

technology

Step by step: getting ready

Lesson at a glance

Open at the coat pegs: what do you do first to get ready? Mime washing hands in the wrong order, then lay the five class cards in a floor line as you model wet, soap, rub, rinse, dry. The whole class plays robot to those cards, then small groups order mixed coat cards and take turns as pointer and robot. Close on the carpet asking what goes wrong if fasten comes first.

Learning objectives

- Put picture-step cards for a simple everyday routine into the right order
- Act out the steps in order when playing robot

Before the bell – prep

Print one class set of washing-hands cards and one mixed coat-card pack per group before the day. Clear floor lines at the front and for groups. One real coat or jumper per group helps; otherwise children mime.

Materials

Item	Qty	Per	Source	Low-cost substitute
washing-hands step cards (wet hands, soap, rub, rinse, dry)	1	class	classroom	five sticky notes with simple hand drawings
coat step cards (find the coat, one arm in, other arm in, fasten)	1	group	classroom	four index cards with simple coat drawings
child coat or jumper for miming (optional)	1	group	classroom	mime with imaginary coats only

Safety watch-point

Gentle movement only; leave space between groups; no running; mind fingers if children use a real zip.

Teaching moves

- **Watch the steps:** Mime soap on dry hands first and ask what looked stuck. Then mime wet, soap, rub, rinse, dry, laying each card in the floor line and saying first, next, next, next, last. Keep the demo to about five minutes.
- **Act it together:** Point to each washing-hands card in order while the class mimes only that step and freezes. Deliberately swap two cards, ask what feels wrong, then fix the line together.
- **Order the cards and play robot:** Model pointer and robot with two children, then send groups to line their four coat cards. Visit asking what is first and last; if order is wrong, have them act it and notice the snag. In burst two, cheer robots who wait for each point.
- **Why order matters:** Invite one or two groups to say their coat line with first, next and last. Point to fasten-first and ask what goes wrong. Add one everyday link only, such as shoes, and accept ideas about who else works step by step.

What it should show

Most groups line the coat cards as find coat, one arm in, other arm in, fasten. Robots freeze after each pointed step. A group that puts fasten early will feel arms stuck or the coat twisted when they act it — use that snag to fix the line, not a scolding.

Misconceptions & interventions

- **Any order is fine as long as all the steps happen.** — Replay soap-before-wet or fasten-before-arms and ask what felt silly or stuck. Revoice: the job only works well when each part comes at the right time.
- **The robot can do two cards at once or rush ahead of the pointer.** — Pause and cheer a careful freeze. Remind them: one point, one step, then wait.

Differentiation

Emerging	Developing	Proficient
• Lay two coat cards correctly and let the child place only the last two. • Pair them as watcher-checker first so they hear first/next/last before acting.	• After one careful robot pass, swap pointer and robot roles. • Prompt: Are we ready for fasten yet? What comes after one arm in?	• Ask: What if we fasten before both arms are in? • Offer the washing-hands set only if the group finishes early and wants another go.

Cross-curricular hook

Links to oral language sequencing — practise first, next and last on familiar getting-ready jobs.