



COMPUTING

P1 (i) Pupils encounter activities and experiences

- They may be passive or resistant
- They may show simple reflex responses [for example, startling at sudden noises or movements]
- 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, objects or parts of objects [for example, attending briefly to lights, sounds or patterns of movement]
- They may give intermittent reactions, [for example, sometimes becoming quiet in response to the vibration of a bubble tube].

P2 (i) Pupils begin to respond consistently to familiar people, events and objects

- They react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on]
- They begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]
- 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 [for example, turning towards the source of preferred music]





- They recognise familiar people, events and objects [for example, moving towards the television in a familiar room]
- They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, pressing a switch repeatedly to turn on a light or sound source]
- They cooperate with shared exploration and supported participation [for example, working with an adult or a peer to operate a touch screen].

P3 (i) Pupils begin to communicate intentionally

- They seek attention through eye contact, gesture or action
- They request events or activities [for example, pushing another person's hand towards a switch]
- They participate in shared activities with less support.
- They sustain concentration for short periods
- They explore materials in increasingly complex ways [for example, moving in and out of a sound beam to create different effects]
- They observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage table on and off]
- They remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session].

P3 (ii) Pupils use emerging conventional communication

- They greet known people and may initiate interactions and activities [for example, switching on a tape or CD player]
- They can remember learned responses over increasing periods of time and may anticipate known events [for example, looking at the monitor screen as they activate a concept keyboard]





- They may respond to options and choices with actions or gestures [for example, operating one switch rather than another to achieve a desired result]
- They actively explore objects and events for more extended periods [for example, creating effects using a touch screen]
- They apply potential solutions systematically to problems [for example, pressing a switch repeatedly after the power source has been turned off].

P4 Pupils make selections to communicate meanings, [for example, identifying a symbol or creating a sound]

- Pupils make selections to generate familiar/preferred sounds or images. They know that certain actions produce predictable results [for example, using a switch to activate a tape recorder]
- The assumption is that the pupil will use their preferred method of access throughout.

P5 Pupils use computer programs, for example, to move a device to manipulate something on screen

- They make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].

P6 Pupils use Information and Communications Technology (ICT) to interact with other pupils and adults [for example, touching the screen to respond to another's action in an onscreen game].

- 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 [for example, they ask to see a picture saved earlier]
- They respond to simple instructions to control a device [for example, using a photocopier to duplicate their work]





- They operate some devices independently.

P7 Pupils gather information from different sources

- They use ICT to communicate meaning and express ideas in a variety of contexts [for example, choosing digitised photographs or video clips for their personal profiles]
- They begin to choose equipment and software for a familiar activity [for example, using a writing-with-symbols programme to send a message home].

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 [for example, recording sounds on tape and replaying them or taking photographs of their own work]
- Pupils can load a resource and make a choice from it [for example, a particular game on a CD, a section of a DVD, tracks on a music CD, a game on a games console]
- They communicate about their

