

# 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 nonverbal.

## 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.

| Q1 Experience<br>(experience/encounter)  | Q2 Respond<br>(become aware, respond, interact intermittently)  | Q3 Engage<br>(engage with/imitate modelled behaviour, direct attention, focus, recognise)  | Q4 Actively Participate<br>(interact, share, actively participate, collaborate, anticipate)   | Q5 Consolidate<br>(begin to develop an understanding, recall)   |
|--|---|--|---|---|
| In sensory, structured activities, and in familiar and accessible contexts within activity-based and/or play-based learning, pupils:   |   |  |   |   |
| <ul style="list-style-type: none"> <li>• experience/encounter sensory stimuli;</li> <li>• experience/encounter a digital device;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• experience music and sounds played on a digital device;</li> </ul>  | <ul style="list-style-type: none"> <li>• respond/interact intermittently to sensory stimuli;</li> <li>• respond/interact intermittently to a digital device;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• begin to show interest in sensory stimuli through eye contact, body movements, or facial expressions;</li> </ul>   | <ul style="list-style-type: none"> <li>• engage with/focus on sensory stimuli;</li> <li>• engage with/focus on a digital device;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• show pleasure/displeasure when presented with a range of sensory stimuli;</li> </ul>                                  | <ul style="list-style-type: none"> <li>• anticipate/actively participate in activities from a range of digital sources;</li> <li>• anticipate/actively participate in using familiar and unfamiliar given digital devices;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• take turns with an adult to use switch technology to change colours in a bubble tube;</li> </ul> | <ul style="list-style-type: none"> <li>• understand information from a given digital source;</li> <li>• understand an extended range of given digital devices;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• use a large rollerball to move the cursor around the monitor to locate a chosen icon/picture/symbol/word;</li> </ul>   |
| <ul style="list-style-type: none"> <li>• experience/encounter a range of digital media to express themselves;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• experience a range of everyday, familiar sounds recorded within the classroom/ school environment such as peers/adults talking, the school bell, songs and rhymes, and so on;</li> </ul> | <ul style="list-style-type: none"> <li>• respond/interact intermittently to a limited range of digital media to express themselves;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• show awareness by looking at/reaching towards the digital technology being shown to them;</li> </ul>  | <ul style="list-style-type: none"> <li>• engage with/focus on an extended range of digital media to express themselves;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• look at photographs/pictures/symbols on a digital device with sustained attention, and indicating some recognition;</li> </ul> | <ul style="list-style-type: none"> <li>• anticipate/actively participate in using digital media to communicate to a familiar audience;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• actively participate in using a communication device such as a BIGmack to convey a message to a familiar adult;</li> </ul>   | <ul style="list-style-type: none"> <li>• understand the use of digital media appropriately to express themselves to an expanding audience;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• use communication apps effectively to communicate their needs, such as using an app such as Widget to ask and answer questions;</li> </ul> |
| <ul style="list-style-type: none"> <li>• experience/encounter digital communication devices;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• experience an adult activating digital technology to relay recorded messages from/to school;</li> </ul>   | <ul style="list-style-type: none"> <li>• respond/interact intermittently to, and with, familiar digital communication devices;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• respond to videos recorded by using touch technology, and to familiar voices recorded on a digital device by using facial expressions/gestures/body movements/ their own vocalisations;</li> </ul> | <ul style="list-style-type: none"> <li>• engage with/focus on familiar digital communication devices;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• engage with recording their own sounds and vocalisations using a digital recording device;</li> </ul>  | <ul style="list-style-type: none"> <li>• anticipate/actively participate in using an extended range of digital communication devices;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• actively participate in producing a short and simple audio podcast/vlog using a digital device;</li> </ul>  | <ul style="list-style-type: none"> <li>• communicate effectively with peers and adults using digital communication devices;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• use an augmentative communication programme/app to exchange a message with a peer;</li> </ul>   |
| <ul style="list-style-type: none"> <li>• experience/encounter choices through digital media;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• experience digital devices/apps that require them to make choices, for example numeracy apps, literacy apps, and other appropriate apps;</li> </ul>   | <ul style="list-style-type: none"> <li>• respond/interact intermittently to choices presented to them through digital media;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• respond through eye contact/facial expressions/body movements/vocalisations to choices made through digital devices;</li> </ul>  | <ul style="list-style-type: none"> <li>• engage with/focus on decision-making through digital media;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• engage with making a choice between two apps on a digital device;</li> </ul>  | <ul style="list-style-type: none"> <li>• anticipate/actively participate in simple digital tasks that involve decision-making;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• choose an app on a digital device;</li> </ul>  | <ul style="list-style-type: none"> <li>• develop and demonstrate an understanding of self-improvement during digital tasks;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• replay an interactive digital game in order to improve their score;</li> </ul>  |
| <ul style="list-style-type: none"> <li>• experience/encounter digital methods used to showcase work/class activities;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• encounter a digital device that displays photographs of peers.</li> </ul>  | <ul style="list-style-type: none"> <li>• respond/interact intermittently to digital methods used to showcase work/class activities;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• respond to familiar still and moving images on a digital device by using pointing, gestures, eye contact, facial expressions, or body movements.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• engage with/focus on digital methods used to showcase work/class activities;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• reach towards and activate a concept/ virtual keyboard.</li> </ul>   | <ul style="list-style-type: none"> <li>• anticipate/actively participate in choosing which work to showcase;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• use a digital device to actively participate in recording images and sounds of a class activity such as an educational outing.</li> </ul>  | <ul style="list-style-type: none"> <li>• develop an understanding of a range of digital formats that can be used for showcasing work;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• select the photographs/sounds/videos they wish to use to produce a digital presentation.</li> </ul>   |
| <a href="#">More Examples of Q1</a>  | <a href="#">More Examples of Q2</a>   | <a href="#">More Examples of Q3</a>  | <a href="#">More Examples of Q4</a>   | <a href="#">More Examples of Q5</a>   |

Level 1 follows Q5