

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 3
3. Make a picture chart - page 4
4. Spot and fix an instruction bug - page 5
5. Be kind and ask permission - page 6
6. Plan and share a small job - 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

Give your work a home

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

Answers and reasons

1. C. kite

Kite describes the picture.

2. A. Use two different useful names 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 → Name → Place → Find

The example follows: Notice → Name → Place → Find. Explain what each step does.

Project evidence

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

☐ Use two different useful names

☐ Choose the right folder

☐ Find the requested item

Teaching guidance

Allow paper folders, then revisit saving on a device.

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

Name a story so you can find it tomorrow.

Review: with support / independently / transfer

EXPERIENCE 2 / CREATE AND COMMUNICATE

Give clear friendly instructions

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

Answers and reasons

1. B. Put the blue pencil in the tray

It names the object and location.

2. C. Name objects clearly 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 → Say → Listen → Improve

The example follows: Choose → Say → Listen → Improve. Explain what each step does.

Project evidence

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

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

Teaching guidance

Use no sharp or heavy objects; accept oral instructions.

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

Explain a different classroom routine.

Review: with support / independently / transfer

EXPERIENCE 3 / DATA AND DECISIONS

Make a picture chart

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

Answers and reasons

1. C. 7

Use the given numbers: the answer is 7. Explain your counting or calculation.

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

- ☐ 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

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

Review: with support / independently / transfer

EXPERIENCE 4 / COMPUTATIONAL THINKING

Spot and fix an instruction bug

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

Answers and reasons

1. C. Right

From (1,1), Right reaches (2,1).

2. A. Identify the wrong endpoint 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 → Down → Fix

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

Project evidence

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

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

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

Create a one-step bug for a partner to find.

Review: with support / independently / transfer

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Be kind and ask permission

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

Answers and reasons

1. B. Respect no

Permission should be freely given and respected.

2. C. Ask clearly 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: Ask → Listen → Respect → Choose

The example follows: Ask → Listen → Respect → Choose. Explain what each step does.

Project evidence

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

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

Teaching guidance

Use invented examples and no actual photographs.

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

Explain why permission for one use may not cover every use.

Review: with support / independently / transfer

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Plan and share a small job

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

Answers and reasons

1. C. So both practise different jobs

Different roles give each person a chance to learn.

2. B. Agree on the rule 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: Agree → Divide → Swap → Reflect

The example follows: Agree → Divide → Swap → Reflect. Explain what each step does.

Project evidence

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

- ☐ Agree on the rule
- ☐ Share responsibility
- ☐ Use respectful words

Teaching guidance

Model a helpful hint instead of doing all the work for the learner.

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 sorting by a different feature.

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-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>