

SIX EXPERIENCES / SUGGESTED SIX-WEEK PATHWAY

Skills to use, explain and grow

Read aloud together; point, draw or say your answer.

About 25 minutes per experience. Use one experience each week, or split it into shorter sessions. Grade labels are flexible starting points.

Your course map

1. Point, choose and save - page 2
2. Tell a three-picture story - page 4
3. Count and compare - page 6
4. Follow an arrow path - page 8
5. Stop and ask a trusted adult - page 10
6. Build a paper pencil home - page 12

A useful learning routine

Read the goal and example. Follow the four steps. Try the three questions. Make the project, explain your choices and reflect. Spend roughly half the session making and explaining.

Name or classroom nickname: _____ Start date: _____
Learning partner: _____

Print A4 portrait at 100% or Actual size. These are paper workbooks, not fillable forms. Learner questions and teacher answers are in separate documents. Version: 12 October 2026.

EXPERIENCE 1 / DIGITAL CONFIDENCE

Point, choose and save

Use a pointer or touch to choose an item, then save work. | About 25 minutes

A single click or tap chooses an item. Saving keeps work for later. Ask before opening an unfamiliar app.

Worked example: Make a picture of a sun in an approved drawing app. Choose Save, use sun as the name, and ask an adult to help find it again.

Follow the steps

1. Choose: Point to the drawing tool with an adult.
2. Make: Draw a sun and add one colour.
3. Save: Choose Save and give the picture a useful name.
4. Find: Open the saved picture and check it.

Try these exercises

1. Which action keeps work for later?

A. Point at the screen | B. Close your eyes | C. Save

Answer: _____

2. What can you show after trying?

A. Copy an unrelated answer | B. Choose the intended tool and explain or demonstrate it | C. Say it is finished without checking

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Find | B. Save | C. Make | D. Choose

Answer: _____

EXPERIENCE 1 / CREATE, EXPLAIN AND REFLECT

Point, choose and save

Draw one favourite shape. Save and reopen it with an adult. If no device is available, draw a four-picture saving routine.

Worked example reference - explain it, then try your own project

STEP 1
Choose

STEP 2
Make

STEP 3
Save

STEP 4
Find

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ Choose the intended tool
- ☐ Save with adult support
- ☐ Recognise the reopened work

What did I learn, change or need help with?

Next challenge: Try the routine with a different picture.

These ticks are a self-review. Ask an adult or partner to review what you can show.

EXPERIENCE 2 / CREATE AND COMMUNICATE

Tell a three-picture story

Sequence a beginning, middle and ending. | About 25 minutes

A story is easier to follow when events have an order. Pictures can help you explain.

Worked example: First a seed is planted, next it is watered, then a small plant grows.

Follow the steps

1. Begin: Draw a seed in soil.
2. Continue: Draw someone watering it.
3. Finish: Draw a small plant.
4. Tell: Point to each picture and tell the story.

Try these exercises

1. Which comes first in the example?

A. Watering the planted seed | B. Small plant | C. Planting the seed

Answer: _____

2. What can you show after trying?

A. Show three events and explain or demonstrate it | B. Say it is finished without checking | C. Copy an unrelated answer

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Tell | B. Finish | C. Continue | D. Begin

Answer: _____

EXPERIENCE 2 / CREATE, EXPLAIN AND REFLECT

Tell a three-picture story

Draw a three-picture story about a familiar activity. Tell it to a partner.

Worked example reference - explain it, then try your own project

STEP 1

Begin

STEP 2

Continue

STEP 3

Finish

STEP 4

Tell

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ Show three events
- ☐ Put them in a sensible order
- ☐ Listen when a partner responds

What did I learn, change or need help with?

Next challenge: Tell the same story using words or gestures.

These ticks are a self-review. Ask an adult or partner to review what you can show.

EXPERIENCE 3 / DATA AND DECISIONS

Count and compare

Count objects once and compare two groups. | About 25 minutes

Touch or mark each item once so none is missed or counted twice.

Worked example: There are 3 red counters and 2 blue counters. There are 5 altogether; red has one more.

Follow the steps

1. Look: Name the two groups: Red: 3, Blue: 2.
2. Count: Touch each picture once. Each picture stands for one item or vote.
3. Join: Count both groups together: $3 + 2 = 5$.
4. Compare: The first group has one more. Show the extra picture.

Try these exercises

1. How many counters are there altogether?

A. 5 | B. 7 | C. 4

Answer: _____

2. What can you show after trying?

A. Say it is finished without checking | B. Copy an unrelated answer | C. Count each picture once and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Compare | B. Join | C. Count | D. Look

Answer: _____

EXPERIENCE 3 / CREATE, EXPLAIN AND REFLECT

Count and compare

Draw two groups of counters. Count each once and explain which group has more.

Worked example reference - explain it, then try your own project

Red		3
Blue		2

Key: one circle = one counter or one vote. Count each circle once.

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ Count each picture once
- ☐ Show the total of both groups
- ☐ Point to the group with one more

What did I learn, change or need help with?

Next challenge: Use a different small set of classroom objects.

These ticks are a self-review. Ask an adult or partner to review what you can show.

EXPERIENCE 4 / COMPUTATIONAL THINKING

Follow an arrow path

Follow an ordered sequence on a grid. | About 25 minutes

A sequence gives instructions in order. Each arrow moves one square.

Worked example: Start at (0,0). Right, Right, Down ends at (2,1). Columns grow right; rows grow down.

Follow the steps

1. Start: Place a counter at (0,0).
2. Right: Move to (1,0).
3. Right again: Move to (2,0).
4. Down: Move to (2,1).

Try these exercises

1. Which final square does the path reach?

A. (1,2) | B. (0,0) | C. (2,1)

Answer: _____

2. What can you show after trying?

A. Copy an unrelated answer | B. State the starting square and explain or demonstrate it | C. Say it is finished without checking

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Down | B. Right again | C. Right | D. Start

Answer: _____

EXPERIENCE 4 / CREATE, EXPLAIN AND REFLECT

Follow an arrow path

Draw a path using three arrows and ask a partner to follow it.

Worked example reference - explain it, then try your own project

●	●	●		
		●		

Start at (0,0). Down increases the row.

Final position: (2, 1)

Dark circle = final position; grey square = wall, if shown.

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ State the starting square
- ☐ Follow one square per arrow
- ☐ Compare endpoint with the plan

What did I learn, change or need help with?

Next challenge: Find a different path to the same endpoint.

These ticks are a self-review. Ask an adult or partner to review what you can show.

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Stop and ask a trusted adult

Recognise when to pause and ask for help. | About 25 minutes

You can stop using a screen if something feels worrying or confusing. A trusted adult can help.

Worked example: A pretend pop-up asks you to type your home address to win a toy. You stop and show an adult.

Follow the steps

1. Notice: The pretend message asks for an address.
2. Pause: Do not type or press the prize button.
3. Ask: Tell a trusted adult what you saw.
4. Choose: Let the adult help decide a safe next step.

Try these exercises

1. What is the safest response to the pretend pop-up?

A. Guess someone else's address | B. Type your address | C. Stop and ask a trusted adult

Answer: _____

2. What can you show after trying?

A. Notice private information and explain or demonstrate it | B. Say it is finished without checking | C. Copy an unrelated answer

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Choose | B. Ask | C. Pause | D. Notice

Answer: _____

EXPERIENCE 5 / CREATE, EXPLAIN AND REFLECT

Stop and ask a trusted adult

Draw a Stop and Ask reminder card. Practise saying a sentence that asks for help.

Worked example reference - explain it, then try your own project

STEP 1

Notice

STEP 2

Pause

STEP 3

Ask

STEP 4

Choose

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ Notice private information
- ☐ Pause before acting
- ☐ Name a way to ask for help

What did I learn, change or need help with?

Next challenge: Use the same routine with a confusing message.

These ticks are a self-review. Ask an adult or partner to review what you can show.

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Build a paper pencil home

Notice a small problem and try a simple solution. | About 25 minutes

Design starts with noticing a need. Try, observe and change one thing.

Worked example: A pencil rolls on a desk. Fold paper into a small tray, place the pencil gently and observe.

Follow the steps

1. Notice: A pencil rolls out of reach.
2. Plan: Draw a small paper tray.
3. Try: Fold paper with adult help and test it.
4. Improve: Change one fold if the pencil still rolls.

Try these exercises

1. What should you do after trying the tray?

A. Observe what happened | B. Pretend it always works | C. Throw away every idea

Answer: _____

2. What can you show after trying?

A. Say it is finished without checking | B. Copy an unrelated answer | C. Describe the problem and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Improve | B. Try | C. Plan | D. Notice

Answer: _____

EXPERIENCE 6 / CREATE, EXPLAIN AND REFLECT

Build a paper pencil home

Make or draw a paper pencil tray. Tell an adult what happened and one change you would try.

Worked example reference - explain it, then try your own project

STEP 1

Notice

STEP 2

Plan

STEP 3

Try

STEP 4

Improve

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ Describe the problem
- ☐ Try a safe paper idea
- ☐ Say what happened

What did I learn, change or need help with?

Next challenge: Use the same process to organise two crayons.

These ticks are a self-review. Ask an adult or partner to review what you can show.

KEEP THE LEARNING GOING

Explain your next step

Choose one work sample. Explain an improvement you made, the evidence you used and where you could use the skill next.

Support and safe practice

Use fictional examples and approved tools. Ask an adult for help with instructions and classroom materials. No public posting, live AI account, purchase or personal information is needed.

Online companion

<https://www.heliolearn.com/skills/grade-1/>

Use the web pages for controllable animations and automatic exercise feedback. New practice-space notes stay in the browser and do not sync to school accounts. Download notes before changing devices. Help: <https://www.heliolearn.com/skills/help/>

Curriculum context

Original enrichment activities with an editorial grade progression. These are not a complete examination-board syllabus or formally endorsed by the organisations below.

ISTE student standards: broad digital-learning context

<https://iste.org/standards/students>

UNICEF: transferable skills across childhood and adolescence

<https://www.unicef.org/lac/en/transferable-skills-development>

UNESCO: student AI competencies

<https://www.unesco.org/en/articles/ai-competency-framework-students>