

## 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.

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

## 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.

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

## 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.

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