

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Computing Twinkl Digital Sparks	Year 1 Digital Foundations 1 I know simple rules that help me use technology safely and responsibly. I know the names of different digital devices. I know the different things you can do on digital devices. I know the common parts of digital devices and how they are used. I can open and close a program. I can minimise a program. I know there are steps to log in to and power down a digital device. I can hold a computer mouse correctly. I can move the cursor on a computer screen. I can click on an object. I can click and drag to move an object. I know how to double-click on an object. I know the names of some keys on a computer keyboard. I know where to find the letter and number keys. I can type a number, letter or word. I can use the Caps Lock key. I can use the Backspace key. I know some common icons used on digital devices. I can choose the correct icon to select a tool. I can find and open a specific program. I can close the program when I have finished using it. I can save digital work with support. I can choose the correct icon to select a tool. I can select different tools to create digital work. Year 1 Computer Systems and Networks 1 I know the difference between technology and information technology. I know some examples of information technology in the home, at school and in the wider world. I know how information technology is used in different places. I know some examples of how information technology is used by people in different jobs. I know some ways that information technology can help us I know that digital devices can perform more than one task. I know that information technology can be connected to share information. I know some ways that information technology has changed. I know the names of some people who have helped to change information technology. I can order some developments in information technology on a timeline. I know about some developments in information technology. I know some examples of how information technology might change. I know some ways information technology might help us in the future. I can create a new digital device of the future	Year 1 Digital Citizenship 1 I know some ways we can use technology to find information online. I know some examples of information that is personal to me. I know why it is important to keep personal information private. I know ways I can protect my personal information online. I know that information can stay online for a long time and can be seen by others. I know ways to communicate safely online. I know what to do if I see something upsetting online. I know the names of some technology that can be used to go online. I know what information can be shared online. I know who to ask before sharing any information online. I know when to get help from a trusted adult Year 1 Programming 1 I know that an algorithm is made up of step-by-step instructions. I know some examples of everyday algorithms. I can recognise and follow the steps in a simple algorithm. I know that the steps in an algorithm can be changed. I know that changing the steps in an algorithm could change its outcome. I can change the steps in a simple algorithm to create a different outcome. I know that repetition means to do something more than once. I know why repetition is used in algorithms. I can create a simple algorithm that uses repetition. I know that algorithms can have errors. I know that debugging is about finding and fixing errors in an algorithm. I can find and fix an error in a simple algorithm. I can run my algorithm to check it works correctly. I can debug my algorithm.	Year 1 Creating Media 1 I know how to choose and change drawing tools. I know how to change the thickness of my drawing tool. I know how to remove and correct mistakes. I know how to create my own shapes. I can use lines and shapes to create a picture. I can select and change colour. I know how to select a custom colour. I know how to fill shapes. I know what a pattern is. I can use shapes and colours in my art. I can resize objects. I can duplicate objects. I know how to use the work of famous artists as inspiration to create my own work. I can follow a design brief. I know which tool to use depending on the task. I can give and receive feedback. I know if a piece of art is digital or not. I know the difference between copying and using artwork as inspiration. Year 1 Data and Information 1 I know some examples of how data and information are used. I know there are different patterns in data. I can identify patterns and other important details in data. I know what tally charts are and can describe their features. I know what pictograms are and can describe their features. I know why collecting data can be useful. I know examples of data collection within my classroom. I know some simple steps to follow for collecting data. I can collect data in a tally chart. I can collect data from my classroom. I know some ways of representing data. I know why charts and diagrams are good for representing data. I can represent the data I have collected from my classroom I know ways that interpreting data can help us answer questions. I can identify patterns and other important details in data. I can interpret data to answer a question and draw conclusions. I know some examples of how data and information are used.	Year 2 Digital Foundations 2 I know why safety rules are important when using technology. I know some different ways to stay safe when using technology. I know the names of a variety of digital devices. I know that a digital device contains a computer or microcomputer. I know that some digital devices can be used to create, share and save information. I know the common features of digital devices. I can select, open and close programs independently. I can minimise, restore and resize a program. I can log in with support. I can log out and power down a computer with support. I can use a computer mouse or trackpad to move the cursor on a screen. I know the different parts of a computer mouse or trackpad and their functions. I can single-click and double-click. I can click and drag to move objects of different sizes and shapes. I can use right-click to copy and paste objects. I know the name and function of the main keys on a computer keyboard. I can use the computer keyboard to add, delete and space text for others to read. I can recognise and match icons that have a similar function. I can recognise icons that represent specific tools within a program. I can find and open a file with support. I can save digital work as a file. I can recognise icons that represent specific tools within a program. I can create a piece of digital art. Year 2 Computer Systems and Networks 2 I know the key parts of a desktop computer and a laptop. I know some common icons used on digital devices I know that digital devices use information technology to help them work. I know what a search engine is. I can use a child-friendly search engine to find images on the Internet. I can use keywords to narrow down search results. I know some things that might go wrong while using the Internet. I know some ways to use the Internet safely. I know who can help me if I’m upset or worried by something I see on the Internet.	Year 2 Digital Citizenship 2 I know that information can stay online for a long time and can be seen by others. I know that our online information makes up our digital footprint. I know ways to reduce my digital footprint I know that the way I behave and communicate online can impact my digital footprint. I know to behave online in ways that do not upset others. I know why it is important to be kind to people online and to respect their choices. I know that people may not always think or feel the same way I know that some people can be unkind online. I know what online bullying is and how it can happen. I know some ways online bullying can make someone feel. I know what to do if I or someone else is being bullied online I know what information I should not put online without asking a trusted adult first. I know that our online information can be copied. I know who to talk to if something has been put online without consent or if it is incorrect. Year 2 Programming 2 I can navigate around the ScratchJr interface. I can insert different characters. I can insert a background. I can make a character move in different ways. I can make a character grow and shrink. I can make a character hide and show. I can program a character to display a message. I can use the Send Message block to send a message to a character. I can program a character to reply to a message using the Start on Message block. I can use the Repeat block to repeat an action. I can use the Repeat Forever block to repeat an entire algorithm. I can set how many times I want an action to be repeated. I can check my project for errors and debug it.	Year 2 Creating Media 2 I can single-click, double-click and right-click. I can click and drag to select text. I can copy and paste text. I can change the text font. I can change the text colour. I can change the text size. I can bold and underline text. I can align the text. I can add a bullet point list. I can add a numbered list. I know how to find and save an image online. I can insert an image into a document. I can make an image bigger or smaller. I can move an image I can style my text for a specific purpose and audience. I can organise my text for a specific purpose and audience. I can insert and edit an image to support my text. I know why text might need to be set out in different ways. I can save a document. I know how to find and save an image online. I know that content online belongs to someone else. Year 2 Artificial Intelligence 1 I know what a machine is. I know that AI technologies are created by humans to use data, find patterns and do certain jobs. I know ways AI technologies are used in everyday life. I can spot differences between older and newer machines. I can talk about what machines might be like in the future. I know humans learn by seeing, listening, doing and trying again. I can talk about how I get better at something. I can explain what helps me learn. I can say how different machines work. I know that machines can be trained to spot patterns using lots of examples. I know that AI is a type of technology that follows patterns. I can name machines I see around me and say what they do I can talk about things only humans can do, such as feeling or imagining. I know that AI technologies are created by humans, to use data, find patterns and do certain jobs I know that machines don’t think or feel like humans. I can explain how humans and AI technologies are different. I know ways AI technologies are used in everyday life.

	I know what the Internet is. I know some ways we can use the Internet. I know some icons that help us access the Internet on digital devices. I can locate the address bar in a familiar web browser. I can use a keyboard to type a web address into an address bar.					
Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Computing Twinkl Digital Sparks	<u>Year 3</u> Digital Foundations 3 I know the difference between a device and a digital device and can name some examples. I know what input and output devices are and can give examples of them. I know the function of different input and output devices. I know why devices need to connect. I know how devices can be connected. I can find a file or program on my computing device in different ways. I know what an operating system is. I know some of the different actions that can be achieved with a mouse or trackpad. I know the locations of the main keys on a keyboard. I know which keys are better typed using the right or left hand. I can identify the tool or action an icon represents. I can name a range of common icons and explain what they do. I know that word processing software has tools to check the spelling of text on a page. I can use a mouse or trackpad to select words. I can change the appearance of text on a page. <u>Year 3</u> Computer Systems and Networks 3 I can use a search engine to find information. I can explain how the Internet works. I know how to search for information safely. I can identify how to trust a website is safe. I know what the Internet is. I know what the Internet can be used for. I know what the World Wide Web is. I know how content can be viewed on the World Wide Web. I know and understand how content can be created and posted online. I can describe how devices are connected to each other. I can explain what devices can do once they are connected to each other. I can describe how the devices in my school are connected to each other. I can describe what a computer network is. I can name some of the devices that can form a computer network. I can describe my school network and the devices that form it.	<u>Year 3</u> Digital Citizenship 3 I know that websites and apps collect information about me. I know what a digital footprint is. I know that websites and apps collect information about me. I know that my online choices can create a positive or negative digital footprint. I know appropriate ways to behave towards other people online and why this is important. I know that someone’s feelings can be hurt by what is said or written online. I know what bullying is and how it is different from unkind behaviour. I know what cyberbullying is and know how to recognise it. I can identify and explain examples of cyberbullying. I know why someone might choose to cyberbully other people. I know how to recognise if someone is experiencing cyberbullying. I know strategies to respond to cyberbullying in a safe and respectful way I know what it means to trust someone online and how it is different from liking someone online. I know why it is important to be cautious about who I trust and what information I choose to share online. <u>Year 3</u> Programming 3 I can navigate around the Scratch interface. I know the different types of coding blocks in Scratch and where to find them. I can insert a sprite. I can insert a backdrop. I know what an algorithm is. I know what sequence is. I can combine coding blocks to make a program. I can use simple Motion blocks within programs. I can use simple Looks blocks within programs. I can use simple Sensing blocks within programs. I can use simple Control blocks within programs. I know the importance of repetition in programming I know what selection is in programming.	<u>Year 3</u> Creating Media 3 I can format text in presentation software. I can use keyboard shortcuts to edit text. I can organise text in presentation software. I can format, edit and organise text in a presentation. I can format slides using colour, alignment and borders. I can format text using borders and colour. I can insert images into a presentation. I can insert and format images in a presentation. I can adjust the size of images using the resize handles. I can crop images using the crop handles. I can improve slides using transitions and animations. I can format slides using colour, animations and transitions. I can consider the audience when designing a presentation. I know how to consider the audience and purpose when designing a presentation I know why images are used in presentations. <u>Year 3</u> Data and Information 2 I know what data and information are. I know that data can be represented in different ways. I know the difference between discrete data and continuous data I know that data can show patterns and trends I know why data might be collected. I know some sources to collect data from. I know some ways of collecting, organising and representing data. I can organise data in a table. I can organise data in a spreadsheet. I know that data should be collected with consent. I know that data can be represented in different ways. I can interpret data in a bar chart and a time graph. I know that data can show patterns and trends I can use spreadsheet software to create a bar chart to compare different categories of data. I can use data to make decisions. I can evaluate which data source is the most helpful for a line of enquiry.	<u>Year 4</u> Digital Foundations 4 I can name some input and output devices. I can explain the stages of the IPO model for computing. I can give an example of the IPO model for computing. I know that a computing device is made of connected parts and can be connected to other computing devices. I can describe different ways that computing devices can connect to each other. I know some of the advantages and disadvantages of different connections. I can explain some reasons why computing devices might need to be connected to each other. I know that files and programs can be organised and accessed in different ways. I can modify the content in a file and save the results. I can select a file in a folder and delete it. I can identify the operating system of my device. I can navigate the operating system to find a file and open it. I know that there are different types of click available when using a mouse or trackpad. I can explain the functions of different types of click. I can find the keys on a keyboard. I can use the keys on a keyboard to type with increasing speed and accuracy. I can name some tools and actions available on computing devices. I can recognise the icons that are used to represent common tools and actions. I know that the tools and actions available on a device or in a program are not always the same. I can change the layout of text on a page on screen. I can change the way the page is set up. I can use tools in a word processing program to check the spelling and grammar of the text. I can add images to a page and change how they fit in with the text. <u>Year 4</u> Computer Systems and Networks 4 I can identify some different digital devices I know some ways that digital devices have changed the way we work. I can identify the key skills for communicating and collaborating. I know the effective ways of communicating and collaborating with	<u>Year 4</u> Digital Citizenship 4 I know strategies for keeping my personal information private. I know that games have age restrictions and I know how to identify the age rating of a game. I know some of the methods used to encourage people to spend more time playing games and know how to recognise some of these methods. I know that online games can be a distraction from other things, in both a positive and negative way. I know strategies to help limit the amount of time spent playing games. I know strategies for safe and fun experiences while playing games online I know that online behaviour can have real-life consequences. I know strategies to help me be a respectful online gamer. I know how to identify how someone online is feeling and respond respectfully I know that others online can pretend to be someone else. I know that adults can monitor what I do online. I know what is meant by the term fake news and why someone would want to create it. I know what scams are and why people create them. I can use strategies to spot examples of scams and fake news online. I know strategies to help me notice suspicious online profiles. <u>Year 4</u> Physical Computing 2 I know the features and uses of a micro:bit. I can navigate around the MakeCode interface. I know the different types of coding blocks in MakeCode and where to find them. I can flash a program to the micro:bit. I can animate an image on a micro:bit. I can display an image on a micro:bit. I know different ways that a program can be started on a micro:bit. I can include two or more different inputs in my project. I can use simple Loops blocks within a program. I know when to use repetition in a program. I can use the if [...] then Logic block within a program. I know when to use selection within a program. I can debug an algorithm.	<u>Year 4</u> Creating Media 4 I can create multiple frames to create a simple moving image. I can make small changes to each frame of my animation. I can use onion skinning to help me make small changes between frames. I can use a digital device to photograph a series of frames. I know there are different types of animation. I can create multiple frames to create a simple moving image. I can use stop motion animation software to create an animation. I know what different elements I will need to create to make my animation. I know that animators use storyboards to plan out an animation. I can create a simple story. I can plan out my animation using a storyboard. I can follow a storyboard. I know what different elements I will need to create to make my animation. I can present and evaluate my animation. I know that an animation is made from multiple frames. I can navigate digital animation software. <u>Year 4</u> Artificial Intelligence 2 I can describe what AI systems are in simple terms. I know what generative AI models are. I can give examples of where AI systems are used. I know what pattern recognition is. I can explain how generative AI models use pattern recognition to generate content. I can explain how AI models use data. I know that some AI systems use public data from the Internet. I know that some AI systems use data from users. I can give examples of where AI systems are used. I can explain what AI bias is. I know that some AI systems use public data from the Internet. I know that some AI systems use data from users I can explain what bias is. I can explain what AI bias is. I know why AI bias is a problem. I know how generative AI models can

		I can use the if...then block for selection. I know the names and functions of simple Sensing blocks. I can debug an algorithm.	I know that data is not always accurate. I know that people may not always present data truthfully. I know that data should be protected.	more than one person. I can give examples of changes in communication technology. I know how communication technology has become more effective. I can recognise and identify the different collaborative elements of online communication software. I can safely and effectively use online communication software to collaborate. I can explain how networks help us to communicate and collaborate with each other. I know what a network is.	I can use the on-screen simulator when debugging my project. I know the importance of sequence when programming.	generate biased content. I know that some AI systems use data from users I can explain the importance of data privacy when using AI systems.
Years 5 and 6						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Computing Twinkl Digital Sparks	Year 5 Digital Foundations 5 I know what a computer network is. I know the key components involved in a computer network. I know the types of connections used in a computer network. I know that technology has changed over time. I can name at least three key developments in technology. I know that files are organised in folders on a computer. I know how to create a new folder within file explorer. I know how to move a file from one folder to another. I know how to use the search function to perform basic searches. I know a range of keyboard shortcuts. I know which fingers are best used for each key when typing. I know the location of the home keys. I know the name and function of the refresh, share, link, back and forward icons. I can recognise the padlock, bookmark and attachment icons I know how to copy and paste text and images into a document. I know how to crop and align text and images in a document. I know how to insert and edit a table in a document. I know how to link text and images within a document to an external website. Year 5 Computer Systems and Networks 5 I can identify antivirus software. I can identify devices that help reduce the risk of hacking. I know what malware is. I can list at least three types of malware. I can explain how the networks help us. I can explain the advantages and disadvantages of different network topologies. I can list examples of networks. I can explain why a network is needed. I know what topology means. I can draw and identify different network topologies.	Year 5 Digital Citizenship 5 I know ways to find out information about others by searching online. I know how to take useful steps to stay safe online. I know why some online activities have age restrictions and why this is important. I know what healthy and unhealthy online behaviour looks like. I know ways to develop healthy habits and online behaviours. I know some strategies to support my own wellbeing online. I know some steps I can take to build a positive online presence. I know some steps I can take to protect my online reputation. I know that my online information can be used by others to make judgements. I know that information about someone online can be used by others to make judgments about them and why these judgments may be incorrect I know ways to make positive contributions. I know ways to collaborate constructively with others. I know strategies for finding safe online communities. I know how to be kind and show respect for others online. I know the benefits of the Internet. I know the risks of sharing certain information online. I know what information I should not put online without asking a trusted adult first. I know that what you share online can have an impact on your family, friends or future opportunities. I know who I can talk to if others pressure me to do something online that makes me feel uncomfortable. Year 5 Programming 4 I can confidently navigate around the Scratch interface. I know that the Stage is made from and y coordinates I can change a background and	Year 5 Creating Media 5 I can make a simple audio recording. I can import audio files to add background music to my project. I can manipulate the sound of my audio recording by adding effects. I can record and produce a podcast using multiple audio tracks and use effects appropriately. I know the features of an effective podcast advert. I can write my own advertisement with a target audience in mind. I can plan a podcast, considering the content and target audience. I can review someone else’s work and offer constructive feedback to improve their project. I can read a review of my own project and use it to suggest improvements. I know what podcasts are. I know the key features of a podcast. I can save a project and export an audio file. I can download files from an online source and locate them on a digital device. I can import audio files to add background music to my project. I can export a project as an audio file and consider any copyright issues. I know the difference between facts, opinions and beliefs. I know about copyright laws and know that some online content can be reused. I know some of the risks and benefits of podcast advertising. I can export my project as an audio file and consider any copyright issues. I know what online reviews are and that they can contain facts and opinions. I know some of the risks and benefits of using online reviews. Year 5 Data and Information 3 I know the main types of data. I know the differences between first-party, secondparty and third-party data. I can analyse data, drawing out patterns and trends. I know why data is more useful when it is	Year 6 Digital Foundations 6 I can explain different network types. I can explain how connecting computers together in a network supports communication and collaboration. I know why technology changes. I can make predictions about future changes in technology. I know the different levels of permissions within folders. I can use logical folder structures to organise my digital workspace. I can use advanced search functions to improve my search results. I can successfully use the function keys on a keyboard. I can use both hands when typing. I can recognise common icons such as the settings, Wi-Fi, search and toggle icons. I know about page margins, page layout and page orientation in a document or presentation. I know about headers and footers in a document or presentation. I can use paste special to paste unformatted text. I can create internal hyperlinks in a document or presentation. Year 6 Computer Systems and Networks 6 I can explain what a web crawler (or spider) is and how it visits pages on the World Wide Web. I can describe how search engines store information from the Internet by creating an index. I can explain how search engines make it easier for us to find the information we want. I know some of the criteria that page ranking programs use to decide page ranking. I know how algorithms are used to rank search results. I know what Search Engine Optimisation (SEO) is. I know why web pages use SEO. I know how SEO can help web pages improve their ranking on a search engine results page. I know how to check if an online source is reliable.	Year 6 Digital Citizenship 6 I can search for information about an individual online and summarise the information found. I know strategies for keeping personal information private. I know what to do if a password is shared, lost or stolen. I know ways people can manage passwords. I know that some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know how to identify, flag and report inappropriate content. I know that some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my fault. I know what is meant by being sceptical; I can give examples of when and why it is important to be sceptical about things online. I can use the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online. I know that someone can get help if they are having problems and can identify when to tell a trusted adult. I know how fake news may affect someone’s emotions and behaviour and can explain why this may be harmful. I know the difference between online misinformation and disinformation. I know what is meant by a hoax. I know the difference between a belief, an opinion and a fact and can give examples. I know how to evaluate digital content and can explain how to make choices about what is trustworthy. I know how to explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I know ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content.	Year 6 Artificial Intelligence 3 I can explain some different types of AI systems in simple terms. I can design an AI system that is ethical and solves a real-world problem. I can explain how and why AI systems are used in different fields. I know different types of problems that AI technologies can help solve. I understand and can explain how an AI system could impact society. I can discuss the potential impact of AI technologies in the future. I can discuss some benefits and explain how they could lead to advancements in the future. I understand the role of an AI developer. I can discuss some benefits of AI technologies and explain how they could lead to advancements in the future. I can discuss some limitations of AI technologies and explain how they could lead to problems in the real world. I know ways to evaluate the potential benefits and limitations of an AI system. I understand what it means to be human-led. I understand what it means to be ethical. I know some ethical concerns of using AI technologies. I understand what makes an AI system safe, fair and useful. I can discuss some ethical considerations that AI developers have to think about. I know ways to make AI systems safer and fairer. I know ways to use AI technologies ethically and responsibly. I can design an AI system that is ethical and solves a real-world problem. Year 4 Creating Media 6A I can add, delete, duplicate and move a 3D object. I can raise and lower a 3D object. I can align 3D objects. I can combine 3D objects. I can use the ViewCube to view 3D objects from different viewpoints.

	I know the definition of a MAC address. I know the definition of an IP address. I can give an example of an IP address.	costume in a program. I know there are different ways to change how something looks in Scratch. I know that there are many different programming languages. I can use Control and Looks blocks in a program. I can use a Sensing block in a program. I can use an Operators block in a program. I can use x and y coordinates to move a sprite in Scratch. I know that a user can interact with a program in many different ways. I know that Control blocks within Scratch use selection and repetition. I know the difference between an if...then and an if...then...else block and when to use them. I know what variables are and how they can be useful in programming. I can create a variable and use it in my program. I can explain what my variable is doing in my program. I know that it is important to test and debug an algorithm.	structured. I know ways that large datasets are collected and used. I know that data can be collected from different sources. I know ways data can be collected and organised. I can choose the most appropriate data source for a given enquiry. I can collect data using questionnaires and surveys I know various ways data can be represented and how to select the most appropriate representation. I can represent data using pie charts and comparative graphs. I can analyse data, drawing out patterns and trends. I know ways to analyse data critically. I can structure and organise data using spreadsheets. I know what it means to sort data. I know what it means to filter data. I can sort and filter data to help me focus my enquiry. I can choose the most appropriate data source for a given enquiry. I can draw conclusions based on reliable data. I can make informed decisions using data. I know ways that large datasets are collected and used. I know ways to analyse data critically.	I can identify reliable online information by checking multiple sources. I can identify signs of bias by looking for language that reflects opinions rather than facts. I can analyse online sources to determine which are reliable and which are biased. I know what critical thinking is. I understand why critical thinking is important. I know why I need to think critically when viewing online content. I can use critical thinking to form my own opinion about online content.	Year 6 Physical Computing 3 I can confidently navigate around the MakeCode interface. I can use MakeCode blocks to create a program. I can use additional objects to interact with the micro:bit. I know what the different input sensors on the micro:bit are and how I can use them. I can use different repetition MakeCode blocks in an algorithm. I know that there are different ways to use repetition and selection in a program. I can use different selection MakeCode blocks in an algorithm. I can create variables and use them in a program. I can create a program using multiple variables. I know what a variable is and how it can be used in a program. I know when a variable has been used in a program and understand why it has been used. I know how variables can be used on the micro:bit. I can describe how my variable works. I know that it is important to test and debug an algorithm. I can use given strategies to debug an error and explain what the error was.	I know the difference between the Orthographic and Perspective view. I can use the Orthographic view to help me create designs. I can use tools to resize, recolour, rotate and group 3D objects. I can modify 3D objects to create a simple design. I can follow a design brief to create design ideas. I can use the Scribble tool to draw unique shapes for my design. I can use 3D modelling skills in Tinkercad to create a 3D character. I can give and receive feedback to improve a design. I can evaluate my design work. I know that a 3D object has three dimensions: width, depth and height. I know what 3D modelling is and why it is useful. I can combine readymade 3D objects.
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