

SIX EXPERIENCES / SUGGESTED SIX-WEEK PATHWAY

Skills to use, explain and grow

Record your method so another learner can repeat it.

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. Manage roles in shared work - page 2
2. Summarise and credit sources - page 4
3. Use the median thoughtfully - page 6
4. Trace a function - page 8
5. Compare independent evidence - page 10
6. Define success before testing - 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

Manage roles in shared work

Plan viewer, commenter and editor roles for a project. | About 45 minutes

People need only the access required for their task. A public link may reach more people than intended. Review sharing with a teacher.

Worked example: For a class draft, two authors edit, a reviewer comments, and a reader views. The example is a permissions plan, not a request to change live access.

Follow the steps

1. List: Identify authors, reviewers and readers.
2. Match: Assign the least access each task needs.
3. Review: Check whether the proposed audience is appropriate.
4. Close: Plan when access should be reviewed again.

Try these exercises

1. A reviewer only needs to suggest changes. Which role fits?

A. Commenter | B. Public owner | C. Editor of every file

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. Match role to task 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. Close | B. Review | C. Match | D. List

Answer: _____

EXPERIENCE 1 / CREATE, EXPLAIN AND REFLECT

Manage roles in shared work

Draw a permissions matrix for a fictional team document. Explain one risk of giving everyone editing rights.

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

STEP 1

List

STEP 2

Match

STEP 3

Review

STEP 4

Close

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

Review your evidence

☐ Match role to task

☐ Avoid unnecessary public access

☐ Include a review point

What did I learn, change or need help with?

Next challenge: Apply your matrix to a group presentation.

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

Summarise and credit sources

Separate your wording from borrowed information. | About 45 minutes

A summary keeps the main idea in your own words. Credit identifies where information came from. Copying with a few word changes is not a thoughtful summary.

Worked example: Source card: The fictional club collected 24 books in four boxes. Summary: The club collection totalled 24 books; credit the supplied club record.

Follow the steps

1. Read: Identify the source main point.
2. Restate: Look away and explain it in your own words.
3. Credit: Name the source and relevant date or context.
4. Compare: Check that your summary preserves the meaning.

Try these exercises

1. What makes a summary useful?

A. Adding unsupported facts | B. Changing a few words only | C. Preserving the main idea with appropriate credit

Answer: _____

2. Which evidence would best show this skill?

A. Keep the source meaning 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. Compare | B. Credit | C. Restate | D. Read

Answer: _____

EXPERIENCE 2 / CREATE, EXPLAIN AND REFLECT

Summarise and credit sources

Summarise the supplied fictional club record and add a source note. Explain which details you omitted.

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

STEP 1

Read

STEP 2

Restate

STEP 3

Credit

STEP 4

Compare

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

Review your evidence

- ☐ Keep the source meaning
- ☐ Use your own wording
- ☐ Provide a traceable source note

What did I learn, change or need help with?

Next challenge: Compare two summaries for a change in meaning.

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

EXPERIENCE 3 / DATA AND DECISIONS

Use the median thoughtfully

Find the middle value after sorting the data. | About 45 minutes

For an odd number of observations, the median is the middle sorted value. A large outlier can affect the mean more than the median.

Worked example: Sorted times 3, 4, 5, 6, 22 have median 5. Their mean is 8. The large value matters when describing the typical session.

Follow the steps

1. Read: Read the labels and values: A: 3, B: 4, C: 5, D: 6, E: 22.
2. Represent: Compare the bars on a scale that starts at zero.
3. Calculate: Work through the calculation in the example; result: 5.
4. Interpret: Explain what the result means and what it does not establish.

Try these exercises

1. What is the median of 3, 4, 5, 6, 22?

A. 5 | B. 7 | C. 4

Answer: _____

2. Which evidence would best show this skill?

A. Say it is finished without checking | B. Copy an unrelated answer | C. Use the supplied values accurately and explain or demonstrate it

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

Use the median thoughtfully

Calculate mean and median, then explain which you would report for a stated purpose. Keep the outlier visible.

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

A		3
B		4
C		5
D		6
E		22

Equal scale starts at 0; maximum 25. 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: Explain why deleting an unusual result needs evidence, not convenience.

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

EXPERIENCE 4 / COMPUTATIONAL THINKING

Trace a function

Separate input, transformation and returned output. | About 45 minutes

A function can name a reusable transformation. A returned value is the result passed back to the caller.

Worked example: Let `doublePlusOne(x)` return $2x + 1$. With input 4, double to 8, add 1 and return 9.

Follow the steps

1. Input: Call `doublePlusOne` with $x = 4$.
2. Double: Calculate $2 \times 4 = 8$.
3. Add: Calculate $8 + 1 = 9$.
4. Return: Return 9 to the caller.

Try these exercises

1. What does `doublePlusOne(4)` return?

A. 9 | B. 5 | C. 8

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. Identify input and output 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. Return | B. Add | C. Double | D. Input

Answer: _____

EXPERIENCE 4 / CREATE, EXPLAIN AND REFLECT

Trace a function

Write pseudocode and test the function with 0, 4 and 7. Show expected results first.

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

STEP 1

Input

STEP 2

Double

STEP 3

Add

STEP 4

Return

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

Review your evidence

☐ Identify input and output

☐ Calculate expected results

☐ Compare predictions with the trace

What did I learn, change or need help with?

Next challenge: Describe an inverse transformation for a valid output.

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

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EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Compare independent evidence

Distinguish corroboration from repetition. | About 45 minutes

Two pages may repeat the same original claim. Independent evidence uses a separate observation or reliable basis.

Worked example: Three fictional posts quote one unverified notice. A separate official timetable provides stronger direct evidence for the event time.

Follow the steps

1. Trace: Find where the claim first came from.
2. Compare: Notice that three posts copy the same notice.
3. Seek: Check a separate relevant official record.
4. Qualify: Say what is confirmed and what remains uncertain.

Try these exercises

1. Three pages copy one unverified claim. How many independent sources is that?

A. Always enough proof | B. Three by definition | C. No independent confirmation is added

Answer: _____

2. Which evidence would best show this skill?

A. Trace shared origins 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. Qualify | B. Seek | C. Compare | D. Trace

Answer: _____

EXPERIENCE 5 / CREATE, EXPLAIN AND REFLECT

Compare independent evidence

Draw a source tree for three copied posts and one independent record. Explain which adds evidence.

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

STEP 1

Trace

STEP 2

Compare

STEP 3

Seek

STEP 4

Qualify

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

Review your evidence

- ☐ Trace shared origins
- ☐ Identify relevant independent evidence
- ☐ Avoid counting copies as confirmation

What did I learn, change or need help with?

Next challenge: Explain what you would do if suitable sources conflict.

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

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Define success before testing

Use observable criteria to evaluate a prototype. | About 45 minutes

A criterion describes what a successful result would do. Define it before testing to avoid moving the goal after seeing results.

Worked example: A paper sign should stand for one minute, show text from two metres and use one sheet. Test those stated criteria.

Follow the steps

1. Specify: Write observable success criteria.
2. Build: Make a paper prototype within the limits.
3. Test: Use the agreed method for each criterion.
4. Compare: Record which criteria passed and what needs change.

Try these exercises

1. When should success criteria be set?

A. Only after seeing results | B. Before testing | C. Never

Answer: _____

2. Which evidence would best show this skill?

A. Say it is finished without checking | B. Copy an unrelated answer | C. Use measurable criteria and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Compare | B. Test | C. Build | D. Specify

Answer: _____

EXPERIENCE 6 / CREATE, EXPLAIN AND REFLECT

Define success before testing

Design a paper desk sign and a test checklist. Mark unperformed tests clearly.

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

STEP 1

Specify

STEP 2

Build

STEP 3

Test

STEP 4

Compare

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

Review your evidence

- ☐ Use measurable criteria
- ☐ Keep tests consistent
- ☐ Record failures and improvements

What did I learn, change or need help with?

Next challenge: Explain a trade-off between stability and material use.

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-7/>

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>