

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	Digital	Something that is accessed on a device (and not in paper form)	Comic Strip	A way a story can be shown	Safeguarding- using technology safely British Values—respecting other people and their resources/ equipment.
	Animation	The making of animated cartoons.			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. What is a digital comic strip?	Children to learn that many comic strips are created using technology. Children to learn why they might be created using a computer (can be edited/shared by multiple people, changed using technology, adding additional objects, saves automatically). Children to learn how to add, resize and format backgrounds (coloured and pictures). Children to learn how to add characters to a frame.	Children can explain what a comic strip is and explain when we might use them.
2. How can I create a digital comic strip?	Children to learn how to format characters/objects in the comic strip (resize, move etc). Children to learn how to add a speech bubble and will be taught to write simple narrations (e.g. hello). Children to learn to save their comic strip with an appropriate name.	Children can create a simple comic strip and identify ways they can improve their work.

Themes		Diversity in the Curriculum
Information Technology	Using technology purposefully to create digital content.	Nick Park—British Lotte Reiniger—German Hayao Miyazaki—Japanese Yuri Norstein—Russian Walt Disney—American

Outcome	Character Traits	Stickability	WOW
Children to create a digital comic strip.	Curious	Google form assessment Digital Leaders	Children shown comic strips which may be familiar to them.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none"> <li>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</li> </ul>	Animation	Something that moves and is created using technology	Technique	A way to do something	Safeguarding- using technology safely British Values—respecting other people and their resources/equipment.
	Frame	The still frame of individual animation layers	Clone	Another word for duplicate (copying something exactly)	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. What is animation?	Children to learn about what an animation is and when they might be used. Children to learn about some techniques available to them (see below) to create an effective animation. Children to learn to plan a basic animation of their own.	Children can explain what they have planned to create and give reasons for the choices they have made.
2. What techniques can I use to create an animation?	Children to learn to add a background and objects to a frame (including text). Children to learn to copy/clone a frame and move objects to create a simple animation. Children to learn to create an animation with multiple pre-chosen objects moving simultaneously.	Children can explain and identify different techniques that can be used to create an animation.

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Outcome	Character Traits	Stickability	WOW
Children to create a simple animation.	Curious Respectful	Google form assessment Digital Leaders	Children shown a variety of animations to spark interest.

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<ul style="list-style-type: none"> <li>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</li> </ul>	Software	Something on a device that helps to achieve a task	Morph	When a shape or object transforms into another	Safeguarding- using technology safely British Values—respecting other people and their resources/ equipment.
	Motion Path	Animating an object or picture to move along a path/curve	Pulse	A technique used to make an object change its shape and opacity	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. Are all animations unique?	Children to be reminded about animation and will learn about how animations differ from one another (e.g. made using different software/different people). Children to learn to duplicate slides/content which includes backgrounds and shapes. Children to plan their own animation using the new skills they have acquired.	Children can identify how different animations can differ from one another. Children can identify ways they can make their own animation unique to themselves.
2. How can I make my animation fit for purpose?	Children to learn to create animation using transition and animation effects (morph, motion paths, pulse) and will learn to edit screenshots. Children to learn to animate individual elements of objects. Children to learn to assess their own work to judge its effectiveness and make appropriate adjustments.	Children are able to create their own animations and justify reasons for using techniques/skills.

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Outcome	Character Traits	Stickability	WOW
Children to create an animation using a variety of different techniques.	Curious Resilient	Google form assessment Digital Leaders	Children shown a variety of animations.