

Year group objectives for Computing – Year 1

See individual lesson plans ([link](#)) for knowledge, skills, assessment opportunities, activities and slides.

Autumn 1 (Technology around us)

| Session no. | Objective | Assessment |
|-------------|--|--|
| 1 | To identify technology | Activity 1: Assess whether learners understand which items can be defined as technology. Activity 2: Assess whether learners are able to identify technology within their school or classroom environment. Activities 3: Assess whether learners understand how different technology can help them. |
| 2 | To identify a computer and its main parts | Activity 1: Assess whether learners are able to demonstrate their knowledge of the different parts of a computer. Activity 2: Assess whether learners are able to turn on and log into a computer, and whether they can use a mouse to click and drag objects on the screen |
| 3 | To use a mouse in different ways | Introduction: Assess whether learners can name different parts of a computer and explain what it does. Activity 1: Assess whether learners are able to use a double-click to open a program/browser Activity 2: Assess whether learners are able to create a simple picture using a mouse. |
| 4 | To use a keyboard to type on a computer | Introduction: Assess whether learners can explain that the process of writing using a keyboard is called typing. Activity 1: Assess whether learners are able to type their name using a keyboard. Activity 2: Assess learners' ability to save a file. |
| 5 | To use a keyboard to edit text | Activity 1: Assess whether learners are able to locate and open their saved file. Activity 2: Assess whether learners can use arrow keys to move their cursor and backspace to delete letters. Plenary: Assess whether learners can understand the importance of naming their files sensibly. |
| 6 | To create rules for using technology responsibly | Introduction: Assess whether the learners can explain the reason for rules. Activity 1: Assess whether learners are able to list rules they know of in the school setting. |

| | | |
|--|--|---|
| | | Activity 2: Assess whether learners are able to list rules for using computer technology safely. |
|--|--|---|

Autumn 2 (digital painting)

| Session no. | Objective | Assessment |
|-------------|---|---|
| 1 | To learn how we paint using computers | <p>Introduction: Provides an opportunity to examine learners' prior knowledge and to determine their awareness of the tools used for digital painting.</p> <p>Activity 1: Provides an opportunity to assess whether learners understand which tools would be appropriate for use in today's lesson.</p> <p>Activity 2: Allows learners the opportunity to use the tools you have modelled to create their own digital painting.</p> <p>Plenary: Allows learners an opportunity to self-assess their own painting.</p> |
| 2 | To use the shape tool and the line tool | <p>Introduction: Provides an opportunity to examine learners' prior knowledge and to determine their awareness of the tools used for digital painting.</p> <p>Activity 1: Provides an opportunity to assess whether learners understand which tools would be appropriate for use in today's lesson.</p> <p>Activity 2: Allows learners the opportunity to use the tools you have modelled to create their own digital painting.</p> <p>Plenary: Allows learners an opportunity to self-assess their own painting.</p> |
| 3 | To make careful choices when painting a digital picture | <p>Introduction: Provides an opportunity to examine learners' prior knowledge and to determine their awareness of the tools used for digital painting.</p> <p>Activity 1: Provides an opportunity to assess whether learners understand which tools would be appropriate for use in today's lesson.</p> <p>Activity 2: Allows learners the opportunity to use the tools modelled by the teacher to create their own digital painting.</p> |
| 4 | To explain why I choose the tools I use | <p>Introduction: Provides an opportunity to assess learners' current understanding of the jobs of the different paint tools.</p> <p>Activity 1: Provides an opportunity to assess the learners' understanding of tools used so far in the unit and how these might help them to recreate the work of the chosen artist.</p> |

| | | |
|---|--|--|
| | | <p>Activity 2: Provides learners with the opportunity to demonstrate their use of the paint tools and make choices regarding the best tools to use.</p> <p>Assessment: Allows learners time to reflect on the tools that they have used and how effective they were.</p> <p>Conclusion: Allows learners the opportunity to verbalise what the different tools in the paint package can do and how effective/helpful they were when creating their digital paintings.</p> |
| 5 | To use a computer independently to paint a picture | <p>Activity 1: Provides an opportunity for learners to discuss which tools they will use to create work in the style of the chosen artist.</p> <p>Activity 2: Provides learners with the opportunity to demonstrate their independent use of the brush size, style, colour, and undo tools.</p> <p>Conclusion: Provides learners time to share and discuss their work and the amount of independence they have used in this task.</p> |
| 6 | To compare painting a picture on a computer and on paper | <p>Introduction: Provides an opportunity to assess learners' current understanding of how different pictures are made and what clues they use to recognise this.</p> <p>Activity 1: Provides an opportunity for learners to compare the painting process on a computer and on paper.</p> <p>Activity 2: Provides an opportunity to assess learners' likes and dislikes with regards to using computers or paint on paper as a medium for their paintings.</p> <p>Plenary: Provides an opportunity to assess the learners' preferred medium of painting and allows time for discussion.</p> |

Spring 1 (Digital writing)

| Session no. | Objective | Assessment |
|-------------|----------------------------------|---|
| 1 | To explore the computer keyboard | <p>Introduction: Learners will demonstrate their understanding that text can be created on a computer.</p> <p>Activity 1: Learners will begin thinking about what a word processor could be used for.</p> <p>Activities 2 and 3: Learners will demonstrate their ability to recognise and use keys on a computer keyboard.</p> |
| 2 | To add and remove text | <p>Activity 1: Learners will demonstrate their ability to use the keyboard to add text.</p> <p>Activity 2: Learners will use the Space and Enter keys.</p> |

| | | |
|---|---|--|
| | | Plenary: Learners will demonstrate their ability to use the Backspace key to remove text, and their ability to use the mouse to move the text cursor. |
| 3 | To explore the toolbar | Activity 1: Learners will demonstrate their understanding of using the Caps Lock key to add capital letters. Activity 2: Learners will demonstrate their understanding of the keys that they have learnt about so far. Activity 3: Learners will use bold, italic, and underline from the toolbar. |
| 4 | To make changes to text | Activity 1: Learners will select text through double-clicking and format the highlighted text. Activity 2: Learners will demonstrate they can change the font of writing. Plenary: Learners will demonstrate their knowledge of the formatting tools that they have learnt about so far. |
| 5 | To explain my choices | Introduction: Learners will demonstrate their understanding of some of the toolbar buttons that they have learnt about so far. Activity 1: Learners will demonstrate their understanding of removing changes using the 'Undo' button. Activity 2: Learners will demonstrate their understanding of how to change the look of their text, and think about what tool they have used to make these changes. |
| 6 | To compare typing on a keyboard with writing on paper | Activity 1: Learners will demonstrate their understanding of how to make changes to a piece of writing on a computer. Activity 2: Learners will compare writing on paper and writing on a computer and think about how these are the same and different. Plenary: Learners will reflect on their experience of using a computer to write and whether they like writing on paper or a computer best. Learners can also demonstrate their ability to justify their reasoning. |

Spring 2 (Grouping data)

| Session no. | Objective | Assessment |
|-------------|------------------|--|
| 1 | To label objects | Introduction and Activity 1: Assesses learners' understanding that objects are labelled using the object's name. Activity 2: Assesses learners' ability to match an object to a predefined group. |

| | | |
|---|---|--|
| | | <p>Activity 3: Assesses learners' understanding that a group of objects is labelled with a group name.</p> <p>Plenary: Assesses learners' understanding that an object can belong to more than one group.</p> |
| 2 | To group and count objects | <p>Activity 1: Assesses learners' ability to count a number of assorted objects.</p> <p>Activity 2: Assesses learners' ability to count a number of objects from a large group.</p> <p>Activity 3: Assesses learners' ability to classify objects and count the groups, and to understand that objects that are the same but look different can still be grouped together.</p> <p>Plenary: Assesses learners' understanding of the fact that computers are not intelligent and require human input to perform tasks.</p> |
| 3 | To describe an object in different ways | <p>Activity 1: Assesses learners' ability to describe an object, using different descriptive words, and you can assess their ability to understand that the descriptive words relate to the properties of an object.</p> <p>Activity 2: Assesses learners' ability to identify the property of an object.</p> <p>Activity 3: Assesses learners' ability to find objects with similar properties.</p> <p>Plenary: Assesses learners' ability to understand that labels are given to images of objects so that computers are able to find what humans are looking for.</p> |
| 4 | To count objects with the same properties | <p>Introduction and Activity 1: Assesses learners' ability to group objects with the same properties and count the number of objects within these groups.</p> <p>Activity 2: Assesses learners' ability to use properties to separate a collection of objects into groups.</p> <p>Plenary: Assesses learners' ability to recognise what property the objects have been grouped by.</p> |
| 5 | To compare different groups | <p>Activity 1: Assesses learners' ability to choose how to group different shapes.</p> <p>Activity 2: Assesses learners' ability to describe groups of 2D shapes.</p> <p>Activity 3: Assesses learners' ability to describe groups of objects and record how many are in each group.</p> |

| | | |
|---|---|---|
| | | Plenary: Assesses learners' ability to compare different groups of objects. |
| 6 | To answer questions about groups of objects | <p>Introduction: Assesses learners' ability to begin to understand comparative language and to use this language to compare groups of objects.</p> <p>Activity 1: Assesses learners' ability to understand that you can answer questions by sorting objects into groups.</p> <p>Activity 2: Assesses learners' ability to group a number of objects in order to answer a question, and their ability to record this on their activity sheet.</p> <p>Activity 3: Assesses learners' ability to demonstrate how they have grouped the objects, and whether this has allowed them to answer the questions.</p> |

Summer 1 (Moving a robot)

| Session no. | Objective | Assessment |
|-------------|--|--|
| 1 | To explain what a given command will do | <p>Activity 1: Learners should be able to use the visual clues that buttons provide to help them make predictions about the robot's direction of travel.</p> <p>Activity 2: Learners should be able to relate the movement of the robot to the command button that was used to cause that movement.</p> <p>Activities 1–3: Learners should have used the buttons as guided during the lesson and be able to relate the buttons to different outcomes.</p> |
| 2 | To act out a given word | <p>Activity 1: Learners should be able to act out each instruction given and limit their response to just that.</p> <p>Activity 2: Learners should be able to recall words they have previously heard that can be acted out.</p> <p>Activity 3: Learners should be able to give instructions to each other, as modelled in Activity 1. They should be able to follow instructions they are given by a partner.</p> |
| 3 | To combine forwards and backwards commands | <p>Activity 1: Learners should be able to say that the robot moves the same amount backwards as forwards for each Forwards or Backwards button press</p> <p>Activity 2: Learners should be able to start the robot from the same start square each time a program is run</p> |

| | | |
|---|--|--|
| | | Activity 4: Learners should be able to step through forwards and backwards commands in a given program and predict where the robot will move to |
| 4 | To combine 4 different commands to make a sequence | Activity 1: Learners should be able to identify that left and right commands turn the robot equal amounts left or right. Activity 2: Learners should apply their knowledge of the robot's movement to input commands to move the robot to a given square. Activity 3: Learners should be able to step through a given program one command at a time, to predict where the robot will move to from a given start position. |
| 5 | To plan a simple program | Activity 1: Learners should be able to identify routes and point out squares that will be travelled over. Activity 2: Learners should be able to identify appropriate command cards and place them on the route they have identified. Activity 3: Learners should enter commands into the robot from the program they have planned. |
| 6 | To find more than one solution to a problem | Activity 1: Learners should be able to identify at least two different routes to get from the same start position to the same end square Activity 2: Learners should plan programs for each of the routes they have selected Activity 2: Learners should test their programs and address any bugs they find |

Summer 2 (Introduction to programming)

| Session no. | Objective | Assessment |
|-------------|---|---|
| 1 | To choose a command for a given purpose | Introduction: Assess the learners' current knowledge of ScratchJr. Activity 1: Assess the learners' ability to make sprites move in ScratchJr. Activity 2: Assess the learners' ability to predict which blocks will make something happen on screen in ScratchJr. Plenary: Assess the learners' ability to make comparisons between Bee-Bots and ScratchJr. |

| | | |
|---|--|--|
| 2 | To show that a series of commands can be joined together | <p>Introduction: Assess the learners' ability to add and change a background in ScratchJr.</p> <p>Activity 1: Assess the learners' ability to join blocks, using Start and End blocks.</p> <p>Activity 2: Assess the learners' ability to use given algorithms to create simple programs.</p> <p>Plenary: Assess the learners' ability to predict the outcome once a program is run.</p> |
| 3 | To identify the effect of changing a value | <p>Activity 1: Assess the learners' ability to locate blocks with numbers underneath.</p> <p>Activity 2: Assess the learners' ability to change programs using fewer blocks.</p> <p>Plenary: Assess the learners' ability to spot differences in programs and say what happens when values are changed.</p> |
| 4 | To explain that each sprite has its own instructions | <p>Introduction: Assess the learners' ability to delete the cat sprite.</p> <p>Activity 1: Assess the learners' ability to open a saved project, delete programming blocks, and add new programs using algorithms.</p> <p>Activity 2: Assess the learners' ability to add their own sprites to a project.</p> <p>Plenary: Assess the learners' ability to match sprites with their associated program.</p> |
| 5 | To design the parts of a project | <p>Activity 1: Assess the learners' ability to design the artwork for their project.</p> <p>Activity 2: Assess the learners' ability to plan their project.</p> <p>Activity 3: Assess the learners' ability to design algorithms to control their chosen sprites.</p> <p>Plenary: Assess the learners' ability to match a finished project with its design.</p> |
| 6 | To use my algorithm to create a program | <p>Introduction: Assess the learners' understanding of tasks completed during the previous lesson.</p> <p>Activity 1: Assess the learners' ability to select and edit artwork (backgrounds and sprites).</p> <p>Activity 2: Assess the learners' ability to use their algorithms to program their sprites.</p> <p>Activity 3: Assess the learners' ability to test their programs.</p> <p>Plenary: Allow the learners time to share their projects with teachers and other learners and discuss the success of their project.</p> |

Year group objectives for Computing – Year 2

Year 2 – Autumn 1 (IT around us)

| Session no. | Objective |
|-------------|--|
| 1 | To know what IT is |
| 2 | To identify the uses of information technology in the school |
| 3 | To identify information technology beyond school |
| 4 | To know the benefits of information technology |
| 5 | To explain how to use IT safely |
| 6 | To explain how to use IT in different ways |

Year 2 – Autumn 2 (Digital photography)

| Session no. | Objective |
|-------------|--|
| 1 | To use a digital device to take a photograph |
| 2 | To make choices when taking a photograph |
| 3 | To describe what makes a good photograph |
| 4 | To decide how photographs can be improved |
| 5 | To use tools to change an image |
| 6 | To recognise that photos can be changed |

Year 2 – Spring 1 (Robot algorithms)

| Session no. | Objective |
|-------------|--|
| 1 | To describe a series of instructions as a sequence |
| 2 | To explain what happens when we change the order of instructions |
| 3 | To use logical reasoning to predict the outcome of a program |
| 4 | To explain that program projects can have code and artwork |
| 5 | To design an algorithm |
| 6 | To create and debug a program that I have written |

Year 2 – Spring 2 (Pictograms)

| Session no. | Objective |
|-------------|---|
| 1 | To recognise that we can count and compare objects using tally charts |
| 2 | To recognise that objects can be represented as pictures |
| 3 | To create a pictogram |
| 4 | To select objects by attribute and make comparisons |
| 5 | To recognise that people can be described by attributes |
| 6 | To explain that we can present information using a computer |

Year 2 – Summer 1 (Making music)

| Session no. | Objective |
|-------------|---|
| 1 | To say how music can make us feel |
| 2 | To identify that there are patterns in music |
| 3 | To experiment with sound using a computer |
| 4 | To use a computer to create a musical pattern |
| 5 | To create music for a purpose |
| 6 | To review and refine our computer work |

Year 2 – Summer (Programming quizzes)

| Session no. | Objective |
|-------------|---|
| 1 | To explain that a sequence of commands has a start |
| 2 | To explain that a sequence of commands has an outcome |
| 3 | To create a program using a given design |
| 4 | To change a given design |
| 5 | To create a program using my own design |
| 6 | To decide how my project can be improved |

Year group objectives for Computing – Year 3

Year 3 – Autumn 1 (Connecting computers)

| Session no. | Objective |
|-------------|--|
| 1 | To explain how digital devices function |
| 2 | To identify input and output devices |
| 3 | To recognise how digital devices can change the way that we work |
| 4 | To explain how a computer network can be used to share information |
| 5 | To explore how digital devices can be connected |
| 6 | To recognise the physical components of a network |

Year 3 – Autumn 2 (Animation)

| Session no. | Objective |
|-------------|-----------|
|-------------|-----------|

| | |
|---|--|
| 1 | To explain that animation is a sequence of drawings or photographs |
| 2 | To relate animated movement with a sequence of images |
| 3 | To plan an animation |
| 4 | To identify the need to work consistently and carefully |
| 5 | To review and improve an animation |
| 6 | To evaluate the impact of adding other media to an animation |

Year 3 – Spring 1 (Sequencing sounds)

| Session no. | Objective |
|-------------|--|
| 1 | To explore a new programming environment |
| 2 | To identify that commands have an outcome |
| 3 | To explain that a program has a start |
| 4 | To recognise that a sequence of commands can have an order |
| 5 | To change the appearance of my project |
| 6 | To create a project from a task description |

Year 3 – Spring 2 (Branching databases)

| Session no. | Objective |
|-------------|---|
| 1 | To create questions with yes/no answers |
| 2 | To identify the attributes needed to collect data about an object |
| 3 | To create a branching database |
| 4 | To explain why it is helpful for a database to be well structured |
| 5 | To plan the structure of a branching database |
| 6 | To independently create an identification tool |

Year 3 – Summer 1 ()

| Session no. | Objective |
|-------------|---|
| 1 | To recognise how text and images convey information |
| 2 | To recognise that text and layout can be edited |
| 3 | To recognise that text and layout can be edited |
| 4 | To add content to a desktop publishing publication |
| 5 | To consider how different layouts can suit different purposes |
| 6 | To consider the benefits of desktop publishing |

Year 3 – Summer 2 (Programming)

| Session no. | Objective |
|-------------|--|
| 1 | To explain how a sprite moves in an existing project |

| | |
|---|---|
| 2 | To create a program to move a sprite in four directions |
| 3 | To adapt a program to a new context |
| 4 | To develop my program by adding features |
| 5 | To identify and fix bugs in a program |
| 6 | To design and create a maze-based challenge |

Year group objectives for Computing – Year 4

Year 4 – Autumn 1 (The internet)

| Session no. | Objective |
|-------------|---|
| 1 | To describe how networks physically connect to other networks |
| 2 | To recognise how networked devices make up the internet |
| 3 | To outline how websites can be shared via the World Wide Web (WWW) |
| 4 | To describe how content can be added and accessed on the World Wide Web (WWW) |
| 5 | To recognise how the content of the WWW is created by people |
| 6 | To evaluate the consequences of unreliable content |

Year 4 – Autumn 2 (Audio Editing)

| Session no. | Objective |
|-------------|---|
| 1 | To identify that sound can be digitally recorded |
| 2 | To use a digital device to record sound |
| 3 | To explain that a digital recording is stored as a file |
| 4 | To explain that audio can be changed through editing |
| 5 | To show that different types of audio can be combined and played together |
| 6 | To evaluate editing choices made |

Year 4 – Spring 1 (Programming)

| Session no. | Objective |
|-------------|---|
| 1 | To identify that accuracy in programming is important |
| 2 | To create a program in a text-based language |
| 3 | To explain what 'repeat' means |

| | |
|---|---|
| 4 | To modify a count-controlled loop to produce a given outcome |
| 5 | To decompose a task into small steps |
| 6 | To create a program that uses count-controlled loops to produce a given outcome |

Year 4 – Spring 2 (Datalogging)

| Session no. | Objective |
|-------------|---|
| 1 | To explain that data gathered over time can be used to answer questions |
| 2 | To use a digital device to collect data automatically |
| 3 | To explain that a data logger collects 'data points' from sensors over time |
| 4 | To recognise how a computer can help us analyse data |
| 5 | To identify the data needed to answer questions |
| 6 | To use data from sensors to answer questions |

Year 4 – Summer 1 (Photo editing)

| Session no. | Objective |
|-------------|--|
| 1 | To explain that digital images can be changed |
| 2 | To change the composition of an image |
| 3 | To describe how images can be changed for different uses |
| 4 | To make good choices when selecting different tools |
| 5 | To recognise that not all images are real |
| 6 | To evaluate how changes can improve an image |

Year 4 – Summer 2 (Repetition in games)

| Session no. | Objective |
|-------------|---|
| 1 | To develop the use of count-controlled loops in a different programming environment |
| 2 | To explain that in programming there are infinite loops and count-controlled loops |
| 3 | To develop a design that includes two or more loops which run at the same time |
| 4 | To modify an infinite loop in a given program |
| 5 | To design a project that includes repetition |
| 6 | To create a project that includes repetition |

Year group objectives for Computing – Year 5

Year 5 – Autumn 1 (Sharing information)

| Session no. | Objective |
|-------------|---|
| 1 | To explain that computers can be connected together to form systems |
| 2 | To recognise the role of computer systems in our lives |
| 3 | To recognise how information is transferred over the internet |
| 4 | To explain how sharing information online lets people in different places work together |
| 5 | To contribute to a shared project online |
| 6 | To evaluate different ways of working together online |

Year 5 – Autumn 2 (Vector drawing)

| Session no. | Objective |
|-------------|--|
| 1 | To identify that drawing tools can be used to produce different outcomes |
| 2 | To create a vector drawing by combining shapes |
| 3 | To use tools to achieve a desired effect |
| 4 | To recognise that vector drawings consist of layers |
| 5 | To group objects to make them easier to work with |
| 6 | To apply what I have learned about vector drawings |

Year 5 – Spring 1 (Video editing)

| Session no. | Objective |
|-------------|--|
| 1 | To explain what makes a video effective |
| 2 | To use a digital device to record video |
| 3 | To capture video using a range of techniques |
| 4 | To create a storyboard |
| 5 | To identify that video can be improved through reshooting and editing |
| 6 | To consider the impact of the choices made when making and sharing a video |

Year 5 – Spring 2 (Flat-file databases)

| Session no. | Objective |
|-------------|---|
| 1 | To use a form to record information |
| 2 | To compare paper and computer-based databases |
| 3 | To outline how you can answer questions by grouping and then sorting data |
| 4 | To explain that tools can be used to select specific data |
| 5 | To explain that computer programs can be used to compare data visually |
| 6 | To use a real-world database to answer questions |

Year 5 – Summer 1 (Vector graphics)

| Session no. | Objective |
|-------------|--|
| 1 | To identify that drawing tools can be used to produce different outcomes |
| 2 | To create a vector drawing by combining shapes |
| 3 | To use tools to achieve a desired effect |
| 4 | To recognise that vector drawings consist of layers |
| 5 | To group objects to make them easier to work with |
| 6 | To apply what I have learned about vector drawings |

Year 5 – Summer 2 (Selection in quizzes)

| Session no. | Objective |
|-------------|---|
| 1 | To explain how selection is used in computer programs |
| 2 | To relate that a conditional statement connects a condition to an outcome |
| 3 | To explain how selection directs the flow of a program |
| 4 | To design a program that uses selection |
| 5 | To create a program that uses selection |
| 6 | To evaluate my program |

Year group objectives for Computing – Year 6

Year 6 – Autumn 1 (Communication)

| Session no. | Objective |
|-------------|---|
| 1 | To identify how to use a search engine |
| 2 | To describe how search engines select results |
| 3 | To explain how search results are ranked |
| 4 | To recognise why the order of results is important, and to whom |
| 5 | To recognise how we communicate using technology |
| 6 | To evaluate different methods of online communication |

Year 6 – Autumn 2 (Webpage)

| Session no. | Objective |
|-------------|--|
| 1 | To review an existing website and consider its structure |

| | |
|---|---|
| 2 | To plan the features of a web page |
| 3 | To consider the ownership and use of images (copyright) |
| 4 | To recognise the need to preview pages |
| 5 | To outline the need for a navigation path |
| 6 | To recognise the implications of linking to content owned by other people |

Year 6 – Spring 1 (Variables)

| Session no. | Objective |
|-------------|--|
| 1 | To define a 'variable' as something that is changeable |
| 2 | To explain why a variable is used in a program |
| 3 | To choose how to improve a game by using variables |
| 4 | To design a project that builds on a given example |
| 5 | To use my design to create a project |
| 6 | To evaluate my project |

Year 6 – Spring 2 (Spreadsheets)

| Session no. | Objective |
|-------------|---|
| 1 | To create a data set in a spreadsheet |
| 2 | To build a data set in a spreadsheet |
| 3 | To explain that formulas can be used to produce calculated data |
| 4 | To apply formulas to data |
| 5 | To create a spreadsheet to plan an event |
| 6 | To choose suitable ways to present data |

Year 6 – Summer 1 (3d modelling)

| Session no. | Objective |
|-------------|---|
| 1 | To use a computer to create and manipulate three-dimensional (3D) digital objects |
| 2 | To compare working digitally with 2D and 3D graphics |
| 3 | To construct a digital 3D model of a physical object |
| 4 | To identify that physical objects can be broken down into a collection of 3D shapes |
| 5 | To design a digital model by combining 3D objects |
| 6 | To develop and improve a digital 3D model |

Year 6 – Summer 2 (Sensing)

| Session no. | Objective |
|-------------|---|
| 1 | To create a program to run on a controllable device |
| 2 | To explain that selection can control the flow of a program |
| 3 | To update a variable with a user input |

| | |
|---|---|
| 4 | To use an conditional statement to compare a variable to a value |
| 5 | To design a project that uses inputs and outputs on a controllable device |
| 6 | To develop a program to use inputs and outputs on a controllable device |