
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 3
3. Count and compare - page 4
4. Follow an arrow path - page 5
5. Stop and ask a trusted adult - page 6
6. Build a paper pencil home - page 7

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.

Review levels: with support / independently / applied to a new task. Accept spoken or drawn evidence when it demonstrates the skill. A practice score or self-review is not a certificate.

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

Answers and reasons

1. C. Save

Saving stores the work; simply seeing it does not.

2. B. Choose the intended tool and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Choose → Make → Save → Find

The example follows: Choose → Make → Save → Find. Explain what each step does.

Project evidence

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

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

Teaching guidance

Ask the child to show the saved work, not just repeat the word Save.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

Try the routine with a different picture.

Review: with support / independently / transfer

EXPERIENCE 2 / CREATE AND COMMUNICATE

Tell a three-picture story

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

Answers and reasons

1. C. Planting the seed

The seed must be planted before the later steps.

2. A. Show three events and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Begin → Continue → Finish → Tell

The example follows: Begin → Continue → Finish → Tell. Explain what each step does.

Project evidence

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

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

Teaching guidance

Let the learner dictate or point; do not grade handwriting.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

Tell the same story using words or gestures.

Review: with support / independently / transfer

EXPERIENCE 3 / DATA AND DECISIONS

Count and compare

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

Answers and reasons

1. A. 5

Use the given numbers: the answer is 5. Explain your counting or calculation.

2. C. Count each picture once and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Look → Count → Join → Compare

The example follows: Look → Count → Join → Compare. Explain what each step does.

Project evidence

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

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

Teaching guidance

Ask the learner to show intermediate work. Use fictional data; no real pupil records are needed.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

Use a different small set of classroom objects.

Review: with support / independently / transfer

EXPERIENCE 4 / COMPUTATIONAL THINKING

Follow an arrow path

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

Answers and reasons

1. C. (2,1)

Two right moves change the column to 2; one down move changes the row to 1.

2. B. State the starting square and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Start → Right → Right again → Down

The example follows: Start → Right → Right again → Down. Explain what each step does.

Project evidence

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

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

Teaching guidance

Trace before testing. These are learning models and pseudocode, not instructions to run arbitrary downloaded code.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

Find a different path to the same endpoint.

Review: with support / independently / transfer

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Stop and ask a trusted adult

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

Answers and reasons

1. C. Stop and ask a trusted adult

An address is private information; ask for help before sharing.

2. A. Notice private information and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Notice → Pause → Ask → Choose

The example follows: Notice → Pause → Ask → Choose. Explain what each step does.

Project evidence

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

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

Teaching guidance

Do not ask for the child's actual address or passwords.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

Use the same routine with a confusing message.

Review: with support / independently / transfer

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Build a paper pencil home

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

Answers and reasons

1. A. Observe what happened

Observation helps you decide what to change.

2. C. Describe the problem and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Notice → Plan → Try → Improve

The example follows: Notice → Plan → Try → Improve. Explain what each step does.

Project evidence

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

☐ Describe the problem

☐ Try a safe paper idea

☐ Say what happened

Teaching guidance

Use paper and blunt pencils; an adult handles any cutting.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

Use the same process to organise two crayons.

Review: with support / independently / transfer

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>