
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 3
3. Compare mean and range - page 4
4. Validate before calculating - page 5
5. Recognise manipulation in a message - page 6
6. Estimate and schedule a project - 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

Choose a format for the job

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

Answers and reasons

1. B. No

The contents must be converted by an appropriate application.

2. C. Match format to purpose 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 → Keep → Export → Inspect

The example follows: Purpose → Keep → Export → Inspect. Explain what each step does.

Project evidence

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

- ☐ Match format to purpose
- ☐ Keep the editable source
- ☐ Inspect the exported result

Teaching guidance

Accept a planned workflow when export is unavailable, labelled not yet tested.

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

Compare how a table looks in both versions.

Review: with support / independently / transfer

EXPERIENCE 2 / CREATE AND COMMUNICATE

Design an accessible explanation

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

Answers and reasons

1. A. Reading 7, Drawing 5, Games 4

The description conveys the data, not just appearance.

2. B. Use meaningful headings 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: Structure → Contrast → Describe → Test

The example follows: Structure → Contrast → Describe → Test. Explain what each step does.

Project evidence

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

- ☐ Use meaningful headings
- ☐ Avoid colour-only instructions
- ☐ Describe the image purpose

Teaching guidance

Discuss accessibility as design for diverse readers, not a checklist guarantee.

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 the guide aloud without pointing.

Review: with support / independently / transfer

EXPERIENCE 3 / DATA AND DECISIONS

Compare mean and range

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

Answers and reasons

1. B. 4

Use the given numbers: the answer is 4. Explain your counting or calculation.

2. A. 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

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

- ☐ 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

Find two more sets with the same mean and different ranges.

Review: with support / independently / transfer

EXPERIENCE 4 / COMPUTATIONAL THINKING

Validate before calculating

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

Answers and reasons

1. C. 2.5

2.5 is not a whole number.

2. C. State the complete 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. $D \rightarrow C \rightarrow B \rightarrow A$: Receive $\rightarrow$ Type $\rightarrow$ Rule $\rightarrow$ Result

The example follows: Receive $\rightarrow$ Type $\rightarrow$ Rule $\rightarrow$ Result. Explain what each step does.

Project evidence

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

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

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

Explain why numeric text may need careful conversion.

Review: with support / independently / transfer

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Recognise manipulation in a message

Identify urgency and unusual information requests. | About 45 minutes

Answers and reasons

1. A. A previously known official route

An independent route avoids relying on the untrusted message itself.

2. B. Identify pressure or private requests 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 → Inspect → Verify → Report

The example follows: Notice → Inspect → Verify → Report. Explain what each step does.

Project evidence

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

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

Teaching guidance

Do not simulate attacks against real accounts.

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 an official-looking logo is not enough proof.

Review: with support / independently / transfer

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Estimate and schedule a project

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

Answers and reasons

1. B. The draft

Review needs a work product to inspect.

2. A. Include checking 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: Break down → Order → Estimate → Adjust

The example follows: Break down → Order → Estimate → Adjust. Explain what each step does.

Project evidence

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

- ☐ Include checking time
- ☐ Order dependent tasks correctly
- ☐ Explain one estimate

Teaching guidance

Estimates are planning aids, not promises or speed competitions.

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

Separate tasks that could be done in parallel.

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-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>