

SIX EXPERIENCES / SUGGESTED SIX-WEEK PATHWAY

Skills to use, explain and grow

Read aloud together; use pictures and short sentences.

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. Give your work a home - page 2
2. Give clear friendly instructions - page 4
3. Make a picture chart - page 6
4. Spot and fix an instruction bug - page 8
5. Be kind and ask permission - page 10
6. Plan and share a small job - 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

Give your work a home

Name a file and find its folder. | About 25 minutes

A file holds one piece of work. A folder helps group files. A useful name tells you what is inside.

Worked example: A drawing named kite belongs in My pictures. A name like new2 gives fewer clues.

Follow the steps

1. Notice: Look at two drawings: a kite and a tree.
2. Name: Choose kite and tree as useful names.
3. Place: Save both in the approved My pictures folder.
4. Find: Use the name to open the correct drawing.

Try these exercises

1. Which name helps you find a kite drawing?

A. nothing | B. new2 | C. kite

Answer: _____

2. What can you show after trying?

A. Use two different useful names 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. Find | B. Place | C. Name | D. Notice

Answer: _____

EXPERIENCE 1 / CREATE, EXPLAIN AND REFLECT

Give your work a home

Make two drawings or paper file cards. Give them names and organise them in a pictures folder.

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

STEP 1

Notice

STEP 2

Name

STEP 3

Place

STEP 4

Find

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

Review your evidence

- ☐ Use two different useful names
- ☐ Choose the right folder
- ☐ Find the requested item

What did I learn, change or need help with?

Next challenge: Name a story so you can find it tomorrow.

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

EXPERIENCE 2 / CREATE AND COMMUNICATE

Give clear friendly instructions

Explain a small task in an understandable order. | About 25 minutes

A helpful instruction says what to do. Kind words and listening help a partner ask for clarification.

Worked example: Please put the blue pencil in the tray is clearer than Put it there.

Follow the steps

1. Choose: Choose a safe classroom task.
2. Say: Name the object and the action.
3. Listen: Let a partner try or ask a question.
4. Improve: Replace an unclear word with a specific one.

Try these exercises

1. Which instruction is clearer?

A. Put it there | B. Put the blue pencil in the tray | C. Do that

Answer: _____

2. What can you show after trying?

A. Say it is finished without checking | B. Copy an unrelated answer | C. Name objects clearly and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Improve | B. Listen | C. Say | D. Choose

Answer: _____

EXPERIENCE 2 / CREATE, EXPLAIN AND REFLECT

Give clear friendly instructions

Give three instructions for arranging pencils. Swap roles and improve one instruction.

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

STEP 1

Choose

STEP 2

Say

STEP 3

Listen

STEP 4

Improve

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

Review your evidence

- ☐ Name objects clearly
- ☐ Use an ordered sequence
- ☐ Respond kindly to questions

What did I learn, change or need help with?

Next challenge: Explain a different classroom routine.

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

EXPERIENCE 3 / DATA AND DECISIONS

Make a picture chart

Use one picture to represent one response. | About 25 minutes

A chart key tells you what a symbol represents. Keep the same rule across categories.

Worked example: A fictional fruit vote has Apple 4 and Banana 3. With one picture per vote, draw four apples and three bananas.

Follow the steps

1. Look: Name the two groups: Apple: 4, Banana: 3.
2. Count: Touch each picture once. Each picture stands for one item or vote.
3. Join: Count both groups together: $4 + 3 = 7$.
4. Compare: The first group has one more. Show the extra picture.

Try these exercises

1. How many votes were recorded?

A. 9 | B. 6 | C. 7

Answer: _____

2. What can you show after trying?

A. Copy an unrelated answer | B. Count each picture once 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. Compare | B. Join | C. Count | D. Look

Answer: _____

EXPERIENCE 3 / CREATE, EXPLAIN AND REFLECT

Make a picture chart

Draw the fruit chart with the key one picture = one vote. Describe the difference.

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

Apple		4
Banana		3

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: Change the key to two votes per picture only after discussing partial symbols.

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

EXPERIENCE 4 / COMPUTATIONAL THINKING

Spot and fix an instruction bug

Compare the intended destination with the actual path. | About 25 minutes

A bug is an error in instructions. Trace what happens before changing one step.

Worked example: The goal is (2,1). Right, Down, Down ends at (1,2). Replace the last Down with Right.

Follow the steps

1. Start: Place a counter at (0,0).
2. Right: Move to (1,0).
3. Down: Move to (1,1).
4. Fix: Use Right to reach (2,1), rather than another Down.

Try these exercises

1. Which last move fixes the example?

A. Down | B. Up | C. Right

Answer: _____

2. What can you show after trying?

A. Identify the wrong endpoint 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. Fix | B. Down | C. Right | D. Start

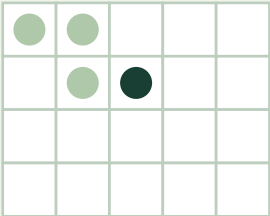
Answer: _____

EXPERIENCE 4 / CREATE, EXPLAIN AND REFLECT

Spot and fix an instruction bug

Trace the wrong and corrected paths on paper. Explain the one change.

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

- ☐ Identify the wrong endpoint
- ☐ Change the relevant instruction
- ☐ Retest from the start

What did I learn, change or need help with?

Next challenge: Create a one-step bug for a partner to find.

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

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Be kind and ask permission

Respect people when sharing words or pictures. | About 25 minutes

A person may not want their picture shared. Kind communication includes asking permission and accepting no.

Worked example: A classmate says no to sharing their drawing. Respect the choice and choose your own drawing.

Follow the steps

1. Ask: Ask whether the drawing may be shared.
2. Listen: Hear the answer without pressure.
3. Respect: If the answer is no, do not share it.
4. Choose: Use your own work or an approved alternative.

Try these exercises

1. A friend says no to sharing their drawing. What next?

A. Share it anyway | B. Respect no | C. Ask others to pressure them

Answer: _____

2. What can you show after trying?

A. Say it is finished without checking | B. Copy an unrelated answer | C. Ask clearly and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Choose | B. Respect | C. Listen | D. Ask

Answer: _____

EXPERIENCE 5 / CREATE, EXPLAIN AND REFLECT

Be kind and ask permission

Role-play asking to use a fictional friend’s drawing. Practise accepting both yes and no.

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

STEP 1
Ask

STEP 2
Listen

STEP 3
Respect

STEP 4
Choose

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

Review your evidence

- ☐ Ask clearly
- ☐ Respect the response
- ☐ Choose an appropriate alternative

What did I learn, change or need help with?

Next challenge: Explain why permission for one use may not cover every use.

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

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Plan and share a small job

Divide a task and take turns responsibly. | About 25 minutes

A shared goal is easier when people know their jobs. Taking turns gives everyone practice.

Worked example: Two learners sort six paper shapes. One sorts by shape while the other checks; then they swap roles.

Follow the steps

1. Agree: Name the shared goal.
2. Divide: Choose a sorter and a checker.
3. Swap: Change roles after one round.
4. Reflect: Say how you helped each other.

Try these exercises

1. Why swap roles?

A. So nobody finishes | B. To hide mistakes | C. So both practise different jobs

Answer: _____

2. What can you show after trying?

A. Copy an unrelated answer | B. Agree on the rule 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. Reflect | B. Swap | C. Divide | D. Agree

Answer: _____

EXPERIENCE 6 / CREATE, EXPLAIN AND REFLECT

Plan and share a small job

Sort paper shapes with a partner. Record the roles and one kind way you handled a mistake.

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

STEP 1

Agree

STEP 2

Divide

STEP 3

Swap

STEP 4

Reflect

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

Review your evidence

☐ Agree on the rule

☐ Share responsibility

☐ Use respectful words

What did I learn, change or need help with?

Next challenge: Try sorting by a different feature.

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

heliolearn.com/skills/grade-2/

13 / 14

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-2/>

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>