

Requirements for Using ICT

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in Using ICT.

Pupils should be provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour.

Pupils should be enabled to:

Explore

- access, select, interpret and research information from safe and reliable sources;
- investigate, make predictions and solve problems through interaction with digital tools.

Express

- create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.

Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate

- talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.

Exhibit

- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

Prerequisite Skills (Q Skills) in Using ICT across the Curriculum

Progress is also demonstrated by decreasing levels of support from adults: with direction, with decreasing direction, without direction. Communication can be both verbal and non-verbal.

Q1 Experience (experience/encounter)	Q2 Respond (become aware, respond, interact intermittently)
In sensory activities and practical learning, pupils:	In sensory activities and practical learning, pupils:
<ul style="list-style-type: none"> • experience sensory stimuli; • experience a digital device; 	<ul style="list-style-type: none"> • respond intermittently to sensory stimuli; • respond intermittently to a digital device;
<p>For example:</p> <ul style="list-style-type: none"> • experience music and sounds played on a CD player; • experience a bubble tube/fibre optic lights/UV lights, etc; • encounter short video clips of school/class activities played on television/monitor/digital camera; • experience looking at self through the use of a webcam/touch technology; • experience visual effects from music played on a program such as Windows Media Player; • experience visual/auditory effects on an app such as Talking Ben; 	<p>For example:</p> <ul style="list-style-type: none"> • begin to show interest in sensory stimuli by eye contact/body movements/facial expressions; • visually track an interesting stimulus; • show loss of interest to sensory stimuli; • respond to familiar voices such as parents/teacher played back on a recording device; • respond to images/video clips/digital photos on a digital device through eye contact/body movements/facial expressions;
<ul style="list-style-type: none"> • encounter and experience a range of digital media to express self; 	<ul style="list-style-type: none"> • respond intermittently to a limited range of digital media to express self;
<p>For example:</p> <ul style="list-style-type: none"> • experience a range of everyday, familiar noises recorded within the classroom/school environment such as peers/adults talking, school bell, songs and rhymes, etc; • encounter slide show/video/PowerPoint of class photographs; • encounter sounds/songs associated with daily timetable and class projects; 	<p>For example:</p> <ul style="list-style-type: none"> • intermittently look at and respond to a variety of staff/pupil/class photographs displayed on the interactive whiteboard; • show awareness by looking at/reaching towards digital technology; • demonstrate interest in an augmentative communication device, such as a talking notebook, using eye contact, facial expressions, gestures and body movements;
<ul style="list-style-type: none"> • encounter and experience digital communication devices; 	<ul style="list-style-type: none"> • respond intermittently to and with familiar digital communication devices;
<p>For example:</p> <ul style="list-style-type: none"> • be present at roll call when staff activate BIGmack relaying recorded messages from/to school; • encounter pictorial/sound class timetable on interactive whiteboard; 	<p>For example:</p> <ul style="list-style-type: none"> • respond, using facial expressions/gestures/body movements/own vocalisations, to familiar voices recorded on a talking notebook or videos recorded using touch technology; • show a response to seeing self on screen, on webcam, FaceTime, digital camera;
<ul style="list-style-type: none"> • experience choices through digital media; 	<ul style="list-style-type: none"> • respond intermittently to choices through digital media;
<p>For example:</p> <ul style="list-style-type: none"> • experience software that requires choices to be made such as Switch It! Weather, Choose It! Maker, PowerPoint, Talking Book, etc; 	<p>For example:</p> <ul style="list-style-type: none"> • respond through eye contact/facial expressions/body movements/vocalisations to choices such as using Choose It! Maker/PowerPoint;
<ul style="list-style-type: none"> • experience digital methods used to showcase work/class activities; 	<ul style="list-style-type: none"> • respond intermittently to digital methods used to showcase work/class activities;
<p>For example:</p> <ul style="list-style-type: none"> • encounter an interactive touch screen that displays photographs of peers; • experience having their photograph taken or sounds/moving images recorded using a digital device. 	<p>For example:</p> <ul style="list-style-type: none"> • respond to their own photograph on a wall display using pointing/gestures/eye contact/facial expressions/body movement; • respond to familiar still and moving images on the school website/plasma screen/intranet/whiteboard using pointing/gestures/eye contact/facial expressions/body movements; • respond to sounds recorded from their local environment.

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Exhibit

- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

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Q3 Engage (engage with/imitate modelled behaviour, direct attention, focus, recognise)	Q4 Actively Participate (interact, share, actively participate, collaborate, anticipate, recall)
In structured activities, in familiar and accessible contexts within practical learning, pupils:	In structured activities, in familiar and accessible contexts within practical learning, pupils:
<ul style="list-style-type: none"> • engage with sensory stimuli; • engage with a digital device; 	<ul style="list-style-type: none"> • participate in activities from a range of digital sources; • participate in using familiar and unfamiliar given digital devices;
For example: <ul style="list-style-type: none"> • show pleasure/displeasure when presented with a range of sensory stimuli; • use sound or gesture to indicate preferred sensory stimuli; • look at, touch and manipulate visual and audio devices/touch technology; • engage with household appliances using switch technology; • use body to activate sensors while engaging with digital devices such as pressure mat, light beams; 	For example: <ul style="list-style-type: none"> • take turns with an adult to activate coloured buttons to change colours in bubble tube; • take turns in interactive shared reading activities such as talking photo albums; • use touch technology to participate in the use of an onscreen application such as Plasma or Pond Life; • participate in using a remote control device to move object randomly;
<ul style="list-style-type: none"> • engage with an extended range of digital media to express self; 	<ul style="list-style-type: none"> • participate in using digital media to communicate to a familiar audience;
For example: <ul style="list-style-type: none"> • look at photographs/pictures/symbols with sustained attention, indicating some recognition; • engage with digital symbols/images to express a limited number of needs such as choice board on a touch device; • engage with augmentative communication devices to activate recorded messages such as talking buttons; • engage in making sounds to cause visual/auditory effects using software such as Ameba; 	For example: <ul style="list-style-type: none"> • participate in using a range of drawing and painting software using touch technology or mouse/whiteboard pen for a variety of purposes such as mark making, self portraits, etc; • actively participate in using a communication device such as a BIGmack to convey a message to a familiar adult; • be involved in taking photographs/video clips to record a class project;
<ul style="list-style-type: none"> • engage with familiar digital communication devices; 	<ul style="list-style-type: none"> • participate in using an extended range of digital communication devices;
For example: <ul style="list-style-type: none"> • show sustained interest in a range of photographs/videos/storyboards of familiar people using Makaton signs; • engage in the use of a webcam to record an activity such as who is who? • engage with recording own sounds and vocalisations using a digital recording device; • engage in using a sound recording app using touch technology such as Talking Tom; 	For example: <ul style="list-style-type: none"> • show communicative intent by using a mouse/spacebar to activate and navigate Clicker 5 software program; • actively participate in producing a short and simple audio podcast using a digital recording device; • navigate through a communication app, such as iConverse, using touch technology appropriately; • indicate a choice between two items of food/favourite activities/toys by activating a two step communication device such as Go Talk 2;
<ul style="list-style-type: none"> • engage in decision making through digital media; 	<ul style="list-style-type: none"> • actively participate in simple digital tasks that involve decision making;
For example: <ul style="list-style-type: none"> • engage in making the correct choice to complete a task within a program or digital interactive game such as Choose It! Maker/Jigsaw/HelpKidzLearn website; • engage in choosing preferred digital photographs from a limited selection for a wall display; • engage in making a choice between two digital programs; 	For example: <ul style="list-style-type: none"> • select a digital tool, such as mouse, spacebar, switch or whiteboard pen, to engage in an ICT-related task such as Touch Balloons, etc; • select a chosen icon on desktop to open a program; • participate in sequencing pictures/letters/numbers using an onscreen grid on Clicker; • actively react to feedback during/at the end of a digital game or activity; • participate in an app/program by using double-tap motion;
<ul style="list-style-type: none"> • engage with digital methods used to showcase work/class activities; 	<ul style="list-style-type: none"> • participate in choosing which work to showcase;
For example: <ul style="list-style-type: none"> • reach towards and activate a concept keyboard using whole hand/fingers; • engage in using a switch to initiate a class slide show in PowerPoint; • imitate a range of familiar sounds heard on television/CD/DVD or class recording. 	For example: <ul style="list-style-type: none"> • use a digital camera/camcorder to actively participate in recording digital moving images and sounds of a class activity such as an educational outing; • actively choose a range of photographs to be displayed on a digital photo frame; • actively participate in running a Bee-Bot roamer program in front of a familiar audience.

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Q5 Consolidate (begin to develop an understanding)	Level 1
In structured activities, in familiar and accessible contexts within practical learning, pupils:	Pupils can:
<ul style="list-style-type: none"> • recognise information from a given digital source; • explore an extended range of given digital devices; 	<ul style="list-style-type: none"> • find and select information from a given digital source; • explore and interact with a digital device or environment;
For example: <ul style="list-style-type: none"> • turn a range of sensory equipment on/off using a switch device; • use large roller-ball to move cursor around monitor to locate chosen icon/picture/symbol/word; • use and actively explore an online interactive story/talking book such as turning the pages or activating sound and animation; • press keys on a Bee-Bot roamer to explore movement; 	For example: <ul style="list-style-type: none"> • use simple commands to investigate a device, such as play a piece of pre-recorded music from a CD; • use interactive whiteboard tools to match pictures;
<ul style="list-style-type: none"> • use digital media appropriately to express self to an expanding audience; 	<ul style="list-style-type: none"> • express ideas by creating pictures and composing text or adding own voice-over;
For example: <ul style="list-style-type: none"> • use educational games to make appropriate selections to create a graphical scenario such as put clothes on a figure/create a face; • use a recording device to communicate a message to an expanding audience such as assembly; • use communication devices effectively, such as Go Talk 4/Go Talk 8, to communicate needs; • record vocalisations using a recording device and playback at a school event; • use a concept keyboard to produce letters/words according to literacy ability; 	For example: <ul style="list-style-type: none"> • draw a picture using default tools such as pencil or paintbrush; • record their voice to describe what they have drawn; • with teacher's help, record sounds from the environment or simple interviews; • use a simple word bank to create a simple phrase or sentence; • take photographs with a digital camera;
<ul style="list-style-type: none"> • communicate effectively with peers and adults using digital communication devices; 	<ul style="list-style-type: none"> • know that digital methods can be used to communicate;
For example: <ul style="list-style-type: none"> • use an augmentative communication programme such as Writing with Symbols to exchange a message with a peer; • use a webcam and/or audio device, set up by an adult, to communicate with familiar people using instant messaging programmes; • record a short and simple message onto a recording device to be played back to an expanding audience such as Videos on Demand on LearningNI; • using a Go Talk 4, or similar multiple choice digital device, participate in a small group discussion; 	For example: <ul style="list-style-type: none"> • know that people can communicate using the internet, mobile phones, interactive whiteboard;
<ul style="list-style-type: none"> • develop an understanding of self improvement during digital tasks; 	<ul style="list-style-type: none"> • talk about their work;
For example: <ul style="list-style-type: none"> • use eraser on paint software/interactive whiteboard to improve work; • recognise and use undo icon or back button on a variety of technologies such as internet, word processing; • replay interactive digital games in order to improve score; • demonstrate multifunction cursor control, such as using a scroller wheel on a mouse, to assist in selecting pictures from a downloaded batch or using touch technology to flick through photos, zooming in and out of chosen photo; 	For example: <ul style="list-style-type: none"> • talk to the teacher about the self-portrait they have created;
<ul style="list-style-type: none"> • develop recognition of a range of digital formats that can be used for showcasing work; 	<ul style="list-style-type: none"> • print their work;
For example: <ul style="list-style-type: none"> • select photographs/audio sounds/media files/transition slides used to produce a digital presentation such as Photo Story 3, PowerPoint, Movie Maker, BlackCat slide show; • operate a concept/BigKeys/onscreen keyboard to type basic information such as name/letters/words; • showcase work, that has been printed, to a familiar adult. 	For example: <ul style="list-style-type: none"> • print their own pictures; • print a text document.