



# Pinner Wood School



<b>Year Group</b>	6	<b>Term:</b>	Autumn 2	<b>Subject</b>	Computing	<b>Topic</b>	Presentation - App Prototype
						<b>Key Question</b>	How can I design an app prototype?
<b>Prior Learning and other Curriculum Links</b>	Year 5 - online tools, create and export an interactive presentation Year 3 - create a simple webpage Year 2 - import images to a project from the web.				<b>Skills statements (Skills)</b>	<ul style="list-style-type: none"> <li>• I can create a web site which includes a variety of media.</li> <li>• I can design an app prototype that links multimedia pages together with hyperlinks.</li> <li>• I can choose applications to communicate to a specific audience.</li> <li>• I can evaluate my own content and consider ways to improvements</li> </ul>	
<b>Fundamentals</b>	To choose applications to communicate to a specific audience.				<b>Key Facts/Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>- Keynotes can be used for presentations</li> <li>- Effects such as transitions can be incorporated</li> <li>- Different apps require different media</li> <li>- To improve an app, animation, audio recordings and a range of formatting techniques can be used</li> </ul>	
<b>Our Curriculum Journey</b>	<p><b>E-safety focus:</b> Secure websites - The children will be looking at what they look at online by themselves, at home with parents or at school and what personal details they could be asked for. We will then look at how we know if a site is secure or harmful by looking at the padlock icon, the https address and secure logos. Over the half term we will be reflecting on how we know websites are secure and when personal information is safe to share.</p> <p><b>Journey:</b> The children are encouraged to be critical thinkers, problem solvers and computational thinkers while creating purposeful content to demonstrate how learning can be applied across the wider curriculum. The children will deepen their knowledge of computing by applying it to solve problems and create content. This will then allow children to apply these creative ideas more regularly across the curriculum.</p>						

	<p>D - Design: Pupils start to discuss the desired outcome for their project and are given time to tinker with the software-<b>Keynote</b>. They will look at how Keynote uses transitioning, animation and layout to create a presentation. They will then decide on a project outcome to work towards over the unit. They will then design their slides in Keynote for their presentation. .</p> <p>A - Apply: Pupils are given the opportunity to create, make and produce content using Keynote. They will have to use the range of features to make their presentations exciting.</p> <p>R - Refine: Pupils spend time considering ways to modify and improve their projects to get the best results possible. This will involve testing all the links, potentially by adding audio recordings, making sure there is a link back home on each slide and refining their formatting of shapes, text and images.</p> <p>E - Evaluate: Upon completing their desired outcome, pupils are given the opportunity to reflect and consider how effectively they have achieved their goal. They will do this with another group to provide constructive feedback and focus on the techniques used.</p> <p>S - Share: Learners are given the opportunity to publish and exhibit their work to the world embedding skills from the Digital Literacy curriculum. This is either on Seesaw, the school website or other platform.</p>		
<p><b>Key Vocabulary (revisited)</b></p>	<p>Animation, layout, duplicate, navigation</p>	<p><b>Key Vocabulary (new)</b></p>	<p>Prototypes, transition, animation, home page, instant alpha</p>