

SIX EXPERIENCES / SUGGESTED SIX-WEEK PATHWAY

Skills to use, explain and grow

Try with a partner, then repeat one step independently.

About 35 minutes per experience. Use one experience each week, or split it into shorter sessions. Grade labels are flexible starting points.

Your course map

1. Save, reopen and back up - page 2
2. Write for a new pupil - page 4
3. Tally then make a bar chart - page 6
4. Use a repeat block - page 8
5. Separate fact and preference - page 10
6. Compare two paper bridges - 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

Save, reopen and back up

Distinguish saving, moving and copying a file. | About 35 minutes

Moving changes a file location. Copying makes another file. A backup is a separate copy that can help you recover work.

Worked example: Save plant-notes.txt in Projects. Copy it to an adult-approved backup location. A second folder on the same device does not protect against losing that device.

Follow the steps

1. Name: Call the file plant-notes.txt.
2. Save: Save it inside Projects.
3. Check: Reopen it and read the first line.
4. Copy: Make a backup in an approved separate location.

Try these exercises

1. Which action makes an additional file?

A. Move | B. Copy | C. Rename

Answer: _____

2. Which evidence would best show this skill?

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

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Copy | B. Check | C. Save | D. Name

Answer: _____

EXPERIENCE 1 / CREATE, EXPLAIN AND REFLECT

Save, reopen and back up

Write three plant observations. Show your saved file and explain where the backup is kept.
Paper alternative: draw both locations.

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

STEP 1

Name

STEP 2

Save

STEP 3

Check

STEP 4

Copy

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

Review your evidence

- ☐ Use a descriptive name
- ☐ Reopen the intended version
- ☐ Explain why a copy is different from a move

What did I learn, change or need help with?

Next challenge: Recover a practice copy with adult support.

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

EXPERIENCE 2 / CREATE AND COMMUNICATE

Write for a new pupil

Choose relevant details for a particular reader. | About 35 minutes

A message has an audience and a purpose. Readers may need information you already know.

Worked example: A welcome note says where the book tray is and who can help, without including private pupil information.

Follow the steps

1. Audience: Imagine a new pupil reading your note.
2. Select: Choose three useful classroom facts.
3. Draft: Write a title and three short sentences.
4. Review: Ask a partner which part is unclear.

Try these exercises

1. What should a welcome note mainly include?

A. Private passwords | B. Only your favourite colour | C. Useful information for the newcomer

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. Identify the reader 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. Review | B. Draft | C. Select | D. Audience

Answer: _____

EXPERIENCE 2 / CREATE, EXPLAIN AND REFLECT

Write for a new pupil

Write or dictate a welcome note for a fictional classroom. Revise one sentence after feedback.

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

STEP 1

Audience

STEP 2

Select

STEP 3

Draft

STEP 4

Review

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

Review your evidence

- ☐ Identify the reader
- ☐ Include relevant information
- ☐ Make one useful revision

What did I learn, change or need help with?

Next challenge: Turn the note into a simple poster.

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

EXPERIENCE 3 / DATA AND DECISIONS

Tally then make a bar chart

Turn a small frequency table into equal-scale bars. | About 35 minutes

A bar chart compares counts. Labels, a title and a scale beginning at zero help the reader.

Worked example: A fictional club tally has Reading 6, Drawing 4 and Games 2. There are 12 responses.

Follow the steps

1. Read: Read the labels and values: Reading: 6, Drawing: 4, Games: 2.
2. Represent: Compare the bars on a scale that starts at zero.
3. Calculate: Work through the calculation in the example; result: 12.
4. Interpret: Explain what the result means and what it does not establish.

Try these exercises

1. What is the total number of responses?

A. 11 | B. 12 | C. 14

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

Tally then make a bar chart

Draw a labelled chart of the club tally and write two comparisons.

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

Reading		6
Drawing		4
Games		2

Equal scale starts at 0; maximum 10. 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: Invent a different table with the same total.

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

EXPERIENCE 4 / COMPUTATIONAL THINKING

Use a repeat block

Replace repeated actions with a counted loop. | About 35 minutes

A repeat block runs its instructions a stated number of times. Count the executions, not just the number of blocks.

Worked example: Repeat Right 3 performs three right moves, ending at (3,0) from (0,0).

Follow the steps

1. Start: Set the counter at (0,0).
2. Repeat 1: Move Right to (1,0).
3. Repeat 2: Move Right to (2,0).
4. Repeat 3: Move Right to (3,0).

Try these exercises

1. How many right moves does Repeat Right 3 perform?

A. 1 | B. 3 | C. 4

Answer: _____

2. Which evidence would best show this skill?

A. Say it is finished without checking | B. Copy an unrelated answer | C. Choose the repeated action and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Repeat 3 | B. Repeat 2 | C. Repeat 1 | D. Start

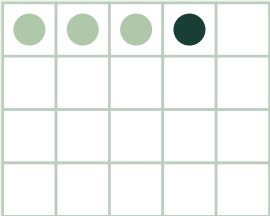
Answer: _____

EXPERIENCE 4 / CREATE, EXPLAIN AND REFLECT

Use a repeat block

Write one path in full and with a repeat. Show that both reach the same endpoint.

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



Start at (0,0). Down increases the row.

Final position: (3, 0)

Dark circle = final position; grey square = wall, if shown.

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

Review your evidence

- ☐ Choose the repeated action
- ☐ Use the correct repeat count
- ☐ Compare both paths

What did I learn, change or need help with?

Next challenge: Add one Down after the repeated moves.

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

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Separate fact and preference

Identify a checkable claim and a personal opinion. | About 35 minutes

A checkable claim can be tested with evidence, but it may be wrong. An opinion expresses a preference or judgement.

Worked example: There are six books is checkable by counting. This is the best book is a preference.

Follow the steps

1. Read: There are six books on the fictional shelf.
2. Check: Draw six book shapes on paper, then count them.
3. Compare: This is the best book expresses a judgement.
4. Explain: Tell how evidence differs from preference.

Try these exercises

1. Which statement is a preference?

A. This is the best story | B. The box is 10 cm long | C. There are six books

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. Distinguish claims and opinions 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. Explain | B. Compare | C. Check | D. Read

Answer: _____

EXPERIENCE 5 / CREATE, EXPLAIN AND REFLECT

Separate fact and preference

Write two checkable claims and two opinions about a fictional classroom. Name evidence for one claim.

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

STEP 1

Read

STEP 2

Check

STEP 3

Compare

STEP 4

Explain

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

Review your evidence

- ☐ Distinguish claims and opinions
- ☐ Name relevant evidence
- ☐ Allow different preferences

What did I learn, change or need help with?

Next challenge: Find a checkable claim that could turn out to be false.

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

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Compare two paper bridges

Run a small fair comparison and record results. | About 35 minutes

Change the feature you want to investigate while keeping relevant conditions the same. Record actual results.

Worked example: Compare flat and folded paper using the same paper size, gap and light counters. Record how many counters each supports.

Follow the steps

1. Prepare: An adult sets a short gap between stable supports.
2. Compare: Make flat and folded paper bridges of the same size.
3. Test: Add the same light counters one at a time.
4. Record: Write actual results; mark an unrun plan Not yet tested.

Try these exercises

1. Which should stay the same when comparing folds?

A. Only the title | B. Paper size and gap | C. The result you want

Answer: _____

2. Which evidence would best show this skill?

A. Keep relevant conditions the same 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. Record | B. Test | C. Compare | D. Prepare

Answer: _____

EXPERIENCE 6 / CREATE, EXPLAIN AND REFLECT

Compare two paper bridges

Draw two bridge designs and a results table. Test with an adult or make a clearly labelled test plan.

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

STEP 1
Prepare

STEP 2
Compare

STEP 3
Test

STEP 4
Record

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

Review your evidence

- ☐ Keep relevant conditions the same
- ☐ Use light materials safely
- ☐ Report actual evidence

What did I learn, change or need help with?

Next challenge: Repeat a trial and look for variation.

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-3/>

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>