

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 3
3. Tally then make a bar chart - page 4
4. Use a repeat block - page 5
5. Separate fact and preference - page 6
6. Compare two paper bridges - 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

# Save, reopen and back up

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

## Answers and reasons

### 1. B. Copy

Copy creates another file; moving and renaming do not.

### 2. C. Use a descriptive name 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: Name → Save → Check → Copy

The example follows: Name → Save → Check → Copy. Explain what each step does.

## Project evidence

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

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

## Teaching guidance

Do not ask children to change backup settings or handle account credentials.

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

Recover a practice copy with adult support.

Review: with support / independently / transfer

---

---

## EXPERIENCE 2 / CREATE AND COMMUNICATE

# Write for a new pupil

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

## Answers and reasons

### 1. C. Useful information for the newcomer

The reader needs information that helps them participate.

### 2. B. Identify the reader 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: Audience → Select → Draft → Review

The example follows: Audience → Select → Draft → Review. Explain what each step does.

## Project evidence

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

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

## Teaching guidance

Review the purpose before spelling details.

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

Turn the note into a simple poster.

Review: with support / independently / transfer

---

---

## EXPERIENCE 3 / DATA AND DECISIONS

# Tally then make a bar chart

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

## Answers and reasons

1. B. 12

Use the given numbers: the answer is 12. 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

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

- ☐ 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

Invent a different table with the same total.

Review: with support / independently / transfer

---

---

## EXPERIENCE 4 / COMPUTATIONAL THINKING

# Use a repeat block

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

## Answers and reasons

1. B. 3

The repeat count is three.

2. C. Choose the repeated action 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: Start → Repeat 1 → Repeat 2 → Repeat 3

The example follows: Start → Repeat 1 → Repeat 2 → Repeat 3. Explain what each step does.

## Project evidence

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

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

## 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

Add one Down after the repeated moves.

Review: with support / independently / transfer

---

---

## EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

# Separate fact and preference

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

## Answers and reasons

### 1. A. This is the best story

Best story is a judgement that readers may disagree about.

### 2. B. Distinguish claims and opinions 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 → Check → Compare → Explain

The example follows: Read → Check → Compare → Explain. Explain what each step does.

## Project evidence

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

☐ Distinguish claims and opinions

☐ Name relevant evidence

☐ Allow different preferences

## Teaching guidance

Do not teach that every factual claim is automatically true.

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 a checkable claim that could turn out to be false.

Review: with support / independently / transfer

---

---

## EXPERIENCE 6 / DESIGN AND LIFE SKILLS

# Compare two paper bridges

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

## Answers and reasons

### 1. B. Paper size and gap

Consistent paper size and gap help isolate the fold design.

### 2. A. Keep relevant conditions the same 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: Prepare → Compare → Test → Record

The example follows: Prepare → Compare → Test → Record. Explain what each step does.

## Project evidence

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

☐ Keep relevant conditions the same

☐ Use light materials safely

☐ Report actual evidence

## Teaching guidance

Use only paper and light counters; keep hands clear of falling counters.

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

Repeat a trial and look for variation.

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-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>