history etc. Ads are targeted to audiences with specific traits.
- Age verification Age verification mechanisms allow the age of a customer or service user to be checked by the service provider using sources such as credit cards, birth records etc.
- AI (artificial intelligence) Computer programmes which can think, learn, make decisions, solve problems and mimic human cognition meaning they are able to perform tasks such as visual perception, speech recognition, decision-making, and translation between languages.
- Anonymity This describes situations where a person's true identity is unknown. This is often achieved by adopting pseudonyms or omitting identifiable information from an online presence.
- Anonymous reporting routes A mechanism which allows users to report safeguarding issues anonymously, generally though an online facility which offers users the choice to enter contact details or not.
- Anonymous routes are often effective in engaging wider populations around online incidents and provide support for those who want to report issues but are fearful of possible repercussions.

- App permissions When apps are downloaded the user grants certain permissions of data and information that the app is able to access. This could include access to location, camera, microphone, browsing history, contact list etc. Some are legitimate and an app will need access in order to function correctly, others less so and will be more about the acquisition of data. Users are very often unaware of the permissions that they have granted.
- Cookies Data generated by a website and saved on your web browser for the purpose of storing user preferences and login details (if selected to).
- Cloud Storing and accessing data and programs over the Internet instead of a computer's hard drive. Cloud storage can be accessed on almost any device with an internet connection as it is remote storage.
- Digital age of consent This is the minimum age that children can provide their own consent to the processing of their data. The UK has set this age as 13.
- Filters A form of editing used on social media and editing apps to make photos and images appear glossier and achieve a more desired look and feel.
- Fake news Fake news is a form of news consisting of deliberate disinformation or hoaxes spread via traditional news media or online social media (See also hoax and disinformation).
- Forums An internet forum, or message board, is an online discussion site where users hold conversations in the form of posted messages. They differ from chat rooms in that messages are often longer than one line of text and are at least temporarily archived. Depending on the access level of a user or the forum set-up, a posted message might require approval by a moderator before it becomes visible. A forum can contain a number of sub-forums, each of which may have several topics. Within a forum's topic, each new discussion is called a thread, and can be replied to by multiple users.
- Firewalls A network security system, either hardware or software based, that uses rules to control incoming and outgoing network traffic. A firewall acts as a barrier between a trusted network and an untrusted network.
- Hacking Gaining unauthorised access to a computer system or account. Someone who does this may be referred to as a 'hacker'. Hackers find vulnerabilities in computer systems such as poor passwords or useP technical methods to 'attack' systems. Some companies employ ethical hackers to help them protect their systems.
- In-app purchases the purchase of additional content or services within an app or game often by using real money but sometimes in exchange for in-game money
- Malware Sometimes referred to as malicious software, malware is a program designed to damage or carry out unwanted actions on a device or computer network.
- Search engine A programme, script or tool which searches the internet for information, images or material based on keywords or content entered by a user.
- Search engine rankings the position at which a particular site appears in the results of a search engine query.

Year 5 Digital Media		
Autumn Image Editing	**Spring**	**Summer**
Knowledge • Use of software Pixlr X & Adobe Light room • Understanding how to restore an image • Process of design • To ensure children understand the concept of image editing	**Knowledge** • To know what Vlogging and podcasting are. • To know their purpose. • To know how audio digital media has evolved. • To know different software can be used to produce the above • To understand why we use audio • To know how to transfer documents to the Pupil share. • To know how to use audio safely	**Knowledge** • To know what a film is. • To know the purpose of a film. • To demonstrate how to use mics when filming/ how to capture on film. • Demonstrate how to effectively use the lighting in the hub for enhanced quality. • To understand how technology has changed over the years in filming. • To know how to create a new project on iMovie. • To how to Split, filter and add special effects to a video • To know how to create a new project on IMovie • To know how to save a video onto pupil share from an ipad or camera. • To know how to edit a movie.
Vocabulary • Pixlr Lightroom restore editing manipulation	**Vocabulary** • Vlogging Blogging Podcast Audio Microphone Digital Tools create organise store manipulate retrieve WWW	**Vocabulary** • Focus, Lighting, short films, movies, editing, Imovie, sound, lighting, mics, enhance, angles, story board • DSLR Camera, iPad or iPhone (Angles and Focus) • search engine iMovie
Skills • To know how to use design software- Pixlr X & Adobe Lightroom. • To know how to effectively enhance an image. • Know how to speak about their final output critically • To be able to crop images in design software. • To be able to change and enhance colours. • To be able to use a variety of editing tools. • To be able to resize and control the dimensions of the design	**Skills** • To use the software: (age-appropriate software) • To effectively research other examples of age-appropriate podcasts/ vlogs. • To be able to use a variety of digital tools. • To be able to save/ download from the software. • To transfer documents from downloads to pupil share.	Skills • To be able to compare different short films. • To be able to identify the difference in technology • To know how and where and who canwe report concerns we have to. • To create their final piece using their storyboard. **Including the use of mics, lighting, location etc.** • To be able to use the sound equipment. • To use the lighting equipment in the hub to enhance their film. • To edit their film. • To save their film and download onto pupil share.
Concepts • To use a digital form to be able to speak about the process of producing their final piece • To be able to bring a range of images to life. • To develop and an understanding of the fundamentals of image editing software	**Concepts** • To independently create a podcast or vlog • To use digital media to bring facts & history to life • To develop and an understanding of the basic fundamentals of vlogs and	**Concepts** • **To create a short film** • **To choose an appropriate location/ location for their film.** • **To use digital media to create film.** • To use a digital form to be able to speak about the process of producing their final piece

• To be able to evaluate and critique their own and others • To understand how enhance an image.		• podcast software • Use technology purposefully to create, organise, store, manipulate and retrieve		• To use digital media to bring product ideas to life • To develop and an understanding of the basic fundamentals of editing software • To be able to evaluate and critique their own and others • To understand the eSafety implications of using digital media	

https://www.youtube.com/watch?v=4td3ARcFOkM **The First Movie ever made - Roundhay Garden Scene 1888 by Louis Le Prince**
https://www.youtube.com/watch?v=709RsdDSo_c **Le Manoir du Diable** https://www.youtube.com/watch?v=r0VJiDMlddY **The First Film With Sound (1894) HD Colourized**

Weekly structure for the units					
Week 1/2	Week2/3	Week3/4	Week4/5/6	Week 7/8	Week 8/9
Introduce concept Explain to children what they will be doing and what they will achieve over the unit Allow children to carry out research. What do they like? Why? Ensure children understand vocabulary	Recap previous learning and vocabulary Introduce and explore software/ hardware	Recap previous learning and vocabulary Children plan/ storyboard/ design product/ idea	Recap previous learning – low-threat quiz Children build/ develop a program	Recap previous learning and vocabulary Children evaluate and suggest an improvement Peer evaluation	Review esafety Input their finished image or video onto a PC Upload and promote to parents Promote product using social media – consider pricing etc Ensure eSafety at heart of conversation

Year 5 Computer Planning					
Knowledge		Autumn digital literacy:	Spring: computer science		Summer: information technology /creative application
Vocabulary		E-safety Personal information, Sharing, Permission, Report, Trust, Respect, advertising , identity, Server, Router, ip address.	We are programmers! Algorithm, Debugging, Inputs, Outputs, Process, Program, Repeat, Condition, Sequence, Variable, Random Variable, Decomposition, Manipulate, Debug.		We are App designers!Screen dimensions, Icons, Navigation, Hyperlinks, Duplicate

Year 6 Digital Media		
Autumn	Spring	Summer
Knowledge • To know the fundamentals of photography • To know: Why is a camera useful? What is the purpose of photography? What can you take a photo of? Have photos changed over time? Why do you think that is? Talk about how technology has evolved. • To know the purpose of an image • To know how to capture a picture using a DLSR camera • To know how to capture a picture using an apple device (iPad or iPhone) • To know how to export an image from a device to computer • To know how to edit an image using Pixlr	Knowledge • To know what Vlogging and podcasting are. • To know their purpose. • To know how audio digital media has evolved. • To know different software can be used to produce the above • To understand why we use audio • To know how to transfer documents to the Pupil share. • To know how to use audio safely	Knowledge: • Use of DSLR Camera • Use of Apple devices • To learn how to complete a music video • How to use Premiere Pro CC • How to use Cap Cut • Audience/ customer • To ensure children are secure in the language of design
Vocabulary Lens, Lighting, Aperture, ISO, DSLR, Shutter speed, Focus, Exposure, Stabilization, Clarity, Colour	**Vocabulary** Vlogging Podcast Audio Microphone Digital Tools create organise store manipulate retrieve WWW	**Vocabulary** Audience, Sound, Record, Director, Editing, Filter, Crop
Skills • To be able to use a camera independently • To use the lighting in the hub to enhance image quality. • To be able to understand how technology has evolved. • Demonstrate how to use a DSLR camera (zoom in /out, Lenses, Focus) • Demonstrate how to capture pictures on iPad • Learn how to export images. • Learn how to edit images. • To use the different components of Pixlr (Exposure, Filters, Vignette, Clarity) • To save an image and transfer it onto Pupil share	**Skills** • To use the software: (age-appropriate software) • To effectively research other examples of age-appropriate podcasts/ vlogs. • To be able to use a variety of digital tools. • To be able to save/ download from the software. • To transfer documents from downloads to pupil share.	**Skills** • To know how to record on Apple devices • To know how to effectively edit your recording • Know how to speak about their final output critically • To be able to edit your audio track and visual recording together. • To be able to storyboard/prepare your recording • To be able to understand the fundamentals of premiere pro CC • To be able to resize and control the dimensions of the design
Concepts • To capture appropriate nature pictures (Wildlife, Environment) • To capture portrait photos using equipment in the digital hub (Backdrop, Lights, Tripod) • To use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact.	**Concepts** • To independently create a podcast or vlog • To use digital media to bring facts & history to life • To develop an understanding of the basic fundamentals of vlogs and podcast software • Use technology purposefully to create, organise, store, manipulate, and retrieve	**Concepts** • To use a digital form to be able to speak about the process of producing their final piece • To develop an understanding of the fundamentals of premiere pro CC • To be able to evaluate and critique their own and others • To understand the safety implications of using digital media

		• To use a digital form to be able to speak about the process of producing their final piece • To use digital media to bring product ideas to life • To develop and an understanding of the basic fundamentals of editing software • To be able to evaluate and critique their own and others • To understand the eSafety implications of using digital media

Weekly structure for the units					
Week 1/2	Week2/3	Week3/4	Week4/5/6	Week 7/8	Week 8/9
Introduce concept Explain to children what they will be doing and what they will achieve over the unit Allow children to carry out research. What do they like? Why? Ensure children understand vocabulary	Recap previous learning and vocabulary Introduce and explore software/ hardware	Recap previous learning and vocabulary Children plan/ storyboard/ design product/ idea	Recap previous learning – low-threat quiz Children build/ develop a program	Recap previous learning and vocabulary Children evaluate and suggest an improvement Peer evaluation	Review esafety Input their finished image or video onto a PC Upload and promote to parents Promote product using social media – consider pricing etc Ensure eSafety at heart of conversation

Year 6 Computer Planning			
Knowledge	**Autumn digital literacy:**	**Spring: computer science**	**Summer: information technology /creative application**
Vocabulary	Personal information, Sharing, Permission, Report, Trust, Respect, advertising , passwords Saturation, Temperature, Vibrance,	Broadcasts, Variable, Decomposition, Manipulate, Debug, Operators. Environment resize, rotate	Drag and drop elements, Theme, Navigation and hyperlinks, Spacer, Divider, HTML Code, Domain name.