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| **Year Group**  | 4 | **Term**  | Autumn 2 | **Subject**  | Computing | **Topic**  | Video Creation – Adobe Spark Video  |
| **Key Question**  | KQ: How can I create an advert for a European country? |
| **Prior Learning and other Curriculum Links** | I can sequence clips of mixed media in atimeline and record a voiceover• I can trim and cut film clips andadd titles and transitions• I can independently create a greenscreen clip• I can create my own movie trailer | **Skills Statements** | • I can add music and sound effects to my films• I can add animated titlesand transitions• I can add simple subtitles to a video clip• I can confidently use green screen adding animated backgrounds |
| **Fundamentals**  | * To use Adobe Spark to create an advert for a European country
 | **Key Facts/Sticky Knowledge**  | Transition: connecting one scene/shot to another during or post productionSubtitles: Lines of text showing spoken dialogueGreen Screen: Backdrop which footage can be shotAnimation: Created with original design and made to move |
| **Our Curriculum Journey**  | D - Design: Pupils start to discuss the desired outcome for their project and are given time to tinker with Adobe Spark and iMovie before planning what they will do to achieve their outcome. They will design and create a storyboard for their chosen European country.A - Apply: Pupils are given the opportunity to create, make and produce a video of their chosen country using Adobe Spark and iMovie software to create their video about a European country of choice.R - Refine: Pupils spend time considering ways to modify and improve their videos thinking about the information given and how to include green screen and animation into their video.E - Evaluate: Upon completing their desired outcome, pupils are given the opportunity to reflect and consider how effectively they have achieved their goal.S - Share: Learners are given the opportunity to publish and exhibit their work on Seesaw embedding skills from the Digital Literacy curriculum. |
| **Key Vocabulary (revisited)** | iMovieVideoDesign | **Key Vocabulary (new)** | Transition, Subtitles, Green Screen, Animation |

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| **Lesson Number:** 1**Location:** Computing | **Learning objectives:** I can format images for a purpose. | **Lesson Outcome** select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals, specifically creating a poster for a purpose. |
| **Introduction:**StarterCan You Edit Text? Talk children through the Can You Edit Text? Activity Sheet using the Lesson Presentation. | **Resources** Support worksheetsLaptops |
| Main Teaching including differentiation: Main Use the Lesson Presentation to introduce the aim to produce a poster for an Ancient Egyptian Day. Show children the keywords on the Lesson Presentation and discuss the features of a good poster. Use The Perfect Poster Checklist to add any features that the children haven’t already suggested, and record on the whiteboard in a list or a spider diagram.Show children the poster on the Lesson Presentation and discuss ways to insert an image. Open the poster as a MS Word document and demonstrate the two ways to insert images, using the Adult Guidance Inserting Images if required. Discuss the term ‘copyright-free’ and refer to your school’s policy for safe Internet use.Insert Your Image:Children should now be given the chance to insert their own image. allow them to copy an image from the Internet.Using the Lesson Presentation, discuss the word ‘format’ and model how make the image moveable on your poster by clicking on ‘Wrap Text’. Next, model how to change the image using the various formatting toolsMain Activity:Children now have time to experiment with the formatting tools included within their software. On the Formatting Tools Activity Sheet, children record the buttons they have clicked and the impact it has had on their image.Complete the Formatting Images Activity Sheet. Children record three formatting effects and add two specific effects.Complete the Formatting Images Activity Sheet. Children record three formatting effects.Challenge: Complete the Formatting Images Activity Sheet. Children add six specific effects to the imagePlenary Using the Lesson Presentation, ask children to consider whether their image is appropriate for the Cake Sale Poster. Ask children to make any changes, using the tools they have been experimenting with during the lesson, showing that they can format images for a purpose. Children should save their images in their own folders. |

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| **Lesson Number:** 2**Location:** Computing | **Learning objectives:** I can use formatting tools to create an effective layout. | **Lesson Outcome** Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals. |
| **Introduction:**StarterAsk children, in pairs, to decide which type of bullet points or numbers should be attached to each list. Can children choose appropriate bullets and numbering? | **Resources** Support PresentationFinished posterFix my poster activity sheet |
| Main Teaching including differentiation: Main What Is a Layout? Use the Lesson Presentation to introduce the idea of a good layout, in the context of a bedroom.Not the Perfect Poster: Children share what they remember about a good poster, using the Perfect Poster Checklist to fill any gaps. Can the pairs suggest ways to improve the layout of the poster on the Lesson Presentation?Learn the Layout: Open the Tooth Health Poster document and using children’s suggestions, model how to move the various parts of the poster into the correct positions. You could ask an able child to do this for the class.Model how to delete the title and insert a text box and insert the missing picture. Display the printed Finished Tooth Health Poster to direct your amendments. Can children think of a way of formatting the list of strategies using bullets and numbering?Main Activity:Fix the Poster: Children use the Finished Tooth Health Poster and the checklist on the Lesson Presentation to complete their activity. Ensure children save the edited posters to their folders. Can children select, edit and manipulate text in the various ways to create a purposeful and attractive layout?Edit and improve Fix My Poster Activity 2 document. Children are given all text to edit but must add a picture.Edit and improve Fix My Poster Activity 1 document. Children are given all text and picture to edit.Challenge: Edit and improve Fix My Poster Activity 3 document. Children are given some text but will need to add more, and must add a picture.Plenary The Perfect Poster: In pairs children should review each other’s posters using the checklist on the Lesson Presentation. Finally, ask the children the self-evaluation questions. |

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| **Lesson Number:** 3**Location:** Computing | **Learning objectives:** I can use the spellcheck tool. | **Lesson Outcome** Select, use and combine a varietyof software on a range of digitaldevices to design a range ofprograms, systems and contentthat accomplish specific goals in thecontext of using spellcheck to editspellings in a letter to parents. |
| **Introduction:**StarterKeyboard Shortcuts: Play a game of bingo using the Keyboard Shortcut Bingo Board Activity Sheet and theLesson Presentation. Each click of the Lesson Presentation will reveal the answer for each shortcut. | **Resources** Support PresentationFinished posterFix my poster activity sheet |
| Main Teaching including differentiation: Main Spot the Spelling Mistake: Use the Lesson Presentation to introduce the theme of spelling and show themthe Differentiated Letter to Parents.Spellcheck vs Dictionary: Use the Lesson Presentation to explain the whole class activity. Minimise the Lesson Presentation and open the Letter to Parents 2 document. Race the children to correct the spellings of the first three underlined words in the letter, Return to the Lesson Presentation.Spellchecking Tools: Select your software on the Lesson Presentation and show the children the buttons that they can expect to find. Then, return to the Letter to Parents Middle Ability document and model how to change the first three spelling mistakes. Return to the Lesson Presentation and discuss when to use the Ignore tool.Main Activity:

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| Spellcheck and finish Letter to Parents 2. Children must use the spelling tool to change/ignore suggested spelling changes. |

Spellcheck Letter to Parents 1. Children must use the spelling tool to change/ignore suggested spelling changes.Challenge: Spellcheck and finish Letter to Parents 3. Children must change/ ignore suggested spelling changes and find mistakes not picked up by the program.Plenary Spellchecker Pros and Cons: On whiteboards, ask children to make a list of pros and cons for using the spellchecker. Use the Lesson Presentation to share ideas. |

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| **Lesson Number:** 4**Location:** ComputingKey wordsMicrosoft Word, Google Docs, insert, table, border, cell, shading, colour, rota, toolbar, navigate. | **Learning objectives:** I can insert and format a table in a word processing document. | **Lesson Outcome**  |
| **Introduction:**StarterType, Edit, Manipulate: Give children 5 minutes to follow the instructions on the Lesson Presentation, challenging them to remember how to perform text formatting commands. | **Resources** Support Presentation |
| Main Teaching including differentiation: Main A Team Effort: Explain what a rota is using the Lesson Presentation and discuss the use of a table.Time for Tables: Choose either Microsoft Word or Google Docs. Use the whiteboard or flipchart to plan the table you will need for a rota of 4 children, deciding as a class upon the jobs you would like to complete for the cake sale. Use the Lesson Presentation to explain how to insert a table and then manipulate and edit it (you may wish to model this using your chosen software - see Inserting and Formatting Tables Adult Guidance for further help). Challenge children to insert a blank table and complete the challenges on the Lesson Presentation. Can children insert a table, add and delete rows and columns, and format the cells?Main Activity: Create Your Rota: Children now need to insert and format a table in order to create their group’s rota. Can children insert and format tables?

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| LA/MA/HA: Mixed ability groupings. Children work with a partner to design a rota for their cake sale group. |

Plenary Fix My Table: Ask the children, on their whiteboards, to list instructions to improve the table on the Lesson Presentation. Can children suggest ways to change a table?Spellchecker Pros and Cons: On whiteboards, ask children to make a list of pros and cons for using the spellchecker. Use the Lesson Presentation to share ideas. |