

technology

Step by step: getting ready

Lesson at a glance

Open near the coat pegs: the coat is hanging — what do you do first, what next? Model washing-hands with five picture cards, briefly miming the wrong order then the smooth right order (wet, soap, rub, rinse, dry). The class acts the line as robots together. In small groups children sort four coat cards on the floor and play pointer-and-robot. Close on the carpet naming first, next and last and why order matters.

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 set per group before the lesson. Clear front floor space for the model line and small group spots. Optional: one real coat or jumper per group for mime; otherwise imaginary coats work.

Materials

Item	Qty	Per	Source	Low-cost substitute
washing-hands step cards (wet hands, soap, rub, rinse, dry)	1	class	provided printable	five sticky notes with simple hand drawings
coat step cards (find the coat, one arm in, other arm in, fasten)	1	group	provided printable	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 mime only; space between groups; no running. If real zips are used, mind little fingers.

Teaching moves

- **Getting Started:** Stand by the coat pegs or hold up one real coat. Ask only: what do you do first, what next? Accept any sensible idea. Do not show the step cards yet.
- **Watch the steps:** Explain you will practise order with hand-washing first, then coats. Mime soap on dry hands — ask what looked silly. Then mime wet, soap, rub, rinse, dry, laying each card in a floor line and saying first, next, next, next, last. Leave first/next/last written up.
- **Act it together:** Keep the five cards in the correct line. Point to each card; the whole class mimes only that step and freezes. Count first, next, next, next, last. Swap two cards yourself, ask what feels wrong, then fix the line together.
- **Order the cards and play robot:** Live-model pointer and robot with two children first. Groups lay four mixed coat cards in a line; visit asking what is first and last. Then play robot: one points, one acts one step and freezes. Cheer robots who wait for the next point.
- **Why order matters:** On the carpet, one or two groups show their coat line using first, next, last. Ask what goes wrong if fasten is first. Add one everyday link only (shoes or toast). Accept who else works step by step — nurse, builder, parent.

What it should show

Most groups will order find coat → one arm → other arm → fasten, and the robot will wait and do one step at a time. A snag often means arms-before-find or fasten-too-soon; have them act the wrong line so they feel the twist, then fix the cards. Affirm first/next/last talk.

Misconceptions & interventions

- **Any order is fine as long as all the steps happen.** — Mime soap on dry hands or fasten before both arms are in. Ask what felt stuck or silly, then rebuild the smooth line together.
- **The robot can do two steps at once or start before the pointer points.** — Freeze the robot after one card. Cheer waiting: one point, one step, then stop until the next point.

Differentiation

Emerging	Developing	Proficient
• Lay the first two coat cards correctly and let the child place only the last two, then act that shorter line as robot.	• After one careful robot pass, swap pointer and robot roles so each child both orders and acts.	• Ask: what if we fasten before both arms are in? Early finishers may reorder the washing-hands set for a second robot pass.

Cross-curricular hook

Links to oral language sequencing — children rehearse first, next and last while retelling a familiar everyday routine.