

Using iPads to Support Learning

P1	<p>Exploratory Learning</p> <p>The pupil explores the iPad freely, teacher observes, comments, facilitates by providing apps that they think will engage the pupil and changing them when necessary. Pupils' responses are recorded.</p>	<p>Actions:</p> <p>Touch, feel, look , listen, explore.</p> <p>Expressive language ideas:</p> <p>More, again, vocalisations, symbolic sounds.</p>	<p>Activities:</p> <p>Intensive interaction, sensory stimulation, cause & effect, sensory stories, shared attention.</p>	<p>Apps</p>  <p>Fluidity Mandala Gravitarium Koi Pond I Love Fireworks Fart Piano Somantics Ratatap Drums Magic Piano Reacticles Magic Broom Broom Finger Paint with Sounds PimbaKalimba Bla Bla Bla Sound Touch Talking Ben the Dog Singing Fingers Toy Story Kids Painting Doodle Buddy BitsBoard Car Puzzle Voicy Voice Changer Yucky stories Pogg Emotions, Feelings & Colours Sorthings for Autism Seqences for Autism Memory iMazing Number Sequence Daisy the Dinosaur Hairy Letters Little Story Maker Puppet Pals Barefoot World Atlas Math Bingo Hopscotch Feel Electric Mad Pad InstaCollage Garage Band</p>
P3	<p>Mediated Learning</p> <p>The pupil is presented with apps that will encourage them to meet early learning targets. These may relate to sensory, fine motor, language or social skills. They will respond to modelling and other prompts given by an adult.</p>	<p>Actions:</p> <p>Point, target, drag, swipe, choose, share, discover.</p> <p>Expressive language ideas:</p> <p>More, my turn, naming words related to what they are seeing, simple verbs.</p>	<p>Activities:</p> <p>Target objects in games, finger painting, making music, look at pictures, make and listen to sounds, explore a scenario.</p>	
P6	<p>Supported Learning</p> <p>The pupil is able to operate apps i.e. target, drag and swipe objects and is ready to use apps that will support their learning. They may practise skills independently and, with support, use apps for recording and creating.</p>	<p>Actions:</p> <p>Match, sequence, sort, count, trace, understand, remember, answer.</p> <p>Expressive language ideas:</p> <p>Comments on pictures, asks questions, responds to questions.</p>	<p>Activities:</p> <p>Listen to a story, paint a picture, make a collage, create an animation, do a puzzle, play an early literacy or numeracy game, take photos, record sounds.</p>	
NC1	<p>Independent Learning</p> <p>The pupil is able and motivated to use the iPad independently in order to extend their own knowledge and understanding. They can select appropriate apps for given tasks and carry these out with minimum support.</p>	<p>Actions:</p> <p>Search, find out, create, problem solve, read, write, socialise, discuss.</p> <p>Expressive language ideas:</p> <p>Describing what is seen, commenting, asking questions, social language.</p>	<p>Activities:</p> <p>Find out about a country using an atlas, explore your neighbourhood, plan a journey, compose a tune, make a video, create a book, share a music video, have a Facetime chat, program a robot.</p>	