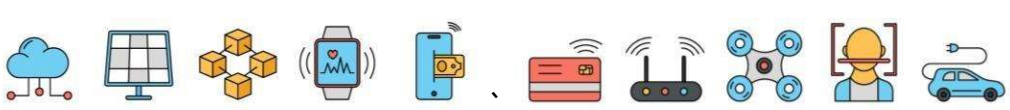
3		-To use tools to achieve a desired effect	-I can explain how alignment grids and resize handles can be used to improve consistency - I can modify objects to create a new image - I can use the zoom tool to help me add detail to my drawings
4		-To recognise that vector drawings consist of layers	-I can change the order of layers in a vector drawing - I can identify that each added object creates a new layer in the drawing - I can use layering to create an image
5		-To group objects to make them easier to work with	-I can copy part of a drawing by duplicating several objects - I can recognise when I need to group and ungroup objects - I can reuse a group of objects to further develop my vector drawing
6		-To apply what I have learned about vector drawings	-I can compare vector drawings to freehand paint drawings - I can create a vector drawing for a specific purpose - I can reflect on the skills I have used and why I have used them

Programming B – Selection in quizzes

Lesson	Title	Learning Intention	Success Criteria
1	Programming B – Selection in quizzes	-To explain how selection is used in computer programs	-I can identify conditions in a program - I can modify a condition in a program - I can recall how conditions are used in selection
2		-To relate that a conditional statement connects a condition to an outcome	-I can create a program with different outcomes using selection - I can identify the condition and outcomes in an 'if... then... else...' statement - I can use selection in an infinite loop to check a condition
3		-To explain how selection directs the flow of a program	-I can design the flow of a program which contains 'if... then... else...' - I can explain that program flow can branch according to a condition - I can show that a condition can direct program flow in one of two ways
4		-To design a program which uses selection	-I can identify the outcome of user input in an algorithm - I can outline a given task - I can use a design format to outline my project
5		-To create a program which uses selection	-I can implement my algorithm to create the first section of my program - I can share my program with others - I can test my program
6		-To evaluate my program	-I can extend my program further - I can identify the setup code I need in my program - I can identify ways the program could be improved

Year SIX

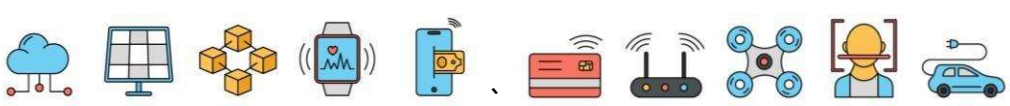
Computing systems and networks - Communication and collaboration



Lesson	Title	Learning Intention	Success Criteria
1	Computing systems and networks - Communication and collaboration	-To explain the importance of internet addresses	-I can describe how computers use addresses to access websites - I can explain that internet devices have addresses - I can recognise that data is transferred using agreed methods
2		-To recognise how data is transferred across the internet	-I can explain that all data transferred over the internet is in packets - I can explain that data is transferred over networks in packets - I can identify and explain the main parts of a data packet
3		-To explain how sharing information online can help people to work together	-I can explain that the internet allows different media to be shared - I can recognise how to access shared files stored online - I can send information over the internet in different ways
4		-To evaluate different ways of working together online	-I can explain how the internet enables effective collaboration - I can identify different ways of working together online - I can recognise that working together on the internet can be public or private
5		-To recognise how we communicate using technology	-I can choose methods of communication to suit particular purposes - I can explain the different ways in which people communicate - I can identify that there are a variety of ways to communicate over the internet
6		-To evaluate different methods of online communication	-I can compare different methods of communicating on the internet - I can decide when I should and should not share information online - I can explain that communication on the internet may not be private

Creating media – Web page creation

Lesson	Title	Learning Intention	Success Criteria
1	Creating media – Web page creation	-To review an existing website and consider its structure	-I can discuss the different types of media used on websites - I can explore a website - I know that websites are written in HTML
2		-To plan the features of a web page	-I can draw a web page layout that suits my purpose - I can recognise the common features of a web page - I can suggest media to include on my page
3		-To consider the ownership and use of images (copyright)	-I can describe what is meant by the term 'fair use' - I can find copyright-free images - I can say why I should use copyright-free images
4		-To recognise the need to preview pages	-I can add content to my own web page - I can evaluate what my web page looks like on different devices and suggest/make edits - I can preview what my web page looks like
5		-To outline the need for a navigation path	-I can describe why navigation paths are useful - I can explain what a navigation path is - I can make multiple web pages and link them using hyperlinks



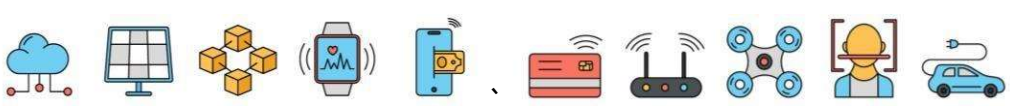
6		-To recognise the implications of linking to content owned by other people	-I can create hyperlinks to link to other people's work - I can evaluate the user experience of a website - I can explain the implication of linking to content owned by others

Programming A – Variables in games

Lesson	Title	Learning Intention	Success Criteria
1	Programming A – Variables in games	-To define a 'variable' as something that is changeable	-I can explain that the way a variable changes can be defined - I can identify examples of information that is variable - I can identify that variables can hold numbers or letters
2		-To explain why a variable is used in a program	-I can explain that a variable has a name and a value - I can identify a program variable as a placeholder in memory for a single value - I can recognise that the value of a variable can be changed
3		-To choose how to improve a game by using variables	-I can decide where in a program to change a variable - I can make use of an event in a program to set a variable - I can recognise that the value of a variable can be used by a program
4		-To design a project that builds on a given example	-I can choose the artwork for my project - I can create algorithms for my project - I can explain my design choices
5		-To use my design to create a project	-I can choose a name that identifies the role of a variable - I can create the artwork for my project - I can test the code that I have written
6		-To evaluate my project	-I can identify ways that my game could be improved - I can share my game with others - I can use variables to extend my game

Data and information – Spreadsheets

Lesson	Title	Learning Intention	Success Criteria
1	Data and information - Spreadsheets	-To create a data set in a spreadsheet	-I can collect data - I can enter data into a spreadsheet - I can suggest how to structure my data
2		-To build a data set in a spreadsheet	-I can apply an appropriate format to a cell - I can choose an appropriate format for a cell - I can explain what an item of data is
3		-To explain that formulas can be used to produce calculated data	-I can construct a formula in a spreadsheet - I can explain which data types can be used in calculations - I can identify that changing inputs changes outputs
4		-To apply formulas to data	-I can apply a formula to multiple cells by duplicating it - I can calculate data using different operations - I can create a formula which includes a range of cells



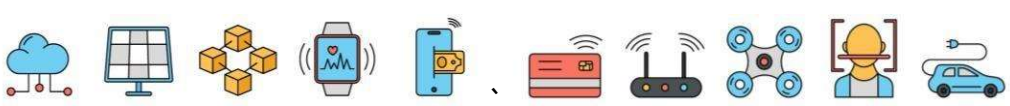
5		-To create a spreadsheet to plan an event	-I can apply a formula to calculate the data I need to answer questions - I can explain why data should be organised - I can use a spreadsheet to answer questions
6		-To choose suitable ways to present data	-I can produce a chart - I can suggest when to use a table or chart - I can use a chart to show the answer to questions

Creating media – 3D Modelling

Lesson	Title	Learning Intention	Success Criteria
1	Creating media – 3D Modelling	-To recognise that you can work in three dimensions on a computer	-I can add 3D shapes to a project - I can move 3D shapes relative to one another - I can view 3D shapes from different perspectives
2		-To identify that digital 3D objects can be modified	-I can lift/lower 3D objects - I can recolour a 3D object - I can resize an object in three dimensions
3		-To recognise that objects can be combined in a 3D model	-I can duplicate 3D objects - I can group 3D objects - I can rotate objects in three dimensions
4		-To create a 3D model for a given purpose	-I can accurately size 3D objects - I can combine a number of 3D objects - I can show that placeholders can create holes in 3D objects
5		-To plan my own 3D model	-I can analyse a 3D model - I can choose objects to use in a 3D model - I can combine objects in a design
6		-To create my own digital 3D model	-I can construct a 3D model based on a design - I can explain how my 3D model could be improved - I can modify my 3D model to improve it

Programming B - Sensing movement

Lesson	Title	Learning Intention	Success Criteria
1	Programming B - Sensing movement	-To create a program to run on a controllable device	-I can apply my knowledge of programming to a new environment - I can test my program on an emulator - I can transfer my program to a controllable device
2		-To explain that selection can control the flow of a program	-I can determine the flow of a program using selection - I can identify examples of conditions in the real world - I can use a variable in an if, then, else statement to select the flow of a program
3		-To update a variable with a user input	-I can experiment with different physical inputs - I can explain that checking a variable doesn't change its value - I can use a condition to change a variable
4		-To use a conditional statement to compare a variable to a value	-I can explain the importance of the order of conditions in else, if statements - I can modify a program to achieve a different outcome - I can use an operand (e.g. <>=) in an if, then statement
5		-To design a project that uses inputs and outputs on a controllable device	-I can decide what variables to include in a project - I can design the algorithm for my project - I can design the program flow for my project



6		-To develop a program to use inputs and outputs on a controllable device	-I can create a program based on my design - I can test my program against my design - I can use a range of approaches to find and fix bugs