

LESSON 2

Mastering the Art of Order

40 minutes

Pattern Play Without Devices

WHAT THIS LESSON DOES

Hey there! In this lesson, you'll explore the importance of sequencing by playing fun games like Simon Says and engaging in activities that help you understand the order of events. Get ready to think logically and build key programming skills!

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the concept of sequencing as the process of arranging steps in a logical order.
- Recognise the importance of following instructions precisely in both everyday tasks and computing.
- Identify and predict logical sequences using 'first' and 'then' frameworks.
- Apply sequencing skills to solve simple problems and complete activities.
- Develop critical thinking by explaining the reasoning behind chosen sequences.

BEFORE THE LESSON

- This lesson is mostly unplugged. The only device you need is the classroom screen for the 'What Comes Next' interactive in step 5, so open and test it beforehand.
- Clear a little floor space for Simon Says so pupils can jump, hop and turn safely.
- Print one 'First/Then' worksheet per pupil ahead of time.
- Have a few first/then examples of your own ready from the school day, such as getting ready for lunch or packing up to go home.

Mastering the Art of Order

HOW THE LESSON RUNS

Introduction

Simon Says

First, Then: The Power of Order

First and Then Story

'What Comes Next' Game

The 'First/Then' Worksheet

Conclusion

TEACHING MOVES

- 1. Introduction. Use the recipe example out loud: ask what happens if you add flour after baking the cake. Land the point that computers cannot guess, so the order of steps has to be exact.
- 2. Simon Says. Start with easy commands to warm everyone up, then slip in commands without 'Simon says'. When pupils act on those, stop and name why: they followed an instruction that was not given.
- 3. First, Then: The Power of Order. Read the three examples, then prompt pupils for their own using school routines. Ask what would happen if the two steps swapped, so they feel why order matters.
- 5. 'What Comes Next' Game. Model one round yourself with the key-and-door example before handing over. Ask each pupil to say why their 'Then' picture fits before they drag it, not just to guess.
- 6. The 'First/Then' Worksheet. Read the 'First' scenario together, then let pupils draw their 'Then' independently. Ask volunteers to explain the reasoning behind their picture, not only show it.
- 7. Conclusion. Tie the games back to sequencing: point out they followed exact instructions in Simon Says and ordered steps in first/then, the same thing every program needs.

WHAT TO WATCH FOR

- Pupils think any two related steps count as a valid sequence, so they accept a 'Then' picture that makes sense but happens before the 'First' one. Ask 'which one has to happen first?' and have them say the pair back in order. If it sounds wrong spoken aloud, they usually spot it themselves.
- Pupils treat Simon Says as reacting fast rather than listening for the exact instruction, so they move on every command. Slow the pace and stress that the words 'Simon says' are the instruction. Praise pupils who correctly stay still on a command that lacks them.

DIFFERENTIATION

- Emerging: For a pupil struggling to generate a first/then pair, offer two of their own routine steps in a jumbled order and ask them only to say which comes first.
- Developing: Have the pupil explain their 'Then' choice on the worksheet back to you in one sentence starting with 'because', to move them from guessing to reasoning.