ICT Curriculum 2016

PERFORMANCE INDICATORS	RANGE, CONTENT AND CURRICULUM OPPORTUNITIES ACROSS ALL LEVELS
P1-3 P1 (i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, Any participation is fully prompted. P1 (ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events,	*Please refer to switch / touch skills progression document. (this will cover P1 – P3 levels)* *Pupils will use experiential and hand over hand using computer programs and sensory equipment.* During this stage pupils will: ○ attend briefly to lights, sounds or patterns of movement ○ sometimes becoming quiet in response to the vibration of a bubble tube. ○ enjoying the movement of air as a nearby electric fan is switched on ○ tracking moving images briefly across monitor screen or large screen

objects or parts of objects, They may give intermittent reactions. P2 (i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, They begin to show interest in people, events and objects, They accept and engage in coactive exploration, [for example, being encouraged to handle fibre-optic strands]. P2 (ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, They recognise familiar people, events and objects, They perform actions, often by trial and improvement, and they remember learned responses over short periods of time,. They cooperate with shared exploration and supported participation,	○ turning towards the source of preferred music ○ pressing a switch repeatedly to turn on a light or sound source ○ working with an adult or a peer to operate a touch screen ○ pushing another person's hand towards a switch ○ moving in and out of a sound beam to create different effects ○ returning to a favourite item of equipment in the multi-sensory environment from session to session

P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways,. They observe the results of their own actions with interest, They remember learned responses over more extended periods,	○ switching on a tape or CD player ○ operating one switch rather than another to achieve a desired result. ○ creating effects using a touch screen and repeating ○ pressing a switch repeatedly after the power source has been turned off.
P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, They can remember learned responses over increasing periods of time and may anticipate known events, They may respond to options and choices with actions or	○ they remember a symbol / picture or how they created a sound ○ using a switch to activate equipment ○ selecting a object on a touch screen placed in different places

gestures, They actively explore objects and events for more extended periods, They apply potential solutions systematically to problems,	○ touching the screen to respond to another's action in an on-screen game ○ use eye-gaze equipment to actively explore computer software ○ interact with cause and effect game on the IPad consistently
P4 Pupils make selections to communicate meanings; Pupils make selections to generate familiar/preferred sounds or images. They know that certain actions produce predictable results, The assumption is that the pupil will use their preferred method of access throughout.	○ select an object using the touch screen and move it to a specified place ○ Have some understanding that moving the mouse can effect what is happening on the screen (mouse over) ○ understand how to use a computer safely
P5 Pupils use computer programs, for example, to move a	○ begin to use their preferred input device to

device to manipulate something on screen. They make connections between control devices and information on screen,	select and move objects on the screen accurately o select and move objects on a mobile device / tablet o confident to move objects on the Interactive Whiteboard o select their picture in My Zone and open a piece of software
P6 Pupils use ICT to interact with other pupils and adults, They use a keyboard or touch screen to select letters and/or images for their own names. They show they understand that information can be stored on a computer, They respond to simple instructions to control a device, They operate some devices independently.	o pupils can select the letters of their name on keyboard with support o pupils can print work with support o can save work with support onto school network o be able to direct a person around the class giving simple commands

	○ input a series of simple instructions into a BeeBot ○ create a simple animation using 2Animate
P7 Pupils gather information from different sources. They use ICT to communicate meaning and express ideas in a variety of contexts; They begin to choose equipment and software for a familiar activity.	○ understand how to stay safe on the Internet *(see E-Safety planning sheet)* ○ log onto their own network account using a prompt card ○ pupils can use a Internet Search Engine with some support ○ use school email with support ○ use a digital camera independently (including downloading images with support)

P8 Pupils find similar information in different formats, (photo in paper, in book, on website, from TV programme). Pupils use ICT to communicate and present their ideas, Pupils can load a resource and make a choice from it, they communicate about their use of ICT. **NC levels 1 – 4** **Level 1** Pupils navigate on-screen resources to explore and locate information. They investigate imaginary and virtual worlds and explore options. They capture information and share their work with others. They work with text, images	○ pupils can select a program to complete a task (art package to draw a picture) ○ edit images using Photo Simple ○ pupils can download an image from Google images ○ pupils understand how to stay safe on social media sites *(see E-Safety planning sheet)* ○ input a series of simple instructions into a Probot ○ understand basic coding (2 Code) ○ be able to add text and images to Microsoft Word and Publisher ○ log onto their own network account

and sound to explore and share their ideas. They explore how devices respond to commands. They use ICT safely by following instructions. They understand that work can be saved and retrieved for later use. They talk about their use of ICT. **Level 2** Pupils find and use information to answer questions. They sort and organise information and present it in different forms. They use simple editing and formatting techniques to develop their work. They use ICT to communicate with others following instructions on safe use. They plan and give instructions to make things happen or to control devices and describe the effects. They make informed choices when using ICT to explore what happens in real and imaginary situations. They describe how they use ICT to develop their work.	independently o save and open work in their network account independently o understand personnel information and how to keep it safe *(see E-Safety planning sheet)* o be able to edit a document o be able to create a presentation and share with peers o use the school email independently o be able to plan a route for Probot with a small group o work with small group on Coding project

Level 3 Pupils search for and use information from a range of sources and make judgements about its usefulness when following straightforward lines of enquiry. They collect, record and organise data to answer questions and present findings. They use editing and formatting techniques to develop and refine their work to improve its quality and presentation. They use sequences of instructions to control devices and achieve specific outcomes. They answer questions when using ICT models and simulations. They use communication tools to share and exchange their ideas with others, and follow strategies for staying safe. They describe their use of ICT inside and outside school.	○ pupils will use ICT to collect information ○ pupils to use Microsoft Excel to display results from a survey ○ pupils to use Microsoft Excel to input simple formula for calculation ○ independently be able to input a series of instructions into Probot to follow a given course ○ pupils can talk about their use of ICT in and out of school and how to stay safe using the Internet.
Level 4 Pupils refine searches to find, select and use information, questioning its reliability. Pupils understand the need for collecting information in a format that is suitable	○ pupils will use ICT to collect information ○ pupils to use Microsoft Excel to display results from a survey

for processing. They interpret their findings, question plausibility and recognise that poor-quality information leads to unreliable results. They develop simple ICT-based models to explore patterns and relationships, and make predictions about the consequences of their decisions. They plan, test and refine sequences of instructions. They capture data using sensors to support investigations. They create and combine different forms of information, refining and presenting it for a particular purpose, showing an awareness of audience and the need for quality. They communicate and exchange information and ideas with others, collaborating to develop and improve work. They understand the benefits of online communication and can manage some of the risks associated with the digital environment. They compare their use of ICT with other methods and with its use outside school.	- pupils to use Microsoft Excel to input simple formula for calculation - independently be able to input a series of instructions into Probot to follow a given course - pupils can work with other to create a short movie animation about being safe on the Internet