

SIX EXPERIENCES / SUGGESTED SIX-WEEK PATHWAY

Skills to use, explain and grow

Check assumptions and compare more than one approach.

About 45 minutes per experience. Use one experience each week, or split it into shorter sessions. Grade labels are flexible starting points.

Your course map

1. Choose a format for the job - page 2
2. Design an accessible explanation - page 4
3. Compare mean and range - page 6
4. Validate before calculating - page 8
5. Recognise manipulation in a message - page 10
6. Estimate and schedule a project - 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

Choose a format for the job

Distinguish editable source files from sharing formats. | About 45 minutes

A file format affects what a program can store and edit. Exporting creates a different representation. Changing an extension alone does not convert contents.

Worked example: Keep an editable report and export a PDF for reading. Check the PDF because the layout may change during export.

Follow the steps

1. Purpose: Decide whether the reader must edit or only view.
2. Keep: Retain the editable source file.
3. Export: Use the app export command for a reading copy.
4. Inspect: Open the exported file and check headings and pages.

Try these exercises

1. Does renaming a .txt file to .pdf create a PDF?

A. Yes | B. No | C. Only with a short name

Answer: _____

2. Which evidence would best show this skill?

A. Say it is finished without checking | B. Copy an unrelated answer | C. Match format to purpose and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Inspect | B. Export | C. Keep | D. Purpose

Answer: _____

EXPERIENCE 1 / CREATE, EXPLAIN AND REFLECT

Choose a format for the job

Create a one-page guide, retain its editable source and export a reading copy. Compare both.

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

STEP 1

Purpose

STEP 2

Keep

STEP 3

Export

STEP 4

Inspect

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

Review your evidence

☐ Match format to purpose

☐ Keep the editable source

☐ Inspect the exported result

What did I learn, change or need help with?

Next challenge: Compare how a table looks in both versions.

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

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EXPERIENCE 2 / CREATE AND COMMUNICATE

Design an accessible explanation

Use headings, readable contrast and meaningful image descriptions. | About 45 minutes

Different readers access information in different ways. Structure and text alternatives help more people understand the same message.

Worked example: A chart description says Reading 7, Drawing 5, Games 4; Reading is highest, instead of only saying colourful chart.

Follow the steps

1. Structure: Put related ideas under useful headings.
2. Contrast: Choose readable text against the background.
3. Describe: Explain the information carried by an image.
4. Test: Ask someone to understand the message without the image.

Try these exercises

1. Which chart description is more informative?

A. Reading 7, Drawing 5, Games 4 | B. Picture here | C. Nice green chart

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. Use meaningful headings 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. Test | B. Describe | C. Contrast | D. Structure

Answer: _____

EXPERIENCE 2 / CREATE, EXPLAIN AND REFLECT

Design an accessible explanation

Create a one-page fictional event guide with headings and a description for one important image.

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

STEP 1

Structure

STEP 2

Contrast

STEP 3

Describe

STEP 4

Test

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

Review your evidence

☐ Use meaningful headings

☐ Avoid colour-only instructions

☐ Describe the image purpose

What did I learn, change or need help with?

Next challenge: Explain the guide aloud without pointing.

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

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EXPERIENCE 3 / DATA AND DECISIONS

Compare mean and range

Use a typical value and spread together. | About 45 minutes

The range is maximum minus minimum. Two groups can have the same mean but different spread.

Worked example: Times 8, 10, 12 have mean 10 and range 4. Times 5, 10, 15 also have mean 10, but range 10.

Follow the steps

1. Read: Read the labels and values: A: 8, B: 10, C: 12.
2. Represent: Compare the bars on a scale that starts at zero.
3. Calculate: Work through the calculation in the example; result: 4.
4. Interpret: Explain what the result means and what it does not establish.

Try these exercises

1. What is the range of 8, 10 and 12?

A. 3 | B. 4 | C. 6

Answer: _____

2. Which evidence would best show this skill?

A. Use the supplied values accurately 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. Interpret | B. Calculate | C. Represent | D. Read

Answer: _____

EXPERIENCE 3 / CREATE, EXPLAIN AND REFLECT

Compare mean and range

Compare the two given sets using mean and range. Explain what the shared mean hides.

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

A		8
B		10
C		12

Equal scale starts at 0; maximum 15. 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: Find two more sets with the same mean and different ranges.

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

EXPERIENCE 4 / COMPUTATIONAL THINKING

Validate before calculating

Check whether an input fits the rule. | About 45 minutes

Validation checks a stated rule. For a whole-number count from 0 to 20, negative values, fractions and values over 20 should be rejected.

Worked example: Input 12 is numeric, whole and within 0-20. It is accepted. Input 2.5 fails the whole-number test.

Follow the steps

1. Receive: Example input is 12.
2. Type: Check that the value is numeric.
3. Rule: Check whole number and $0 \leq \text{value} \leq 20$.
4. Result: Accept 12; reject 2.5 for this count.

Try these exercises

1. Which input fails the whole-number count rule?

A. 12 | B. 0 | C. 2.5

Answer: _____

2. Which evidence would best show this skill?

A. Say it is finished without checking | B. Copy an unrelated answer | C. State the complete rule and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Result | B. Rule | C. Type | D. Receive

Answer: _____

EXPERIENCE 4 / CREATE, EXPLAIN AND REFLECT

Validate before calculating

Draw a validation flowchart and test -1, 0, 12, 20 and 21. Include a fractional case.

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

STEP 1
Receive

STEP 2
Type

STEP 3
Rule

STEP 4
Result

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

Review your evidence

- ☐ State the complete rule
- ☐ Test boundary and invalid cases
- ☐ Explain rejection feedback

What did I learn, change or need help with?

Next challenge: Explain why numeric text may need careful conversion.

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

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Recognise manipulation in a message

Identify urgency and unusual information requests. | About 45 minutes

Messages can pressure people into acting quickly. Pause, verify using an independently known route and ask an adult when needed.

Worked example: A fictional message says Act now: send your password to keep your account. Do not follow its link; verify with a teacher through the usual channel.

Follow the steps

1. Notice: The message creates urgency.
2. Inspect: It asks for a password.
3. Verify: Use the normal trusted route, not the message link.
4. Report: Ask a trusted adult to help report or handle it.

Try these exercises

1. What is a sound verification route?

A. A previously known official route | B. Replying with a password | C. The suspicious message link

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. Identify pressure or private requests 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. Report | B. Verify | C. Inspect | D. Notice

Answer: _____

EXPERIENCE 5 / CREATE, EXPLAIN AND REFLECT

Recognise manipulation in a message

Annotate a fictional suspicious message and write a safe response plan. Do not visit a real suspicious link.

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

STEP 1

Notice

STEP 2

Inspect

STEP 3

Verify

STEP 4

Report

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

Review your evidence

- ☐ Identify pressure or private requests
- ☐ Choose an independent verification route
- ☐ Seek suitable support

What did I learn, change or need help with?

Next challenge: Explain why an official-looking logo is not enough proof.

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

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Estimate and schedule a project

Break a task into parts and identify dependencies. | About 45 minutes

A dependency means one task needs another to finish first. Add realistic time for checking and revision.

Worked example: For a poster: research 10 minutes, draft 15, review 5, revise 10. Sequential total = 40 minutes.

Follow the steps

1. Break down: List research, draft, review and revision.
2. Order: Review needs a draft to exist.
3. Estimate: Add $10 + 15 + 5 + 10 = 40$ minutes.
4. Adjust: Reserve time to respond to review feedback.

Try these exercises

1. What must exist before a draft can be reviewed?

A. The final certificate | B. The draft | C. Only a title idea

Answer: _____

2. Which evidence would best show this skill?

A. Include checking 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. Adjust | B. Estimate | C. Order | D. Break down

Answer: _____

EXPERIENCE 6 / CREATE, EXPLAIN AND REFLECT

Estimate and schedule a project

Create a four-task schedule for a small class project. State one dependency and a plan if a step takes longer.

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

STEP 1

Break down

STEP 2

Order

STEP 3

Estimate

STEP 4

Adjust

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

Review your evidence

☐ Include checking time

☐ Order dependent tasks correctly

☐ Explain one estimate

What did I learn, change or need help with?

Next challenge: Separate tasks that could be done in parallel.

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

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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-6/>

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>