

Lower Key Stage 2 - computing



Year 3

ijam	iprogram	ioffice
<ul style="list-style-type: none"> • To be able to record a drumbeat onto GarageBand. • To be able to use filters to choose their sounds on the 'Live Loops'. • To be able to know what music production means. • To be able to know that a chorus is the main section of a song and that it repeats a few times. • To be able to name 3 or 4 sections of a popular song structure. • To be able to explain why a song needs to be mixed. • To be able to name two ways a song could end. • To be able to explain the meaning of the word instrumentation. • To be able to use musical terms to describe the differences between sections in a popular song structure. • To be able to explain what a press release is and why it is used. 	<ul style="list-style-type: none"> • To be able to define what a computer is. • To be able to explain what an algorithm is and write their own. • To be able to explain what binary is. • To be able to know why you should shorten algorithms. • To be able to know that to become a programmer, you must be good at solving problems. • To be able to know what Computer Science is. • To be able to understand how repeats work and can use them in their code. • To be able to understand that conditionals are needed to make something work. • To be able to know that variables change numbers in a code while the program is running. • To be able to test, identify and fix errors in their code. 	<ul style="list-style-type: none"> • To be able to know that networks are made of WANs and LANs. • To be able to define what cyber bullying is. • To be able to explain the consequences of spending too much time online. • To be able to know why certain online games have age restrictions. • To be able to explain ways to maintain a good digital reputation. • To be able to understand why they should not open emails on someone else's device. • To be able to name different websites and social media sites and match the minimum age required to use them. • To be able to define and create a brochure without the use of a template. • To be able to give examples of when a negative digital reputation can affect real life. • To be able to give examples of what WANs or LANs would be used for.
<p>Music production, structure, genre, filters, mixing, fade, instrumentation, press release</p>	<p>Computer, science, algorithm, conditional, variable, binary, programming, blocky, computer, scientist</p>	<p>Recipient, WAN, network, online gaming, content, Font, format, LAN, cyber bullying, template, tone, brochure</p>

Lower Key Stage 2 - computing



Year 3

icreate	icommunicate	itech
<ul style="list-style-type: none"> • To be able to name four different types of animation. • To be able to understand that green screens are used to change the background. • To be able to know why titles and credits are used. • To be able to know why small changes are used between pictures in stop motion animation. • To be able to know why sound effects are used in animation. • To be able to name what FPS stands for. • To be able to know what the role of a foley artist is in film. • To be able to explain why collaboration is needed on large-scale productions. • To be able to explain how 2D and 3D computer-generated animations are made. • To be able to understand the difference between a green screen and chroma key. 	<ul style="list-style-type: none"> • To be able to know what a podcast is. • To be able to know the difference between a feature and an introduction. • To be able to simply outline the difference between a podcast, blog and a vlog. • To be able to write a simple blog about a certain subject. • To be able to turn a blog into a vlog. • To be able to know what a jingle is and can create one themselves. • To be able to know key characteristics of a feature. • To be able to write a description with a specific audience in mind • To be able to incorporate their feelings and opinions about the subject while creating their work • To be able to delegate different roles to each member of their group while recording their podcast 	<ul style="list-style-type: none"> • To be able to name industries where robotics have helped increase productivity. • To be able to know that Java and Blockly are programming languages. • To be able to look at simple code and explain what it will do. • To be able to code a simple presentation guide path. • To be able to identify errors in their code after it has failed.
<p>Stop motion, 3D, motion capture, frame, chroma key, FPS, 2D, computer generated, foley, green screen, sound FX</p>	<p>Podcast, blog, Vlog, October, collaboration, viewers, indent, collaborate, content, episodic, channel, audience, listeners, dead air</p>	<p>Robotics, industry, external device, pitch, yaw, roll, efficiency, gyroscope, motor, ballast, accelerate, microprocessor, conditionals, interpret</p>

Lower Key Stage 2 - computing



Year 4

iJam	iprogram	ioffice
<ul style="list-style-type: none"> To be able to know the meaning of the word genre. To be able to use the beat sequencer to create a drumbeat. To be able to understand key sounds of a drum kit. To be able to name three different dance sub-genres. To be able to explain why the drop is the most important section of a dance song. To be able to create a 'wobble bass' sound. To be able to understand that a 'wobble bass' is a characteristic of Dubstep. To be able to know what BPM stands for. To be able to explain what a 4-to-the-floor drumbeat is. To be able to explain why a snare on beat 3 makes a song sound slower than if it was on beats 2 and 4. 	<ul style="list-style-type: none"> To be able to know that an algorithm is a set of instructions. To be able to know that Blockly is a programming language. To be able to create basic shapes using Blockly on Hopscotch. To be able to understand what the random function is and can use it in their algorithms. To be able to use Blockly to control an external component such as the Sphero robot. To be able to understand that using repeats can make algorithms quicker and easier to write and understand. To be able to understand what Swift is. To be able to know that computational thinking is used to solve problems. To be able to know that a variable allows a number to change while a program is running. To be able to use a variable to create expanding patterns. 	<ul style="list-style-type: none"> To be able to explain how font style and bold changes text To be able to know why you would use strikethrough and highlight on text To be able to know what a target market is To be able to explain why pitching is important To be able to understand what a focus group is and what it's used for To be able to understand how to edit photos when inserting them into a document To be able to give examples in which a presentation is more suitable than a document To be able to understand the difference between what makes a good and bad pitch To be able to give examples of industries where focus groups are essential To be able to explain the function justify on a word processing document
<p>Genre, mixing, dance, tempo, BPM, 4 to the floor, Fx, wobble, bass, drum machine</p>	<p>Algorithm, repeat, conditional, variable, Swift, programming, blocky, function, random, computational, thinking</p>	<p>Word processing, highlight, centre, align, right, audience, presentation, edit, strikethrough, align left, target market, pitch, justify</p>

Lower Key Stage 2 - computing



Year 4

icreate	icommunicate	itech
<ul style="list-style-type: none"> • To be able to explain what fast cutting is. • To be able to know why a storyboard is used before filming. • To be able to explain what a fan video is. • To be able to name three different camera angles that are being used. • To be able to explain what splicing means and how to do it. • To be able to use lyrics to help choose suitable clips for their video. • To be able to explain the advantages and disadvantages of fast cutting and when it would be used. • To be able to use their emotional reactions to different editing techniques to assess their work. • To be able to explain the difference between a storyboard and a call sheet. • To be able to add text to appear alongside matching lyrics. 	<ul style="list-style-type: none"> • To be able to understand what the focal point of a picture is. • To be able to know some of the different roles in a magazine company. • To be able to understand there are two ways to distribute a magazine and can name them. • To be able to understand what post-production is in terms of photography. • To be able to explain what a letter from the editor is and what's included in it. • To be able to design a layout for a double-page spread of a magazine. • To be able to explain what different effects do to photos during post-production. • To be able to know the importance of a deadline and the consequences if they are not met. • To be able to make decisions on distribution when given a budget to work to. • To be able to name the roles needed to create a magazine and what they are responsible for. 	<ul style="list-style-type: none"> • To be able to name industries where robotics have helped increase productivity. • To be able to know that Java and Blockly are programming languages. • To be able to look at simple code and explain what it will do. • To be able to code a simple presentation guide path. • To be able to identify errors in their code after it has failed.
<p>Fast cutting, Long/mid/close-up shot, editing, cue sheets, preproduction, camera angles, cutting, splicing, Fan video, postproduction</p>	<p>Focal points, raw photo, law of thirds, perspective, print, media, collaboration, filters, publishing, distribution, background, foreground, editing, cropping, rotation</p>	<p>Robotics, industry, external device, pitch, yaw, roll, efficiency, gyroscope, motor, ballast, accelerate, microprocessor, conditionals, interpret</p>