

Digital Photography- LKS2

<p>Knowledge</p>	<ul style="list-style-type: none"> • Learners will explore the iPad camera by tapping the screen to see what happens. • Learners will recognize that tapping the camera button takes a photo. • Learners will look at the photos they have taken on the screen. • Learners will ask for consent before taking a photo of someone, learning the importance of asking. • Learners will take photos of bright colours, lights, or their favourite objects. • Learners will respond to photos by showing interest or expressing a preference. • Learners will explore different ways to hold and position the iPad. • Learners will notice changes when using filters or effects on their photos. • Learners will enjoy looking at and sharing their photos with others. • Learners will store their photos in an album on the iPad and retrieve them later.
<p>Engagement model</p>	<p>Exploration: When presented with an iPad, do students reach out to touch the screen or camera button? Do they react when they see their own image or others' images appear on the screen?</p> <p>Realisation: When using the iPad camera, do students try to take a photo or explore different ways of positioning the camera? Do they show surprise or excitement when they successfully take a photo, and try again to capture the same moment?</p> <p>Anticipation: When shown the iPad, do students vocalize or show interest, anticipating that they will be able to take a photo or see images on the screen? Do they express excitement when they see the camera app being opened, expecting to take a picture?</p> <p>Persistence: To what extent do students persist with using the camera after taking their first few photos? Do they continue experimenting with different ways to hold and position the iPad to capture better pictures? Do they engage with the iPad camera for an extended period?</p> <p>Initiation: Can students independently trigger the photo-taking process, such as tapping the screen to take a photo or using a specific button? Do they attempt to adjust the camera angle or the iPad's position to capture different images?</p>

Computing Curriculum Learning Intentions

Levels	Learning Intentions	Activity ideas	Assessment links
Explorers	<ul style="list-style-type: none"> • We are learning to explore the iPad camera by tapping the screen. • We are learning to recognize that tapping the camera button takes a photo. • We are learning to look at photos we have taken on the screen. • We are learning to take pictures of bright colours, lights, or favourite objects. • We are learning to respond to photos by showing interest or expressing a preference. • We are learning to interact with an adult by taking turns tapping the camera button. 	<p>Exploring the iPad camera: Place an iPad in front of the child and gently guide their hand to tap the screen, showing them how it activates the camera. Encourage them to tap the screen themselves and explore what happens.</p> <p>Recognising that tapping the camera button takes a photo: Have an adult demonstrate tapping the camera button and taking a picture. Encourage the child to tap the button to capture an image, repeating the action while showing excitement each time a photo is taken.</p> <p>Looking at photos on the screen: After taking a photo, help the child swipe through the images on the screen. Point to the different photos and ask simple questions like, “What do you see?” to encourage the child to look closely at the pictures. Use ALD to model language.</p> <p>Responding to photos by showing interest or expressing a preference: After taking photos, show them to the child and observe their reaction. Encourage the child to point to or touch the screen when they see something they like, and praise their responses to express interest.</p> <p>Making a panda appear through the camera (using Google AR on Safari): Open Safari on the iPad and search for “Vidit Panda.” Once the result appears, tap “View in your space” to bring the panda into the camera view. Encourage the child to move the iPad around to see the panda from different angles. Other animals available are: tiger, cat, penguin, macaw and a skeleton.</p>	<p>I can make selections to generate familiar/preferred images I can show that certain actions produce predictable results by communicating intentionally I can use my own communication methods to communicate a choice of equipment.</p>

Discoverers	<ul style="list-style-type: none"> • We are learning to explore different ways to hold and position the iPad. • We are learning to take photos of ourselves using the front-facing camera. • We are learning to notice changes when using filters or effects. • We are learning to say yes or no when asked to have our picture taken • We are learning to enjoy looking at and sharing photos with others. • We are learning to take turns using the iPad camera. • We are learning to take photos of specific objects when asked. • We are learning to choose our favourite photo from a selection. • We are learning to use simple editing tools like cropping or adding filters. • We are learning to compare two photos and notice differences. • We are learning to follow simple instructions to take a photo. 	<p>Exploring how to hold and position the iPad: Encourage the child to explore different ways of holding the iPad (e.g., portrait, landscape) while you model how to position it to take a photo. Support them in experimenting with positioning until they feel comfortable.</p> <p>Taking photos of ourselves using the front-facing camera: Open the camera app, switch to the front-facing camera, and encourage the child to press the button to take a photo of themselves. Offer praise as they successfully capture an image.</p> <p>Asking for consent to take a photo: Show the child the ALD board with the “Can I take your photo?” symbol. Model asking, “Can I take your photo?” while pointing to the symbol. Then, offer the child the ALD board with “Yes” and “No” options and wait for the child to point to either “Yes” or “No.” If the child points to “Yes,” proceed to take the photo. If they point to “No,” respect their choice and do not take the photo.</p> <p>Following simple instructions to take a photo: Give the child simple instructions, like “Take a photo of the teddy bear,” and guide them in following the steps to capture the image. Praise them for completing the task.</p> <p>Noticing changes with filters or effects: Show the child how to add a filter to their photo (e.g., black and white, sepia). Let them explore how the photo changes and express excitement or surprise at the results.</p> <p>Enjoying looking at and sharing photos: Once the child takes a photo, show them the result on the screen. Encourage them to share it with you by tapping the screen or passing the iPad. Celebrate the photo together.</p> <p>Taking turns using the iPad camera:</p>	<p>I can make a connection between a control device and information on the screen</p> <p>I can make choices to produce different outcomes</p> <p>I can understand that information is stored on a computer.</p> <p>I can turn on and operate some IT devices independently</p> <p>I can begin to understand simple directional instructions to operate some IT devices.</p> <p>I can respond to simple 2 key word instruction to control a device</p> <p>I can use hand held, mobile devices with purpose to record or review own work and activities</p> <p>I can use hand held, mobile devices with purpose to record or review work and activities to contribute to a whole group project.</p> <p>I can respond to instructional language relating to operating IT devices</p> <p>I can choose appropriate equipment and software for a familiar activity</p>
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Computing Curriculum Learning Intentions

Adventurers	<ul style="list-style-type: none"> • We are learning to take clear and focused photos using the iPad camera. • We are learning to ask for consent to take a picture • We are learning to experiment with different angles and perspectives. • We are learning to take photos of people, objects, and scenes with purpose. • We are learning to select our best photos and explain why we like them. • We are learning to use basic editing tools to improve our photos. • We are learning to create a simple photo sequence or story. • We are learning to take photos that match a theme or task. • We are learning to explore different lighting effects in our photos. • We are learning to organize and save our photos in an album. • We are learning to share our photos and talk about them with others. 	<p>Taking clear and focused photos using the iPad camera: Guide the child to hold the iPad steadily and press the button to take a photo. Show them how to focus by tapping on the screen where they want the focus to be. Praise their clear, sharp photo.</p> <p>Experimenting with different angles and perspectives: Encourage the child to take photos from different angles (e.g., high, low, side) to capture the same object. Show them how changing the angle affects the photo’s appearance.</p> <p>Asking for consent before taking photos: Before taking photos of others, encourage the child to ask for consent. Model saying, “Can I take your photo?” and show how to respect someone’s response. Discuss the importance of asking before taking someone’s photo and ensure the child understands personal boundaries.</p> <p>Taking photos of people, objects, and scenes with purpose: Ask the child to take photos with a purpose in mind, such as capturing a person (asking consent from them), an object, or a scene. Offer suggestions, like “Can you take a photo of the flower?” to guide their focus.</p> <p>Selecting our best photos and explaining why we like them: Review a selection of photos with the child. Ask them to choose their best photo and explain why they like it. Support them in describing aspects like brightness, focus, or content.</p> <p>Using basic editing tools to improve our photos: Introduce simple editing tools, such as cropping or rotating, and guide the child in making small adjustments to improve the photo. Let them experiment with different editing options.</p> <p>Creating a simple photo sequence or story:</p>	<p>I can use IT equipment to communicate and present my ideas.</p> <p>I can load a resource and make a choice from it</p> <p>I can follow a sequence of directions to programme a piece of equipment</p> <p>I can communicate with an adult when something is not working properly.</p> <p>I can follow a sequence of instructions in order to fix a problem</p> <p>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
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Computing Curriculum Learning Intentions

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