

Computing

Learning Outcomes



Content of this grid is from the [National Curriculum in England: Computing Programme of Study](#) with adapted outcomes.

Computing – ICT and Games			
By the end of KS5 pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
	The pupil can:	The pupil can:	The pupil can:
To be able control and operate devices	a. They begin to show interest in people and objects, e.g. track moving images briefly on a screen. b. Accept and engage in coactive exploration e.g., handling fibre optic strands. c. They request events or activities by pushing another person's hand towards a switch. d. Co-operate with shared exploration and supported participation e.g., working with an adult or peer to operate a touchscreen. e. Will react to new activities and experiences e.g. enjoying the movement of air as a nearby electric fan is switched on f. Pupils begin to be proactive in their interactions, and they communicate consistent preferences and affective responses e.g., turning towards the source of preferred music.	a. Shows interests in toys with buttons, flaps and simple mechanisms and begins to learn how to operate them b. Can turn on and off some digital equipment c. Shows skills in making toys work by pressing parts to achieve desired result d. They respond to simple instructions to control a device e.g., using a photocopier to duplicate their work. e. They use ICT to communicate meaning and express ideas in a variety of contexts e.g. Choosing digitised photographs or video clips for their personal profiles. f. They begin to choose equipment and software for a familiar activity e.g., using a writing-with-symbols programme to send a message home. g. Pupils use ICT to communicate and present their ideas e.g., recording sounds and replaying them. h. They are able to operate one switch rather than another to achieve a desired result. i. Use two switches.	a. They communicate about their use of ICT. b. Works alongside a member of staff online. c. Use email to send messages. d. Identify ways in which they communicate information digitally. e. Answer a telephone correctly. f. Dial a number using a telephone. g. Navigate their way around a smartphone. h. Set up and use a games console. i. Use a range of technological equipment independently or with minimal support, including: i. Dishwashers ii. Washing machines iii. Cooking equipment iv. ATM machines v. Headphones vi. Microwaves vii. Phone viii. Games consoles ix. Remote controls x. Remote control toys xi. Battery operated games xii. Tablets

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	g. They recognise familiar people, events and objects e.g., moving towards the television in a familiar room. h. They accept and engage in coactive exploration, [for example, being encouraged to handle fibre-optic strands]. i. 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]. j. They cooperate with shared exploration and supported participation, [for example, working with an adult or a peer to operate a touch screen]. k. They request events or activities, [for example, pushing another person's hand towards a switch]. l. They explore materials in increasingly complex ways, [for example, moving in and out of a sound beam to create different effects]. m. 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] n. They notice a sudden sound, e.g. respond to ring on a telephone.	j. Identifies the correct purpose of each switch. k. Press a switch at the appropriate moment, e.g. to hit a target. l. To take part in a group ICT activity on the IWB by pressing a button/touchscreen. m. Points to an image on a screen which interests them. n. Uses switch operated cooking equipment – e.g. blender. o. Indicate start/stop. p. Will switch a device on and off. q. Can operate an iPad - Touch to select - Swipe - Zoom in - Zoom out - Can enter a password to access device r. Indicate a clear preference for a form to access technology eg, switch, touch screen or keyboard	j. Can operate simple equipment e.g, uses a remote k. Can operate a variety of switches: - Pull cord - Flick switch - Push - Slide - Press - Dial - Change channel on a TV - Change radio station - Change the volume on digital equipment l. Use media device to record m. To identify technology n. To identify a computer and its main parts o. To use a mouse in different ways
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	o. Able to track moving images briefly across a television or monitor screen. p. 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] q. Take part in a group ICT session by focusing on images/sounds created by the IWB. r. Responds when screens are turned on and off. s. Responds to a picture on a screen. t. Tracks items on a screen u. Recognise the purpose of a switch when it is presented The following is from the switch progression Students encounter ICT generated activities and experiences v. Student shows simple reflect responses to ICT generated experiences, for example, startling at a sudden noise w. Student encounters ICT experiences passively, showing little or no interest Students show emerging awareness of CIT generated activities and experiences		
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	x. Student attends briefly to sounds or on-screen movement patterns y. Student makes intermittent responses to sounds or on-screen movement and patterns Students begin to respond consistently to CIT generated activities and experiences z. Student shows interest or pleasure in sounds, images or movement patterns, looking more intently for longer periods - aa. Student briefly tracks objects moving in the horizontal or vertical plane - bb. Student shows consistent interest in the CIT generated experiences, reacting and showing positive responses to familiar images, sounds and activities Student begin to be more proactive in their intentions - cc. Student tolerates and participates in the shared exploration of the switch, including method of activation - dd. Student reaches out toward the switch - ee. Student independently explores the switch and its method of activation Student uses a switch to produce a desired effect Press and Hold:		
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	ff. Student will press and hold a switch to achieve a desired effect with physical prompting (hand over hand) gg. Student will press and hold a switch to achieve a desired effect with minimal prompting hh. Student can press and hold a switch to achieve a desired effect (Press and Let Go) ii. Students will press and release a switch to achieve a desired effect with physical prompting (hand over hand) jj. Student will press and release a switch to achieve a desired effect with minimal physical prompting kk. Student will press and release a switch to achieve a desired result Press it Again: ll. Student can activate a switch a number of times to keep an activity playing mm. Student can activate a switch a number of times to complete a simple sequence, noticing changes after each switch press Turn on and Off: nn. Student can activate a switch to start and stop an activity Students explores the use of two switches in simple on-scanning activities		
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	oo. Students can differentiate between the actions of two different switches pp. Students can use two switches, one to start an activity, the other to stop an activity Student can use one switch in a range of different timing activities qq. Students can press a switch in response to an on-screen cue rr. Student can track an object as it moves across the screen, pressing a single switch when the object is in a target area Student can use two switches in a range of simple activities ss. Student can use two switches, each controlling part of the same activity tt. Students can use two switches to complete simple 'move and choose' or 'build up' activities Student can use one or two switches to make independent choices uu. Students can choose one item from three on-screen options vv. Student can choose one from three or more on-screen options which include empty cells ww. Student can complete simple sequences by choosing the appropriate object from three or more on screen options		
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	xx. Student can select a specific object from three or more on-screen options in response to a question or request yy. Student can make independent choices using one or two switch scanning		
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