
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 3
3. Find and interpret a mean - page 4
4. Track a changing variable - page 5
5. Check source, date and relevance - page 6
6. Interview for a design need - 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

Version a shared project

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

Answers and reasons

1. C. What changed and why

A change log explains the difference between versions.

2. A. Keep the original identifiable 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: Preserve → Revise → Record → Check

The example follows: Preserve → Revise → Record → Check. Explain what each step does.

Project evidence

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

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

Teaching guidance

Use approved shared tools; do not publish links publicly.

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

Apply the naming rule to a presentation.

Review: with support / independently / transfer

EXPERIENCE 2 / CREATE AND COMMUNICATE

Write a useful request

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

Answers and reasons

1. B. Please confirm whether the room is available

It tells the reader how to respond.

2. C. State a specific request 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: Purpose → Context → Action → Check

The example follows: Purpose → Context → Action → Check. Explain what each step does.

Project evidence

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

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

Teaching guidance

No live messaging or real contact details are required.

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

Shorten the message without losing key information.

Review: with support / independently / transfer

EXPERIENCE 3 / DATA AND DECISIONS

Find and interpret a mean

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

Answers and reasons

1. C. 15

Use the given numbers: the answer is 15. Explain your counting or calculation.

2. B. Use the supplied values accurately 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: Read → Represent → Calculate → Interpret

The example follows: Read → Represent → Calculate → Interpret. Explain what each step does.

Project evidence

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

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

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

Create a different four-value set with mean 15.

Review: with support / independently / transfer

EXPERIENCE 4 / COMPUTATIONAL THINKING

Track a changing variable

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

Answers and reasons

1. C. 9

$$(2 + 3) \times 2 - 1 = 9.$$

2. A. Use the current value each time 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: Set → Add → Double → Subtract

The example follows: Set → Add → Double → Subtract. Explain what each step does.

Project evidence

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

☐ Use the current value each time

☐ Record intermediate states

☐ Explain the changed result

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

Reverse two instructions and compare outcomes.

Review: with support / independently / transfer

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Check source, date and relevance

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

Answers and reasons

1. B. The current official notice for this event

The source must match the event and date.

2. C. Check author or issuing body 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: Question → Source → Compare → Conclude

The example follows: Question → Source → Compare → Conclude. Explain what each step does.

Project evidence

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

☐ Check author or issuing body

☐ Check date and context

☐ Explain relevance

Teaching guidance

Use invented notices or teacher-approved examples.

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 copying an old claim onto a new page does not verify it.

Review: with support / independently / transfer

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Interview for a design need

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

Answers and reasons

1. A. What makes books difficult to find?

It leaves room for the other person to describe their own experience.

2. B. Avoid leading questions 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 → Summarise → Define

The example follows: Ask → Listen → Summarise → Define. Explain what each step does.

Project evidence

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

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

Teaching guidance

Use fictional users; no recordings or personal information 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

Ask a follow-up that seeks an example.

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-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>