

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	Selfie	An image taken of yourself	Photograph	An image or picture	Safeguarding- using technology safely British Values—respecting other people and their resources/ equipment. PSHE—Showing kindness to others by respecting their ability to give or withdraw consent.
	Consent	Knowing I can say 'yes' or 'no'	Collages	Putting a collection of different images together in one place	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. How do I take pictures?	Children to learn when we might take photographs (memories, for evidence of things, for pleasure) and will learn why we need to be careful when taking images (e.g. inappropriate images that might damage someone's reputation, getting consent, images of strangers, restricted areas etc). Children to learn how to take pictures using an iPad and will learn how to add a timer to capture an image (also learn why this might be useful- e.g. group photos). Children will learn how to flip the camera on an iPad and will learn the term 'selfie'. Children to learn how to zoom in and out when taking a picture. Children will learn to create a picture collage of their images.	Children will be able to explain how to take a picture and can identify different tools/techniques to take effective photographs.

Themes		Diversity in the Curriculum
Information Technology	Using technology purposefully to create digital content.	

Outcome	Character Traits	Stickability	WOW
Children to create their own picture collage.	Kind Resilient	Google form assessment Digital Leaders	Variety of photographs.

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<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	Crop	Making an image smaller or cutting parts of an image off	Rotate	To turn an image around	Safeguarding- using technology safely British Values—respecting other people and their resources/ equipment.
	Manipulate	To change or edit something			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. How can I manipulate the pictures I take?	Children to learn what a live photograph is and will be taught how to toggle this function. Children to learn about Photo Albums on a device and are taught to delete images. Children to learn how to manipulate images by editing (cropping, rotating, adding shades/effects etc) and will learn to add marks/drawings to an image. Children to learn how to edit pic collages to add text and annotations. Children to learn to analyse their work to ensure it is fit for purpose (e.g. have they made their photograph too blurry or is the original image better). Children to learn that they can save two versions of the image—their original and the manipulated image.	Children will be able to identify ways an image can be manipulated/changed and can explain how to improve the way an image looks after it has been taken.

Themes		Diversity in the Curriculum
Information Technology	Using technology purposefully to create digital content.	

Outcome	Character Traits	Stickability	WOW
Children to take and edit their own photograph.	Kind Resilient	Google form assessment Digital Leaders	Variety of photographs which have been manipulated (the original and edited versions shown to children).

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<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. 	Time-lapse	A type of video	Slo-mo	A video created that is in slow motion	Safeguarding- using technology safely British Values—respecting other people and their resources/ equipment.
	Pano	A type of recording which creates a large image of a surrounding/area			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. How can I take a video?	Children to learn how to take a video using an iPad and are taught how to lock the recording so it records on its own. Children to learn how to angle the shot appropriate and how to zoom in/out using the iPad. Children to learn to use time-lapse, slo-mo and pano settings. Children to learn about the benefits of knowing how to take videos effectively (job opportunities, confidence, capturing memories etc).	Children can explain how to take a video and can use different settings to enhance the video outcome.

Themes		Diversity in the Curriculum
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Outcome	Character Traits	Stickability	WOW
Children to create a simple video using the techniques taught.	Kind Resilient	Google form assessment Digital Leaders	Variety of videos created with effective shots/ angles.



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<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. 	Mirror effect	A video which has text shown the wrong way round (e.g. having to read backwards)	Audio	A form of sound and is something that is usually part of a video	Safeguarding- using technology safely British Values—respecting other people and their resources/equipment.
	Shadow	Giving text, image or a shape a shadow behind it			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. How can I manipulate the way my video looks?	Children to learn how to crop and cut their video using the iPad. Children to learn how to edit the way the video looks (e.g. shadows/effects/colours/brightness). Children to learn how to change remove the mirror effect of the image (so text in the video can be read). Children to learn how to remove audio from the video and can give reasons why this might be necessary (e.g. wanting to put music over it later on, wanting to take out wind sounds/people talking etc). Children to learn how to change the size/shape of the image itself (e.g. landscape/portrait/specific sizes).	Children can explain how they would edit a video they have taken using an iPad and can give reasons why it is important to know how to do these edits.

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Outcome	Character Traits	Stickability	WOW
Children to create and edit a simple video.	Kind Resilient	Google form assessment Digital Leaders	Variety of videos which have been edited using iPad software.



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Year 5 - Computing - Video (Information Technology)

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<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. 	Voiceover	An audio file which is created separately and added over the top of something (e.g. a video)	Export	Putting a project into a familiar file so it can be stored/shared (e.g. .vid)	Safeguarding- using technology safely British Values—respecting other people and their resources/equipment.
	Background audio	A type of audio (usually music) that plays in the background (usually quietly so the audience is not distracted from the video purpose)	Transition	A technique to improve the transitions between pictures or video clips	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. How can I use software to manipulate my video?	Children to learn to upload a video file to a video editing software. Children to learn to add scene images to improve the video quality. Children to learn to add an audio file as a voiceover and are taught to adjust volume/crop clips. Children to learn to add transition effects, text/titles and shapes. Children to learn to add background music and are taught to adjust the volume. Children to learn how to export a file and to learn why it is important to keep this file safe (e.g. it's our work and we don't want someone to take it and pass it off as their own, we don't want a video of a friend to be shared without their consent etc).	Children can identify ways in which they can edit an image using online software. Children can explain how to crop clips and add audio files to improve video quality.

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Outcome	Character Traits	Stickability	WOW
Children to use software to edit a video.	Kind Resilient	Google form assessment Digital Leaders	Variety of edited videos (music videos) which include voiceovers.

Year 6 - Computing - Video (Information Technology)

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<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. 	Clip	A short video	Resize	Changing the size of something	Safeguarding- using technology safely British Values—respecting other people and their resources/ equipment.
	GIF	A type of image that moves like a video on loop/repeat for a short period of time (usually a few seconds)			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. How can I use software to manipulate my video?	Children to learn to adjust colours, brightness and contrast to improve a video using software. Children to learn to add in images, transitions and other media (including multiple video/clips) into their video to make it more effective. Children to learn to add drawings and text layers to videos and are able to resize new media to ensure they fit within the video and the theme. Children to learn to add shapes, emojis and gifs to their video. Children to learn to assess the effectiveness of their video to ensure it is fit for purpose and appropriate for the audience (e.g. colours not clashing, text is easily readable and accessible).	Children can explain how to use software to ensure the video is fit for purpose. Children can identify ways to improve their video creation, e.g. shapes/emojis/gifs and can describe occasions when creating a video would be necessary.

Themes		Diversity in the Curriculum
Information Technology	Using technology purposefully to create digital content.	

Outcome	Character Traits	Stickability	WOW
Children to use software to make a video effective.	Kind Resilient	Google form assessment Digital Leaders	Variety of edited videos (music videos) which include voiceovers, transitions, gifs etc.