

iAnimate
KS1 activities
Knowledge Organisers

iAnimate: rAnimate EYFS

Course Evaluation Criteria

Reception: We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

1. Pupils know that 2D means a flat drawing.
2. Pupils can mimic emotions given to them by an instructor.
3. Pupils know that cartoons are made by a process called animation.
4. Pupils can draw and animate a 2D object.
5. Pupils can record their voice into an animation and play it back.
6. Pupils can use 'onion skin' proficiently to help them animate.
7. Pupils are able to manipulate both a characters facial features and position on the screen.

Course Overview

Course overview: Pupils will learn about 2D and 3D animation. Using a variety of apps pupils will animate characters and draw cartoons, thinking about how to express emotion by manipulating facial expressions and recording their voices.

Learning objective for the course: Pupils will learn how to create different 2D animations across two apps. They will learn how to record their voices into the animation, making it more of a story than a drawing. They will learn how to create a flip book and draw in a consistent manner with the use of an 'Onion Skin' to help with continuity. Pupils will also animate without the onion skin and learn how it aids with animation.

Animation

The onion skin of the previous two frames.

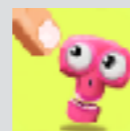
The frame currently being viewed/edited.

This arrow lets us swap between the frames.

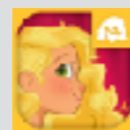
The character we are animating.



Apps Used



Animate Me: Kids



GoldieBlox & The Movie Machine



Puppet Pals 2

Vocabulary Bank

Animation

Making something still look like it has come to life.

Onion Skin

Viewing the previous position/photo in an animation.

2D

A flat drawing with only 2 dimensions.

Flip Book

Animating by flipping through pages of drawings.

iAnimate: iMove Lite Level 1

Learning Outcomes

Y1: We would expect all children in Y1 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations. **Y2:** We would expect all children in Y2 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils know that stop motion is a type of animation.
2. Pupils are able to create a stop motion animation unassisted.
3. Pupils can animate two objects moving at the same time.
4. Pupils can use a whiteboard to create a stop motion animation.
5. Pupils can use the onion skin feature to assist with their animations.
6. Pupils understand why the changes between photos needs to be small.
7. Pupils know how to use stop motion to create magic tricks.
8. Pupils can explain why we benefit from evaluating our work.
9. Pupils can create a stop motion animation whilst keeping the iPad still throughout.
10. Pupils can plan and create an animation with a clear story.

Course Overview

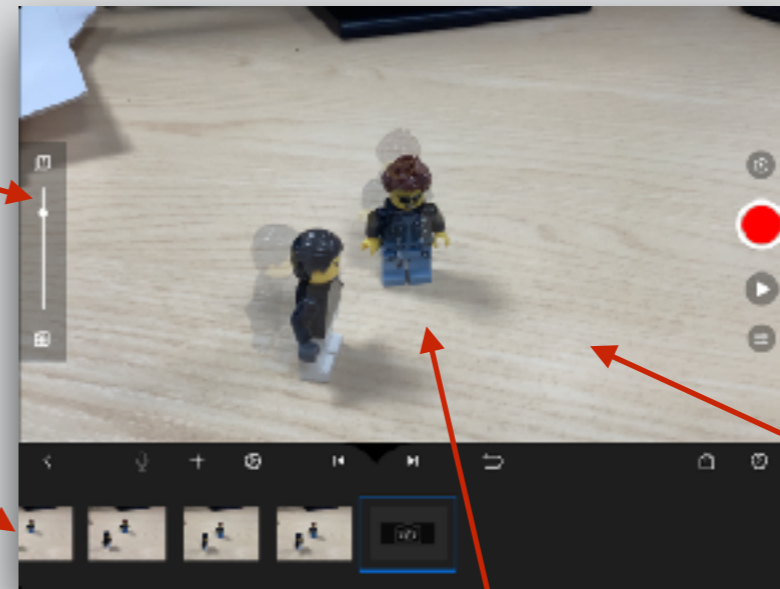
Course Overview: During iMove, pupils will learn about 'Stop Motion' animation. They will gain a number of animating skills to create their own stop motion animation on an iPad. Pupils will have to create a plot and overcome the challenges involved in animating multiple objects and characters within one frame.

Learning objective for the course: During iMove pupils will learn the fundamentals of 'Stop Motion' animation and how to produce one. Pupils will learn how to animate characters, how to get 'clean shots' and to avoid 'earthquakes'.

Stop Motion Studio

This slider changes how much 'Onion skin' to appear.

Here are all of the frames of our animation.

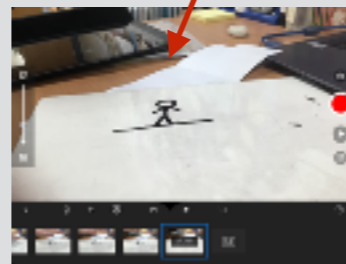


The red button takes a picture of our scene.

The play button will play back our animation.

With the iPad on its stand, the camera will show the scene on the table.

We can make our animations with Lego Characters or by hand drawing on whiteboards and taking photos with each small thing we draw.



Apps used



Stop Motion Studio

Vocabulary Bank

Stop Motion Animation	A type of animation created by taking pictures and moving objects.
2D	A flat drawing with only two dimensions.
Frame	The individual photos of a complete animation.
Quality Control	Making sure our final product is to a great standard.
Movement	Changing the position of our characters.

iAnimate: i2D Lite Level 2

Course Evaluation Criteria

Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

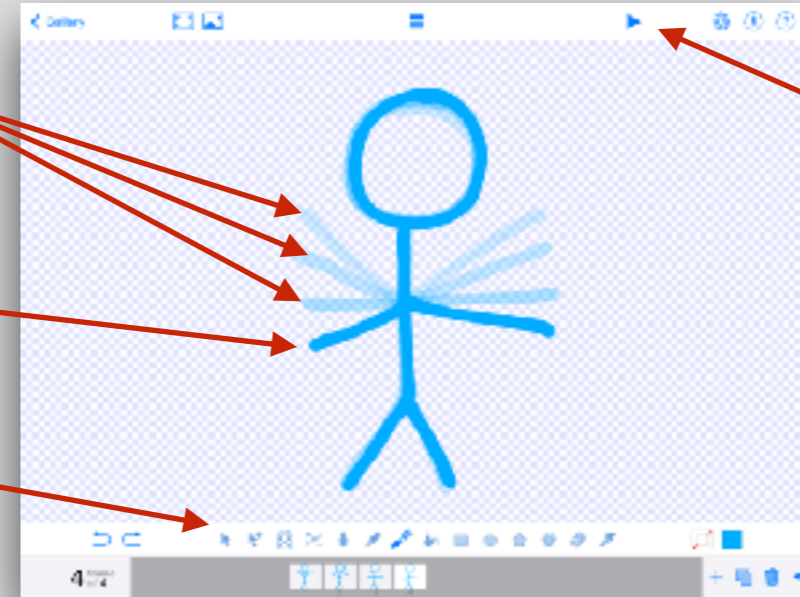
1. Pupils understand how a flip-book is created.
2. Pupils know the difference between 2D and 3D animation.
3. Pupils can create features using a character.
4. Pupils can animate a drawing changing over time.
5. Pupils will understand why planning is important before creating an animation.
6. Pupils can give examples of advantages and disadvantages of 2D and 3D animation.
7. Pupils will incorporate a clear story into their animation.

Learning Outcomes

These are the previous three frames.

The current frame we are working on.

Here are all the tools we can use to draw on a frame.



This will play our animation and loop it.

Here we can Add, Delete or Duplicate frames.

Learning Outcomes

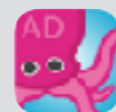
Course overview: This course focuses on 2D and hand-drawn animation. Pupils will learn how to bring two-dimensional drawings to life through use of the app 'Do Ink Animation'. They will animate a given story line on 'Scratch Jr', mixing coding into their creativity, as well as creating their own animated Lego figure and finally create a flip-book.

Learning objective for the course: Throughout i2D pupils will learn what 2D animation is and how to create one. They will learn the difference between 2D and 3D as well as creating a flip-book.

Apps used



Stop Motion Studio



Do Ink Animation



Strip Design



Scratch Jr

Vocabulary Bank

Flip-Book

A type of animation made by flipping through paper drawings.

Animation

Making something look like it has come to life.

2D/Hand-drawn

Something with two dimensions.

3D/Computer-generated

Something with three dimensions.

Frame

The individual photos of a complete animation.

Quality Control

Making sure our final product is to a great standard.

Movement

Changing the position of our characters.

iOffice
KS2 activities
Knowledge Organisers

iOffice: Level 1iSafety

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.
Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.
Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

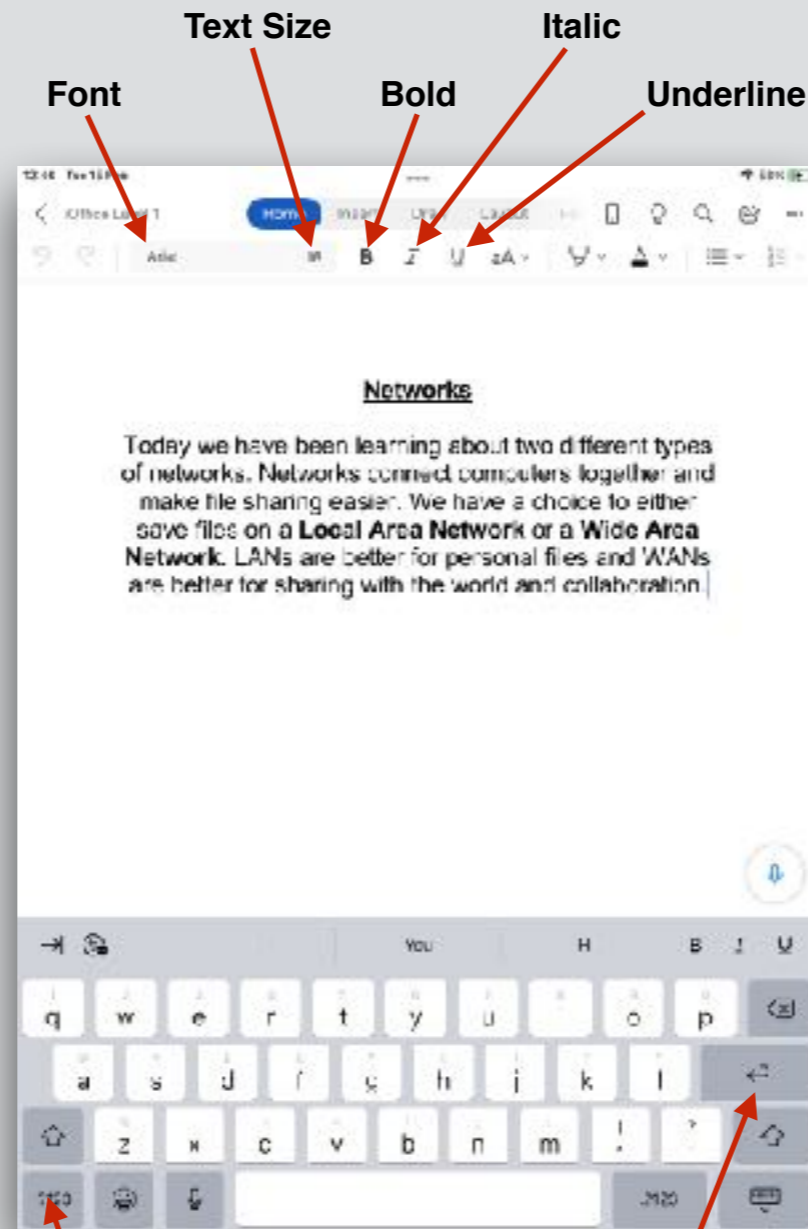
1. Pupils know that networks are made of WANs and LANs.
2. Pupils can define what cyber bullying is.
3. Pupils can explain the consequences of spending too much time online.
4. Pupils know why certain online games have age restrictions.
5. Pupils can explain ways to maintain a good digital reputation.
6. Pupils understand why they should not open emails on someone else's device.
7. Pupils can name different websites and social media sites and match the minimum age required to use them.
8. Pupils can define and create a brochure without the use of a template.
9. Pupils can give examples of when a negative digital reputation can affect real life.
10. Pupils can give examples of what WANs or LANs would be used for.

Course Overview

Course overview: Pupils will combine learning how to stay safe while on a digital device with learning how to operate Office 365 programs. Our E-Safety module covers Cyber Bullying, Online Gaming, Trust, Digital Reputation, Location Permissions, Online Contact and Social Media. All of these topics are covered alongside learning how to use the basic functions within word and spreadsheet processors.

Learning objective for the course: During iSafety pupils will have two main points of focus. The first will be to learn about the different documents you can create in a word processor, and basic functions within the program. Within the module they will create a letter, an email and a brochure, learning about the different tone and content expected in each depending on the document type and the recipient/audience. The second main focus will be to learn about E-Safety. Pupils will learn about Networks, Cyber Bullying and Online Gaming, along with many more to ensure they have the tools to be safe online and know how to act should they be faced with any number of situations.

Microsoft Word



We can view more characters and symbols if we tap here.

To start a new line, we tap the "Return" key.

Vocabulary Bank

Recipient

The person that an email is sent to.

Format

The way something is arranged or set-out.

WAN

Wide Area Network (e.g., the internet).

LAN

Local Area Network (e.g., a school IT room).

Network

Two or more computers linked together.

Cyber Bullying

A form of bullying done over technology or the internet.

Online Gaming

Using the internet to play video games with other people around the world.

Template

A document already formatted with no information in it.

Content

Information presented in different ways (e.g., text, pictures, videos, etc.).

Tone

The emotion and attitude of a piece of content.

Font

The way text is styled and designed.

Brochure

A small magazine with pictures and information about something.

Apps Used



Microsoft Word



Mail



Logo Foundry



Keynote

iOffice: Level 2 iSocial

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.
Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can explain how font style and bold changes text
2. Pupils know why you would use strikethrough and highlight on text
3. Pupils know what a target market is
4. Pupils can explain why pitching is important
5. Pupils understand what a focus group is and what it's used for
6. Pupils understand how to edit photos when inserting them into a document
7. Pupils can give examples in which a presentation is more suitable than a document
8. Pupils understand the difference between what makes a good and bad pitch
9. Pupils can give examples of industries where focus groups are essential
10. Pupils can explain the function justify on a word processing document

Course Overview

Course overview: Pupils will be presented with a hypothetical scenario where all social media platforms have been removed from the internet. They will then be tasked with designing and creating their own social media platform to fill the gap in the market. Throughout the half term, pupils will use more advanced functions in word processors to plan their ideas before finally collating them into a Keynote ready to be presented to their peers.

Learning objective for the course: The main purpose of iSocial is to build on the word processing skills learnt within Level 1 to enable pupils to use the program to its full potential. Pupils will learn how to use more advanced functions like ~~Strikethrough~~ and Highlight. More advanced pupils/classes will be taught how to track changes and how this is a useful tool for collaboration. At the end of the course pupils will learn how to present their work, creating a Keynote presentation collating all the work they have done throughout the half term.

Keynote

Presentation Mode.

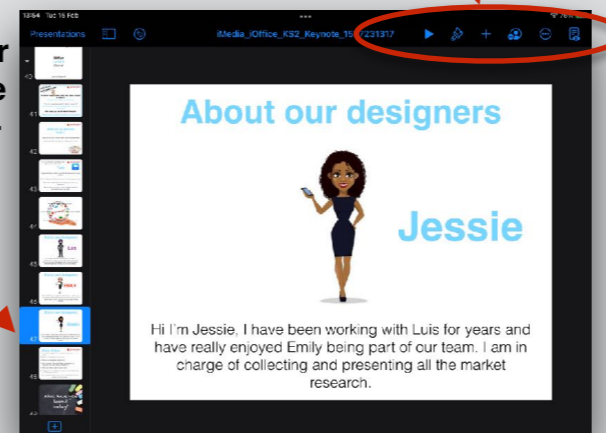
This lets us add text, pictures and more.

The paintbrush edits the main slide.

We can animate the slides here.



The slides in our presentation are here on the left-hand side.



Vocabulary Bank

Word Processing

Using a computer to create and edit .

Highlight

Marking bits of text by giving it a coloured background.

Centre

Putting text in the centre of a document.

Align Right

Putting text against the right side of the document.

Audience

The people giving attention to something.

Presentation

Talking about and giving information on a certain subject.

Edit

Making changes to a document.

Strikethrough

Putting a line through the middle of the text.

Align Left

Putting text against the left side of the document.

Target Market

The type of people you aim to sell your product to.

Pitch

A type of presentation where you are trying to persuade someone.

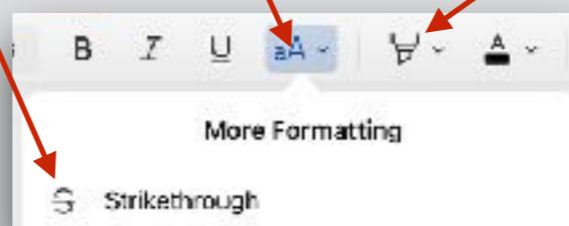
Justify

To prove that something is correct or right.

Microsoft Word

If we tap this symbol, we can find ~~Strikethrough~~.

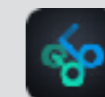
Here is the highlighter.



Apps used



Microsoft Word



Logo Foundry



Keynote

iOffice: Level 3 iCompany

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils know what a cell is on a spreadsheet.
2. Pupils can use formulae to solve simple maths equations.
3. Pupils can create a chart and a graph.
4. Pupils can use the filter tool in a spreadsheet.
5. Pupils are able to group and organise data.
6. Pupils know the alternative symbols for multiplication and division and use them in simple formulae.
7. Pupils are able to add a total column.
8. Pupils can use formulae to calculate the cost of a movie.
9. Pupils can use the auto-sum tool with the fill tool to quickly complete maths equations.
10. Pupils can create multiplication tables.

Microsoft Excel

We enter data and create formulae here.

Here are all the spreadsheets in this workbook.



This is column K

This is row 16

This is the cell we are currently editing called O22

Course Overview

Course overview: iCompany is a spreadsheet-based course. Pupils will begin with a recap of basic spreadsheet knowledge gained in Level 1 before moving on to more advanced functions within the app. Their task is to act as movie producers and decide on a style of animated movie to put into production. Working in pairs, pupils will start by inputting and analysing data allowing them to make important production decisions. The class will develop their spreadsheet skills and learn how to successfully use a variety of advanced functions within a spreadsheet.

Learning objective for the course: After a very brief introduction to spreadsheets in Level 1 pupils will now learn how to create formulae and find totals. Pupils will learn how to create charts using both existing data and data they have inputted themselves. They will be taught how filter buttons can aid them in looking through spreadsheets, and how to use data to budget. Pupils will be expected to be using terminology to suit the program such as workbook and spreadsheet. At the end of the course pupils will compile their data into a Keynote presentation and present the movie they wish to make.

Vocabulary Bank

Workbook

A file that contains one or more spreadsheets.

Spreadsheet

A file made up of rows and columns that can arrange and sort information.

Cells

Individual boxes found in a spreadsheet grid.

Rows

A group of cells going horizontally along a spreadsheet.

Formulae

Working out simple equations using multiple cells in a spreadsheet.

Total

The sum of multiple cells.

Column

A group of cells going vertically through a spreadsheet.

Data

Information, facts and statistics.

Inputting

The act of putting data into a spreadsheet.

Filter

Showing data based on what they include, exclude or in certain order.

Apps Used



Microsoft Excel



Keynote

Budget

An estimated amount a project will cost.

Data Entry/Extraction

The process of inputting or retrieving data.

iOffice: Level 4 iCV

Course Evaluation Criteria

Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

1. Pupils can define the word extrapolation.
2. Pupils know what a data bank is and why they are useful.
3. Pupils know what CV stands for and why it is used.
4. Pupils understand why the information in a CV has to be true.
5. Pupils can explain what a job advert is and what is included in it.
6. Pupils can create their own CV whilst following a template.
7. Pupils can add a header and footer to their CV.
8. Pupils can back up decisions based on data within the data bank.
9. Pupils can edit their CV to suit their specific style.
10. Pupils can list the consequences someone might face if the contents of their CV are false.

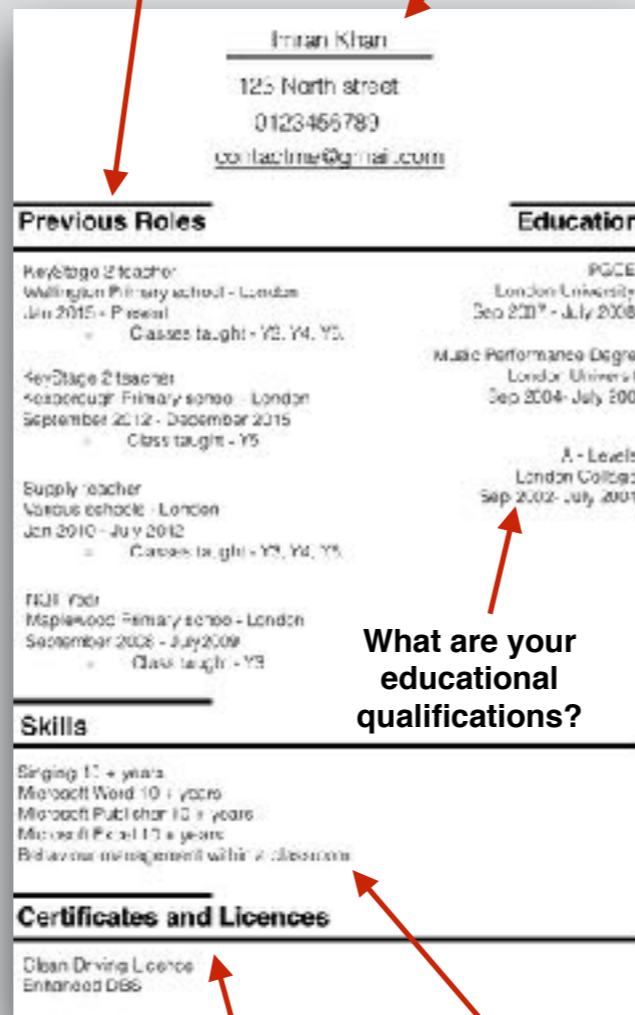
Course Overview

Course overview: Your local council has advertised for a new Superhero to combat local crime. Pupils must use all the skills they have learnt during Levels 1, 2 and 3 on Keynote and the word and spreadsheet processors, to design and present their hero. Pupils will learn how to create and correctly format a CV, how to add hyperlinks into a word processing document and extrapolate data from a spreadsheet in order to design a successful candidate CV.

Learning objective for the course: Pupils will learn valuable skills to use throughout their academic and professional career during iCV. Pupils will be taught what a job advert looks like and how to pick out salient points that a candidate will need for the role. They will also learn how to construct a CV. This course is split across Word and Excel. Pupils will be expected to use knowledge from Levels 1-3 to complete the tasks. Analysing data will be a large part of their course as they will have to gain insight from data banks to construct the perfect candidate CV.

Curriculum Vitae

What previous work experience do you have? Personal Information



Miran Khan
125 North street
0123456789
contactme@gmail.com

Previous Roles	Education
KeyStage 2 teacher Willingdon Primary school - London Jan 2015 - Present Classes taught - Y3, Y4, Y5	PGCE London University Sep 2007 - July 2008
KeyStage 2 teacher Maplewood Primary school - London September 2012 - December 2015 Class taught - Y5	Music Performance Degree London University Sep 2004 - July 2007
Supply teacher Various schools - London Jan 2010 - July 2012 Classes taught - Y3, Y4, Y5	A - Levels London College Sep 2002 - July 2003
KS1 Y3 Maplewood Primary school - London September 2008 - July 2009 Class taught - Y3	

Skills
Singing 10+ years
Microsoft Word 10+ years
Microsoft Publisher 10+ years
Microsoft Excel 10+ years
Behaviour management within a classroom

Certificates and Licences
Clean Driving Licence
Enhanced DBS

Do you have any other certificates, licenses or qualifications?

Any extra skills that would be beneficial for employers to know?

Vocabulary Bank

CV

A document that shows someone's qualifications, work experience and education.

Extrapolate

To extend information about something.

Build Order

The order that parts of a presentation appear and are animated.

Hyperlink

Text in a document that when clicked opens something else.

Data

Information, facts and statistics.

Employer

A person or company that employs people to do a job.

Presentation

Talking about and giving information on a certain subject.

Candidate

Somebody that has applied for a job.

Employee

Somebody that has been hired by an employer to do a job.

Data Bank

Where lots of data is and is assessed electronically.

Apps Used



Microsoft Word

Keynote