
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 3
3. Check a survey and report its limits - page 4
4. Trace a conditional choice - page 5
5. Check a confident AI answer - page 6
6. Plan within a pretend budget - 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

Build a tidy learning portfolio

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

Answers and reasons

1. A. A draft, revision and explanation

The comparison and explanation show how the work changed.

2. B. Identify each version 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: Collect → Name → Arrange → Demonstrate

The example follows: Collect → Name → Arrange → Demonstrate. Explain what each step does.

Project evidence

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

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

Teaching guidance

Ask the learner to demonstrate finding a file without guessing.

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

Help someone locate a file using your contents note.

Review: with support / independently / transfer

EXPERIENCE 2 / CREATE AND COMMUNICATE

Make a three-slide explanation

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

Answers and reasons

1. B. The actual counts

Evidence should directly support the conclusion.

2. A. Use one main message per slide 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: Question → Evidence → Conclusion → Rehearse

The example follows: Question → Evidence → Conclusion → Rehearse. Explain what each step does.

Project evidence

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

☐ Use one main message per slide

☐ Match conclusion to counts

☐ Improve after specific feedback

Teaching guidance

Keep the data fictional and the focus on clear reasoning.

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

Use a poster to convey the same message.

Review: with support / independently / transfer

EXPERIENCE 3 / DATA AND DECISIONS

Check a survey and report its limits

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

Answers and reasons

1. A. 16

Use the given numbers: the answer is 16. Explain your counting or calculation.

2. C. 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

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

- ☐ 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

Explain what to report if two categories tie.

Review: with support / independently / transfer

EXPERIENCE 4 / COMPUTATIONAL THINKING

Trace a conditional choice

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

Answers and reasons

1. A. Down

The right-clear condition is false, so the else branch moves Down.

2. B. State the condition 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 → Approach → Check → Else

The example follows: Start → Approach → Check → Else. Explain what each step does.

Project evidence

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

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

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

Describe what happens if Down is also blocked.

Review: with support / independently / transfer

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Check a confident AI answer

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

Answers and reasons

1. C. 24

$6 + 6 + 6 + 6 = 24$.

2. A. Identify the error 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 → Calculate → Compare → Correct

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

Project evidence

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

- ☐ Identify the error
- ☐ Show independent evidence
- ☐ Keep personal details out of prompts

Teaching guidance

Use the fictional response; do not require a child account.

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 another statement you could verify without an AI tool.

Review: with support / independently / transfer

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Plan within a pretend budget

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

Answers and reasons

1. A. 15

$50 - 35 = 15$.

2. C. Calculate cost correctly 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: Set → Choose → Calculate → Review

The example follows: Set → Choose → Calculate → Review. Explain what each step does.

Project evidence

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

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

Teaching guidance

Review suitability as well as cheapness.

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

Revise the plan for a 40-unit budget.

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-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>