

SIX EXPERIENCES / SUGGESTED SIX-WEEK PATHWAY

Skills to use, explain and grow

Use evidence, organise your work and ask for targeted help.

About 40 minutes per experience. Use one experience each week, or split it into shorter sessions. Grade labels are flexible starting points.

Your course map

1. Version a shared project - page 2
2. Write a useful request - page 4
3. Find and interpret a mean - page 6
4. Track a changing variable - page 8
5. Check source, date and relevance - page 10
6. Interview for a design need - 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

Version a shared project

Use meaningful version names and a clear latest-version record. | About 40 minutes

A version is a recorded state of a file. Avoid editing the only copy of important work. Agree who edits and how changes are named.

Worked example: survey-v1 has the raw table; survey-v2 fixes a duplicate after checking the source. A change note records why.

Follow the steps

1. Preserve: Keep the original practice file.
2. Revise: Create a new version for the correction.
3. Record: Write what changed and why.
4. Check: Ask a partner to identify the latest checked version.

Try these exercises

1. What belongs in a change log?

A. Your password | B. Only the font colour | C. What changed and why

Answer: _____

2. Which evidence would best show this skill?

A. Keep the original identifiable 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. Check | B. Record | C. Revise | D. Preserve

Answer: _____

EXPERIENCE 1 / CREATE, EXPLAIN AND REFLECT

Version a shared project

Make two versions of a short report and a change log. Agree a handover rule with a partner.

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

STEP 1

Preserve

STEP 2

Revise

STEP 3

Record

STEP 4

Check

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

Review your evidence

- ☐ Keep the original identifiable
- ☐ Record a specific change
- ☐ Make the latest checked version clear

What did I learn, change or need help with?

Next challenge: Apply the naming rule to a presentation.

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

EXPERIENCE 2 / CREATE AND COMMUNICATE

Write a useful request

Make a clear request with context and a next step. | About 40 minutes

A request should help the reader understand what is needed, why and by when. A respectful tone supports cooperation.

Worked example: A pretend club message asks for the meeting room on Friday, explains the activity and asks the teacher to confirm availability.

Follow the steps

1. Purpose: State what you are requesting.
2. Context: Explain why it is needed.
3. Action: Specify the response or next step.
4. Check: Read for tone, missing details and privacy.

Try these exercises

1. Which ending gives a clear next step?

A. Whatever | B. Please confirm whether the room is available | C. You know what I mean

Answer: _____

2. Which evidence would best show this skill?

A. Say it is finished without checking | B. Copy an unrelated answer | C. State a specific request and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Check | B. Action | C. Context | D. Purpose

Answer: _____

EXPERIENCE 2 / CREATE, EXPLAIN AND REFLECT

Write a useful request

Draft a fictional email requesting a classroom resource. Review it on paper; do not send it.

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

STEP 1

Purpose

STEP 2

Context

STEP 3

Action

STEP 4

Check

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

Review your evidence

- ☐ State a specific request
- ☐ Include needed context
- ☐ Use a respectful clear closing

What did I learn, change or need help with?

Next challenge: Shorten the message without losing key information.

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

EXPERIENCE 3 / DATA AND DECISIONS

Find and interpret a mean

Divide a total by the number of observations. | About 40 minutes

The arithmetic mean balances a set of numbers. Use the same unit for every value. A mean need not equal an observed value.

Worked example: Four reading sessions lasted 10, 20, 15 and 15 minutes. Total 60; mean $60 / 4 = 15$ minutes.

Follow the steps

1. Read: Read the labels and values: A: 10, B: 20, C: 15, D: 15.
2. Represent: Compare the bars on a scale that starts at zero.
3. Calculate: Work through the calculation in the example; result: 15.
4. Interpret: Explain what the result means and what it does not establish.

Try these exercises

1. What is the mean time in minutes?

A. 17 | B. 14 | C. 15

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. Use the supplied values accurately 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. Interpret | B. Calculate | C. Represent | D. Read

Answer: _____

EXPERIENCE 3 / CREATE, EXPLAIN AND REFLECT

Find and interpret a mean

Show the total and mean, with units. Explain why the mean does not say that every session lasted the same time.

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

A		10
B		20
C		15
D		15

Equal scale starts at 0; maximum 20. Fictional values.

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

Review your evidence

- ☐ Use the supplied values accurately
- ☐ Show a calculation or count with its meaning
- ☐ State a fair comparison or limitation

What did I learn, change or need help with?

Next challenge: Create a different four-value set with mean 15.

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

EXPERIENCE 4 / COMPUTATIONAL THINKING

Track a changing variable

Update a value in an ordered sequence. | About 40 minutes

A variable holds a value that can change. Each new calculation uses the current value.

Worked example: Set score = 2. Add 3, then double, then subtract 1: $2 \rightarrow 5 \rightarrow 10 \rightarrow 9$.

Follow the steps

1. Set: score = 2.
2. Add: score = score + 3, so score is 5.
3. Double: score = score $\times$ 2, so score is 10.
4. Subtract: score = score - 1, so score is 9.

Try these exercises

1. What is the final score?

A. 5 | B. 10 | C. 9

Answer: _____

2. Which evidence would best show this skill?

A. Use the current value each time 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. Subtract | B. Double | C. Add | D. Set

Answer: _____

EXPERIENCE 4 / CREATE, EXPLAIN AND REFLECT

Track a changing variable

Make a variable trace table for the example. Change the starting value and repeat.

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

STEP 1
Set

STEP 2
Add

STEP 3
Double

STEP 4
Subtract

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

Review your evidence

- ☐ Use the current value each time
- ☐ Record intermediate states
- ☐ Explain the changed result

What did I learn, change or need help with?

Next challenge: Reverse two instructions and compare outcomes.

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

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Check source, date and relevance

Choose evidence that actually answers the question. | About 40 minutes

A source can be reliable for one question and irrelevant for another. Check who made it, its date and what it describes.

Worked example: This year's official school event notice is relevant to Friday's event. Last year's poster from another school is not direct evidence.

Follow the steps

1. Question: What time is this Friday's event?
2. Source: Inspect the current official notice.
3. Compare: Notice the old poster is a different event.
4. Conclude: Use the relevant notice and state its context.

Try these exercises

1. Which best supports this Friday's school event time?

A. Last year's other-school poster | B. The current official notice for this event | C. An unrelated picture

Answer: _____

2. Which evidence would best show this skill?

A. Say it is finished without checking | B. Copy an unrelated answer | C. Check author or issuing body and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Conclude | B. Compare | C. Source | D. Question

Answer: _____

EXPERIENCE 5 / CREATE, EXPLAIN AND REFLECT

Check source, date and relevance

Compare two invented notices with different dates and schools. Explain which answers the question.

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

STEP 1

Question

STEP 2

Source

STEP 3

Compare

STEP 4

Conclude

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

Review your evidence

- ☐ Check author or issuing body
- ☐ Check date and context
- ☐ Explain relevance

What did I learn, change or need help with?

Next challenge: Explain why copying an old claim onto a new page does not verify it.

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

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Interview for a design need

Ask open questions without leading the answer. | About 40 minutes

A useful interview explores needs before proposing a solution. Listen and summarise without collecting private details.

Worked example: Instead of You want a blue shelf, right?, ask What makes classroom books difficult to find?

Follow the steps

1. Ask: Use an open question about a classroom task.
2. Listen: Record the issue without names or blame.
3. Summarise: Check that you understood the need.
4. Define: Write a problem statement before proposing an idea.

Try these exercises

1. Which question is less leading?

A. What makes books difficult to find? | B. My idea is best, yes? | C. You want my shelf, right?

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. Avoid leading questions 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. Define | B. Summarise | C. Listen | D. Ask

Answer: _____

EXPERIENCE 6 / CREATE, EXPLAIN AND REFLECT

Interview for a design need

Role-play a two-question interview about finding books. Turn the answers into a testable design goal.

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

STEP 1

Ask

STEP 2

Listen

STEP 3

Summarise

STEP 4

Define

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

Review your evidence

- ☐ Avoid leading questions
- ☐ Separate need from proposed solution
- ☐ Check understanding respectfully

What did I learn, change or need help with?

Next challenge: Ask a follow-up that seeks an example.

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-5/>

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>