

SIX EXPERIENCES / SUGGESTED SIX-WEEK PATHWAY

Skills to use, explain and grow

Check your result and explain a choice in your own words.

About 40 minutes per experience. Use one experience each week, or split it into shorter sessions. Grade labels are flexible starting points.

Your course map

1. Build a tidy learning portfolio - page 2
2. Make a three-slide explanation - page 4
3. Check a survey and report its limits - page 6
4. Trace a conditional choice - page 8
5. Check a confident AI answer - page 10
6. Plan within a pretend budget - 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

Build a tidy learning portfolio

Organise a draft, improved version and contents note. | About 40 minutes

A portfolio shows both your work and what you learned. Names and folders help someone find the evidence.

Worked example: Keep story-v1.txt and story-v2.txt in Stories. A contents note says that version 2 has clearer instructions.

Follow the steps

1. Collect: Choose a draft and an improved piece.
2. Name: Use names that identify the topic and version.
3. Arrange: Group related work and add a contents note.
4. Demonstrate: Open the improved piece and explain one change.

Try these exercises

1. Which portfolio best shows learning?

A. A draft, revision and explanation | B. Only a colourful cover | C. Twenty unnamed files

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. Identify each version 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. Demonstrate | B. Arrange | C. Name | D. Collect

Answer: _____

EXPERIENCE 1 / CREATE, EXPLAIN AND REFLECT

Build a tidy learning portfolio

Create a three-item portfolio: draft, improvement and contents note. Use fictional examples only.

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

STEP 1

Collect

STEP 2

Name

STEP 3

Arrange

STEP 4

Demonstrate

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

Review your evidence

- ☐ Identify each version
- ☐ Make the contents note useful
- ☐ Explain an improvement

What did I learn, change or need help with?

Next challenge: Help someone locate a file using your contents note.

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

EXPERIENCE 2 / CREATE AND COMMUNICATE

Make a three-slide explanation

Connect a question, evidence and conclusion. | About 40 minutes

A presentation is easier to follow when each slide has one main job. Speech can add detail instead of repeating every word.

Worked example: Slide 1 asks which activity was chosen. Slide 2 shows Reading 7, Drawing 5, Games 4. Slide 3 says Reading led in this group.

Follow the steps

1. Question: State what you investigated.
2. Evidence: Show the three counts clearly.
3. Conclusion: Limit the conclusion to this group.
4. Rehearse: Explain the slides in one minute.

Try these exercises

1. What belongs on the evidence slide?

A. A claim about every child | B. The actual counts | C. An unrelated picture

Answer: _____

2. Which evidence would best show this skill?

A. Use one main message per slide 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. Rehearse | B. Conclusion | C. Evidence | D. Question

Answer: _____

EXPERIENCE 2 / CREATE, EXPLAIN AND REFLECT

Make a three-slide explanation

Plan three slides about the fictional activity survey. Invite one specific suggestion from a listener.

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

STEP 1

Question

STEP 2

Evidence

STEP 3

Conclusion

STEP 4

Rehearse

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

Review your evidence

☐ Use one main message per slide

☐ Match conclusion to counts

☐ Improve after specific feedback

What did I learn, change or need help with?

Next challenge: Use a poster to convey the same message.

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

Check a survey and report its limits

Use counts to make a bounded conclusion. | About 40 minutes

A survey describes its respondents. A small group does not automatically represent everyone.

Worked example: The fictional survey records Reading 7, Drawing 5 and Games 4. Total 16; Reading received most votes in this group.

Follow the steps

1. Read: Read the labels and values: Reading: 7, Drawing: 5, Games: 4.
2. Represent: Compare the bars on a scale that starts at zero.
3. Calculate: Work through the calculation in the example; result: 16.
4. Interpret: Explain what the result means and what it does not establish.

Try these exercises

1. How many responses are in this survey?

A. 16 | B. 18 | C. 15

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

Check a survey and report its limits

Create a chart and report the highest count, the total and one limitation.

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

Reading		7
Drawing		5
Games		4

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: Explain what to report if two categories tie.

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

EXPERIENCE 4 / COMPUTATIONAL THINKING

Trace a conditional choice

Choose an action from the current condition. | About 40 minutes

An if/else instruction selects one branch when it runs. Check the current situation each time.

Worked example: At (1,0), a wall occupies (2,0). If right is clear move Right; else move Down. The robot reaches (1,1).

Follow the steps

1. Start: Begin at (0,0); wall at (2,0).
2. Approach: Move Right to (1,0).
3. Check: The next square right contains the wall.
4. Else: Move Down to (1,1).

Try these exercises

1. At the wall, which branch runs?

A. Down | B. Both at once | C. Right

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. State the condition 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. Else | B. Check | C. Approach | D. Start

Answer: _____

EXPERIENCE 4 / CREATE, EXPLAIN AND REFLECT

Trace a conditional choice

Draw the two branches and trace one clear-square case and one blocked case.

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

●	●	■		
	●			

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

Final position: (1, 1)

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

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

Review your evidence

- ☐ State the condition
- ☐ Trace one branch per case
- ☐ Test both outcomes

What did I learn, change or need help with?

Next challenge: Describe what happens if Down is also blocked.

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

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Check a confident AI answer

Verify a generated claim using your own reasoning. | About 40 minutes

A confident answer can still be wrong. People must check facts and calculations and protect private information.

Worked example: A fictional AI answer says four groups of six make 28. Counting $6 + 6 + 6 + 6$ gives 24.

Follow the steps

1. Read: The pretend answer claims $4 \times 6 = 28$.
2. Calculate: Add four groups of six yourself.
3. Compare: Your total is 24, not 28.
4. Correct: Explain the correction in your own words.

Try these exercises

1. What is four groups of six?

A. 10 | B. 28 | C. 24

Answer: _____

2. Which evidence would best show this skill?

A. Identify the error 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. Correct | B. Compare | C. Calculate | D. Read

Answer: _____

EXPERIENCE 5 / CREATE, EXPLAIN AND REFLECT

Check a confident AI answer

Make a four-step AI checking card using the pretend example. No live AI account is needed.

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

STEP 1

Read

STEP 2

Calculate

STEP 3

Compare

STEP 4

Correct

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

Review your evidence

☐ Identify the error

☐ Show independent evidence

☐ Keep personal details out of prompts

What did I learn, change or need help with?

Next challenge: Find another statement you could verify without an AI tool.

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

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EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Plan within a pretend budget

Choose materials and check a simple cost limit. | About 40 minutes

A budget is a constraint. Calculate the total, then revise the plan if it exceeds the limit.

Worked example: Budget 50 units. Two sheets at 10 each plus tape at 15 cost 35, leaving 15.

Follow the steps

1. Set: State the goal and 50-unit limit.
2. Choose: Plan two sheets and one tape roll.
3. Calculate: $2 \times 10 + 15 = 35$; remaining 15.
4. Review: Check that the materials can meet the goal.

Try these exercises

1. How much remains after spending 35 from 50?

A. 15 | B. 35 | C. 85

Answer: _____

2. Which evidence would best show this skill?

A. Say it is finished without checking | B. Copy an unrelated answer | C. Calculate cost correctly and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Review | B. Calculate | C. Choose | D. Set

Answer: _____

EXPERIENCE 6 / CREATE, EXPLAIN AND REFLECT

Plan within a pretend budget

Plan a paper model with a 50-unit pretend budget, task order and test criterion. No purchase is needed.

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

STEP 1
Set

STEP 2
Choose

STEP 3
Calculate

STEP 4
Review

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

Review your evidence

- ☐ Calculate cost correctly
- ☐ Stay within the stated limit
- ☐ Choose a testable success criterion

What did I learn, change or need help with?

Next challenge: Revise the plan for a 40-unit budget.

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-4/>

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>