

# Progression for Learners with Complex needs: Technology in our Lives including Multimedia and Handling Data



	P 4 - 6	P 7 & 8
<b>Working towards KS1 POS statements Sept 2014</b>	<ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul>	
<b>P-scales Computing July 2014</b>	<b>P4 Pupils make selections to communicate meaning</b> <ul style="list-style-type: none"> <li>Make selections to generate familiar/preferred sounds or images.</li> <li>Know that certain actions produce predictable results.</li> </ul>	<b>P7 Pupils gather information from different sources</b> <ul style="list-style-type: none"> <li>Use technology to communicate meaning and express ideas in a variety of contexts</li> <li>Begin to choose equipment and software for a familiar activity.</li> </ul>
	<b>P5 Pupils use computer programs</b> eg to move a device to manipulated something on screen <ul style="list-style-type: none"> <li>Make connections between control devices and information on screen.</li> </ul>	<b>P8 Pupils find similar information in different formats</b> <ul style="list-style-type: none"> <li>Use technology to communicate and present their ideas</li> <li>Load a resource and make a choice from in</li> <li>Communicate about their use of technology.</li> </ul>
	<b>P6 Pupils use technology to interact with other pupils and adults</b> <ul style="list-style-type: none"> <li>Use a keyboard or touch screen to select letters and/or images for their own names</li> <li>Show understanding that information can be stored on a computer</li> <li>Respond to simple instructions to control device</li> <li>Operate some devices independently.</li> </ul>	
<b>Learners develop understanding</b>	<p>Learners begin to recognise that technology can be used to control the world around them.</p> <p>They can make a choice to look at or listen to something.</p>	<p>Learners recognise and understand that there is a purpose for using technology in school and at home.</p> <p>They know that technology can help them to do things.</p>
<b>Learners build skills</b>	<p>I have an emerging awareness of how technology can be used to control the environment <b>P4</b></p> <p>I can intentionally communicate meaning by selecting objects from a screen <b>P4</b></p> <p>I can use technology to interact with others <b>P4, P6</b></p> <p>I can link symbols/characters to communicate meaning <b>P6</b></p> <p>I can use a mouse/keyboard/screen/my eyes to select an icon to choose an image or sound effect <b>P4, P5, P6</b></p> <p>With help, I can print out my work <b>P6</b></p>	<p>I can choose how I operate technology devices <b>P7 and P8</b></p> <p>I can use technology to communicate in a variety of contexts <b>P7 and P8</b></p> <p>I can collect information from different technologies <b>P7 and P8</b></p> <p>I can communicate about why I use technology (I want to ...) <b>P8</b></p> <p>I can use technology to express ideas in a variety of contexts. <b>P7 and P8</b></p> <p>I can use technology to record and present my work and ideas <b>P7 and P8</b></p> <p>I can operate simple, appropriate structured software <b>P7 and P8</b></p> <p>With help I can gather information, save, retrieve and print out my work <b>P7 and P8</b></p>

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<b>Suggested activities</b>	<p><b>Experiential learning</b></p> <ul style="list-style-type: none"> <li>listen to music, poems and stories on a device such as an iPad or CD player.</li> </ul>	<p><b>Developing learning skills</b></p> <ul style="list-style-type: none"> <li>choose appropriate photos for a file, choose appropriate video clips for a personal file</li> <li>pupils ask to see a picture saved earlier</li> <li>use simple computer programs/ online to find pictures (e.g. horses/ cars/ bikes <b>ACTIVITY</b>)</li> <li>select 'print' and 'save' with help on screen</li> <li>create a class pictogram using a programme such as J2E software – favourite colour, eye colour etc.</li> <li>choose a website for an activity from those provided by an adult.</li> <li>listen and respond to music, poems and stories on a device such as an iPad or CD player.</li> </ul>
	<p><b>Finding things out</b></p> <ul style="list-style-type: none"> <li>look at information presented in different ways (e.g. photos, sound, books, websites).</li> </ul>	<p><b>Finding things out</b></p> <ul style="list-style-type: none"> <li>look at different ways information is presented – books/ebooks, websites, videos, sounds, pictures.</li> <li>work with an adult to use an iPad or web book to explore the internet to find out information and browse.</li> <li>use Infant Encyclopaedia <a href="http://www.parkfieldict.co.uk/infant/">http://www.parkfieldict.co.uk/infant/</a> or Encyclopedia Interactica <a href="http://www.encyclopediainteractica.com/">http://www.encyclopediainteractica.com/</a> to explore your topic finding the different icons, talking about their purpose.</li> <li>use appropriate search engine with support <b>ACTIVITY</b></li> </ul>
	<p><b>Experimenting with multimedia</b></p> <ul style="list-style-type: none"> <li>with support use a recording device such as talking tins to record ideas/communicate. For example, use talking tins to provide 'instructions' at different points around a trail or 'treasure hunt', record sound effects to accompany stories</li> <li>with support use camera, iPads, microphones etc to capture information and share it for discussion</li> <li>experiment with making and recording sounds using apps such as Xylophone, garage band, music sparkle</li> <li>use Eye Gaze to select sounds and images <b>ACTIVITY</b></li> </ul>	<p><b>Developing multimedia</b></p> <ul style="list-style-type: none"> <li>select a favourite technology device to use to create an outcome (e.g computer, laptop, tablet)</li> <li>use hand held video camera or tablet device or sound recorder to capture discoveries, record stories, puppet shows</li> <li>use an iPad to take photos. Open photos using an image editing app such as doodle buddy and edit own images adding graphics, frames, drawings or text</li> <li>produce an image on an iPad/computer choosing to use either a mouse, my finger, touch pad. Save/print with support once finished.</li> <li>use hand held video camera or tablet device to capture day to day activities (and talk about them)</li> <li>use a programme such as ActivInspire to communicate through writing about a current topic</li> <li>use talking tins to create an interactive display around a project/topic</li> </ul>

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		<ul style="list-style-type: none"> <li>• use Puppet Pals app to record voices/stories to play back to an audience</li> <li>• free ipad app Grid Player – Create sentences using picture symbols</li> </ul>
	<p><b>Communicate with others</b></p> <ul style="list-style-type: none"> <li>• use an app such as ‘go talk now’ to choose symbols to (verbalises Learners’s symbol choices)</li> <li>• use a communication device by selecting appropriate symbols.</li> <li>• experience a Facetime video call on the iPad/Skype/video conferencing to model how technology can be used to communicate and stay in contact with people. Link to parallel classes or link schools.</li> <li>• Use/Complete a symbolized writing frame</li> </ul>	<p><b>Communicate with others</b></p> <ul style="list-style-type: none"> <li>• choose a symbols program to make a message for home (e.g. class trip)</li> <li>• use walkie talkie or talking tins to communicate with a partner or teacher.</li> <li>• use talking tins to provide ‘instructions’ at different points around a trail or ‘treasure hunt’</li> <li>• independently use Facetime on the iPad / Skype / Video conferencing to model how technology can be used to communicate and stay in contact with people. Could contact parallel classes or link schools. <b><u>ACTIVITY</u></b></li> <li>• be given opportunities to communicate likes and dislikes about software and apps</li> </ul>
	<p><b>Click or tap on an icon or push a switch, to operate devices and to use software and apps with increasing independence, complexity and confidence</b></p> <ul style="list-style-type: none"> <li>• start a video or sound</li> <li>• choose a graphic from a list provided on screen</li> <li>• follow image weblinks to explore age-appropriate websites</li> <li>• make a choice when exploring a website/programme with an adult e.g. song choice, sound effect, images, video.</li> <li>• play pairs/matching games and other turn taking games</li> <li>• play games that require making a choice or require you to select a given eg Mouse skills/Switch skills.</li> <li>• free ipad/android app Choose IT Maker 3 – Odd one out</li> <li>• click or use a switch to take turn in game for two people <b><u>ACTIVITY</u></b></li> <li>• Select ‘print’ with help on screen</li> <li>• cause actions to happen with switch operated toys and devices</li> <li>• use Choose IT programmes, where students can select between three or more choices to get a desired outcome.</li> <li>• use light cube and buttons to control the sensory room environment.</li> </ul>	
	<p><b>Develop motor skills with increasing precision</b></p> <ul style="list-style-type: none"> <li>• use the mouse to move objects/ pictures on the screen</li> <li>• use a stylus when operating a tablet to support fine motor development</li> <li>• use pens on ActivInspire / Smartnotebook to make marks and explore.</li> </ul>	



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	<p><b>Role play</b></p> <ul style="list-style-type: none"> <li>with support begin to experiment with using pretend technology in role play area such as the School Office (telephones, keyboard, pretend computers etc), home (kitchen appliances), hospital etc.</li> </ul>	<p><b>Role play and life skills</b></p> <ul style="list-style-type: none"> <li>role-play being a photographer using a digital camera/iPad or tuffcam.</li> <li>take photos of day to day activities, review and talk about them on an IWB or printed. <b>ACTIVITY</b></li> <li>experiment with pretend technology in role play area such as the School Office (telephones, keyboard, pretend computers etc), Home (kitchen appliances), Hospital etc.</li> <li>use microwave, telephone, walkie-talkies, microphones, cash registers, ovens, calculators and other devices with an adult.</li> <li>visit somewhere in the local environment, taking photographs of different technologies. <b>ACTIVITY</b></li> <li>indicate a clear preference for game playing devices - Xbox, Play Station, Wii, Laptop, Computer, Ipad, Ipad.</li> </ul>
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