

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Computing – Create an Animated Story	Year: LKS2 – Year A – Spring
NC/PoS: <ul style="list-style-type: none">• 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.	
Prior Learning (what pupils already know and can do) How computers are technology and what they can be used for individually, how to use the keyboard and mouse to create digital paint and text and how they can be combined for a purpose.	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none">• To explain that animation is a sequence of drawing or photographs• To plan, review and improve an animation	
Key Vocabulary stop-motion animation, photographs, video, stills, edit	
Recommended Resources: https://tinyurl.com/LKS2-CreateAnAnimation-2 https://tinyurl.com/LKS2-CreateAnAnimation-3	
Example final outcome – children to create a stop-motion animation using the Stop-Motion app on the iPad. A simple scene from the text used in English can be used to support. You may wish to use lego figures, plasticine or photocopied images from the texts that the children are able to manipulate. <i>Unplugged activities provide possible opportunities for the children to record.</i>	
Session 1: Creating a Storyboard Using the recommended resources, children should be able to answer these questions: What is a storyboard and why are they used? How can text and images be used in a storyboard? Can we create a template to use? What will our story be: a scene from English text? How can we use the storyboard to create our story? How are the images going to support the story? <i>Unplugged activity – children to screenshot their storyboard if made using a computer, alternatively, this could be an unplugged session and the storyboard is done straight in books.</i>	
Vocabulary: storyboard,	
Session 2: Stop-Motion Animation Using the recommended resources, children should be able to answer these questions: How can we use technology to create a stop-motion animation? How is stop-motion animation different from other animation? Why do we need to consider consistency? Why do we need to take lots of photographs?	
Vocabulary: stop-motion, animation, video, photographs,	
Session 3: Creating an animation Using the recommended resources, children should be able to answer these questions:	

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Can we use technology to create a stop-motion animation based on our storyboard? Why do we need to take lots of photographs with only small movements inbetween? How can we share our final piece? How could we have changed our final piece? Would we have done something better?

Unplugged activity – children to screenshot their animation and annotate to state how they created it.

Vocabulary: storyboard, stop-motion, animation, photographs,

Future learning this content supports:

The content of this unit will support other units on creating media and using still images to create animation.