

## Digital Competency Framework

The four strands of the DCF will be delivered through the various informal and semi formal curriculum domains. They are presented in the table below. Teachers will identify activities they delivering in their planning in each curriculum domain linking to the relevant strands of the DCF. There is guidance in each curriculum domain as to the various activities they can reference. This list is not exhaustive and will continue to develop over time with the introduction of new technologies and curriculum growth.

DCF Strand	Curriculum Domains	Informal / Semi-Formal
Citizenship	Communication	I/SF
	Personal Care & Independence	I/SF
Interacting and Collaborating	Communication	I/SF
	My Body / Physical Skills	I/SF
	Sensory Skills	I/SF
Producing	My Creativity	SF
	How My World Works	SF
	My Thinking	I/SF
Data and Computational Thinking	My Thinking	I/SF
	How My World Works	SF

# **Communication and DCF Links**

## **Citizenship**

### **Identity, image and reputation**

Activities to support this include:

- Interactive display of pupils photographs, i.e. greeting routine on smartboard, touch screens, iBoards
- Pictorial / symbol based communication apps
- PODD / PECS books
- Pupils using iPads, cameras etc... to take photos of themselves / others
- Name labels – words and symbols
- Symbol word processing, i.e. clicker, communication in print, boardmaker
- Attend to symbols connected with themselves and known people/objects/activities
- Make selections such as a name label to communicate meaning
- Select letters or images for their own names
- Pupils with VI to use take back symbols, keyboards, voice output aids
- Switch it maker

### **Interacting and collaborating**

### **Communication, Collaboration,**

### **Storing and sharing**

- Hi Tech communication such as Eye gaze, i.e. Communicator 4 (Tobii)

- Communication apps such as Proloquo2Go / Sono Flex, PECS and PODD apps
- Low Tech, i.e. PODD and PECS books
- Voice output aids i.e. 4 talk, big mac
- Clicker (producing sentences with symbols)
- Talking books
- Ebooks
- Online sensory stories, i.e. Pete Wells which includes switches
- Choice boards
- Single switch programs to build images
- Mark making apps, touch screen, i.e. colour magic and painting apps

# My Thinking and DCF Links

## Producing

### Planning, Sourcing and Searching

Activities to support this include:

- Selecting a piece of music / DVD / Image on screen.
- Attend to devices with sequences of effects, such as using switches to change the colours in a bubble machine
- Take pictures on school camera / iPad
- Find favourite songs / resources using online websites, such as priory woods.
- Exploring apps on iPad to make a choice.
- Make connections between the mouse and the screen to operate a simple simulation programme.
- Anticipate events such as an image appearing when pressing a switch.
- Select a photograph / sound effect that can be added to a multimedia program.
- Electronic keyboard with a range of sounds and the ability to store and play sequences.
- Explore various sound effects on SoundBeam or Midi Creator.
- Contribute to powerpoint presentations by selecting images, sounds, videos.
- Select sound icons and add to a prepared grid by dragging and dropping the icon.
- Explore 'Noodle' software to make compositions
- Type letters into a search engine to find a website / gather a range of specific information
- Select an image on a webpage
- Respond to simple instructions to use internet tools such as the back button and scroll bars to navigate.
- Explore websites using touch screen, mouse and switch

## Creating

- Pupils to create pictures of themselves and others using painting programs, Face Paint (SEMERC) or My World – Getting Dressed
- Pupils to create their own sequences by operating devices in turn, e.g. lights and buzzers
- Programming a floor robot to travel
- Create procedures to control multiple devices, e.g. switch on different lights in a model house, raise and lower a Lego Technics car-park barrier.
- Use Clicker to produce text / simple sentences
- Use multimedia to produce animations
- Use multimedia to create and reinforce stories
- Record sounds in the classroom / around school, i.e. water running from a tap, music, bell
- Use multimedia to create 'All About Me' stories
- Use multimedia - Produce powerpoint presentations with sounds, images, videos
- Use multimedia – Produce Switch it Maker resources
- Contribute to making own talking book with sounds and images
- Use switches to operate food processors to make foods, i.e. fruit smoothies, soup
- Create various effects using switch technology, i.e. fan linked to powerlink
- Create various effects using cause and effect apps, i.e. finger paint, sensory lightbox, sensory soundbox, Fluidity etc...
- Creating compositions using SoundBeam, Noodle Software, keyboard.
- Use 'painting' computer programs with tools to change colour / effects.
- Use switches to create effects on environment, i.e. operate footspas, fans, aroma diffuser, moving toys

# Data and Computational Thinking

- Matching and sorting activities, i.e. sound lotto
- Matching everyday objects and pictures, i.e. colour, shape, size
- Touch screen and mouse programmes to sort and match at an appropriate level
- Drag and drop matching / sorting activities on computer program
- Program movable toys / robots using iPad / relevant software
- Problem solving activities, i.e. dummy switches, less familiar switch settings to operate equipment via powerlink
- Resources in Switch It Maker linked to class themes
- Activities that involve more than one action to create an effect on the environment, i.e. multiple switch pressing, dual switch activities
- 2 talk, 4 talk switches to convey a message (see above list)

# Physical Skills DCF Links

## Interacting and Collaborating

Activities to support include:

- Hi Tech communication such as Eye gaze, i.e. Communicator 4 (Tobii) to communicate choices, talk about different parts of the body, actions etc...
- Communication apps such as Proloquo2Go / Sono Flex, PECS and PODD apps to communicate choices, talk about different parts of the body, actions etc...
- Low Tech, i.e. PODD and PECS books to communicate choices, talk about different parts of the body, actions etc...
- Use high and low tech systems to communicate about clothes, personal care items
- Use visual schedules using high or low tech systems to share sequencing / backward chaining approaches

## DCF Links for Personal Care and Independence

### Citizenship

Refer to activities listed under Communication and Physical Skills curriculum domains.

## DCF Links for Sensory Responses Interacting and Collaborating

Activities include:

- Visual stimulation apps, such as those suggested by Flo Longhorn (see [appendix 10](#))
- Apps for sensory integration such as 'Brain Works App' for sensory modulation designed by an OT. There is 130 apps available from 'Brain Works'. Other apps include 'See.Touch.Learn', 'Talking Tom Cat', 'Falling Stars'.
- Search 'Sensoryapphouse' in iTunes.
- Refer to activities in Communication and Physical skills (interacting and collaborating)

## How My World Works DCF Links

### Producing and Computational Thinking

Refer to activities from 'My Thinking' curriculum domain.



# **My Creativity DCF Links**

## **Creativity**

Refer to activities from 'My Thinking Strand'