HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
COMPUTING MEDIUM TERM PLAN TERM 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hedgehog (Y1)	**How can we paint using computers?** This lesson introduces learners to the freehand tools available for digital painting.	**Using shapes and lines** This lesson introduces learners to the line and shape tools and revisits the fill and undo tools used for digital painting. Learners create their own digital painting in the style of an artist.	**Making careful choices** This lesson introduces learners to a range of shape tools, allowing them to create a painting in the style of an artist.	**Why did I choose that?** This lesson increases learners' understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky.	**Painting all by myself** Learners select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.	**Comparing computer art and painting** Learners compare their preferences when creating paintings on computers and on paper.	**POP task**
Fox (Y2)	**Taking Photographs** This lesson introduces the concept that many devices can be used to take photographs. In the lesson, learners begin to capture their own photographs.	**Landscape or portrait?** A photograph can be taken in either portrait or landscape format. In this lesson, learners explore taking photographs in both portrait and landscape formats and explore the reasons why a photographer may favour one over the other.	**What makes a good photograph?** In this lesson, learners discover what constitutes good photography composition and put this into practice by composing and capturing photos of their own.	**Lighting** This lesson introduces the concepts of light and focus as further important aspects of good photography composition. In this lesson, learners investigate the effect that good lighting has on the quality of the photos they take, and explore what effect using the	**Effects** This lesson introduces the concept of simple image editing. Learners are introduced to the Pixlr image editing software and use the 'Adjust' tool to change the colour effect of an image.	**Is it real?** This lesson introduces the concept that images can be changed for a purpose. Learners are introduced to a range of images that have been changed in different ways and through this, develop an awareness that not all images they see are real.	**POP task**

				camera flash and adding an artificial light source have on their photos. They also learn how the camera autofocus tool can be used to make an object in an image stand out.		To start the lesson, learners are first challenged to take their best photograph by applying the photography composition skills that they have developed during the unit.	
Badger (Y3)	**Can a picture move?** Learners will discuss whether they think a picture can move. They will learn about simple animation techniques and create their own animations in the style of flip books (flick books) using sticky notes.	**Frame by frame** Learners will develop this knowledge and apply it to make a stop-frame animation using a tablet.	**What's the story?** Learners will create a storyboard showing the characters, settings and events that they would like to include in their own stop-frame animation next week.	**Picture perfect** Learners will use tablets to carefully create stop-frame animations, paying attention to consistency.	**Evaluate and make it great!** Learners will evaluate their animations and try to improve them by creating a brand-new animation based on their feedback.	**Lights, camera, action!** Learners will add other media and effects into their animations, such as music and text.	**POP task**
Otter (Y4)	**Digital recording** Learners will identify the input devices used to record sound and output devices needed to listen to it. They will then record their voices using a computer, and reflect on what makes a good audio recording. Lastly, learners will consider ownership and	**Recording sounds** Learners will record and re-record their voices to improve their recordings. They will edit the recordings, removing long pauses and mistakes. Learners will also listen to a range of podcasts and identify the	**Creating a podcast** Learners will record their voices and then import and align sound effects to create layers in their recordings. Learners will learn how to save their work so it remains editable. They will	**Editing digital recordings** Learners will record the voice tracks for their podcast. They will review their recordings and re-record if necessary. Learners will edit, trim, and align their voice recordings,	**Combining audio** Learners will develop their podcast further by adding content such as sound effects and background music. The audio will be layered with their existing voice recordings	**Evaluating podcasts** Learners will evaluate their own podcasts and that of others. After looking at the evaluation, learners will decide if they can improve their podcast	**POP task**

	copyright issues related to recordings.	features of a podcast.	then plan their own podcast which they will work on in future lessons.	and then save their project so they can continue working on it in the next lesson.	and exported as an audio file.	and then make any changes they have chosen.	
Robin (Y5)	**What is video?** Learners will be introduced to video as a media format. They will see examples of videos featuring production and editing techniques that they will work towards using their own videos. Learners will begin by explaining what the medium of video is before analysing and comparing examples of videos.	**Filming techniques** Learners will explore the capabilities of a digital device that can be used to record video. Once they are familiar with their device, learners will experiment with different camera angles, considering how different camera angles can be used for different purposes.	**Using a storyboard** Learners will use a storyboard to explore a variety of filming techniques, some of which they will use in their own video project later in the unit. They will evaluate the effectiveness of these techniques before offering feedback on others' work.	**Planning a video** Learners will plan a video by creating a storyboard. Their storyboard will describe each scene, and will include a script, camera angles, and filming techniques. Learners will use their storyboards to film the first scene of their videos.	**Importing and editing video** Learners will film the remaining scenes of their video, and then import their content to video editing software. They will then explore key editing techniques and decide whether sections of their video can be edited or need to be shot again.	**Video evaluation** Learners will complete their video by removing unwanted content and reordering their clips. They will then export their finished video and evaluate the effectiveness of their edits. Finally, they will consider how they could share their video with others.	**POP task**
Deer (Y6)	**Introduction to 3D modelling** Learners will explore and review existing websites and evaluate their content. They will have some understanding that websites are created by using HTML code.	**Modifying 3D objects** Learners will look at the different layout features available in Google Sites and plan their own web page on paper.	**Make your own name badge** Learners will become familiar with the terms 'fair use' and 'copyright'. They will gain an understanding of why they should only use copyright-free images and will find appropriate	**Making a desk tidy** Learners will revise how to create their own web page in Google Sites. Using their plan from previous lessons, learners will create their own web page/home page. They will preview their web page as	**Planning a 3D model** Learners will begin to appreciate the need to plan the structure of a website carefully. They will plan their website, paying attention to the navigation paths (the way that pages are	**Make your own 3D model** Learners will consider the implications of linking to content owned by other people and create hyperlinks on their own websites that link to other people's work. They will then evaluate	**POP task**

			images to use in their work from suggested sources.	it will appear on different devices and suggest or make edits to improve the user experience on each device.	linked together). They will then create multiple web pages for their site and use hyperlinks to link them together as detailed in their planning.	the user experience when using their own website and that of another learner.	