

technology

Again and again: spotting a repeat

Lesson at a glance

Open by performing clap, clap, stamp twice and asking which bit came back, holding the word repeat until children have named it in their own words. Name repeat as the short chunk that happens again and again, then model the full noticing cycle with large floor cards laid in a row. Run two or three short whole-class action bursts (clap-clap-stamp; pat-knees-pat-knees-wave; optional stamp-clap pairs), freezing so children point to the repeating chunk. Close oral-only: point to the cards, revoice with repeat, and one celebration chorus.

Learning objectives

- Join in an action sequence that has a clear repeating part
- Point to the part of a sequence that happens again and again

Before the bell – prep

Before the bell: push chairs back for a clear floor patch. Make one class set of large floor-visible action cards — 2 clap, 2 stamp, 2 pat knees, 1 wave (word or stick-figure each). Keep multiples so every modelled chunk can sit fully on the floor at once.

Materials

Item	Qty	Per	Source	Low-cost substitute
large floor-visible action picture cards (2 clap, 2 stamp, 2 pat knees, 1 wave)	1	class	classroom	draw the same icons large on A3 paper or card, or mime each action with no cards while calling the name aloud

Safety watch-point

Keep stamps soft and gentle so toes stay safe; clear floor space with chairs pushed back before action bursts.



Teaching moves

- **Getting Started:** Stand where hands and feet are visible. Do clap, clap, stamp twice, slowly and clearly. Hold back the word repeat — invite one or two children to call out what came back in their own words. Keep the beat gentle.
- **Today's word: again and again:** Say it simply: a repeat is the bit that happens again and again. Keep board and pupil talk on plain phrases (the bit that comes back; clap, clap, stamp again). Head off the idea that the whole long run is the repeat — point to the short chunk.
- **Watch the teacher:** Talk the noticing cycle aloud: I wonder / I think (lay clap, clap, stamp cards) / I try (perform the chunk three times while the class watches) / I noticed / I think now — point to the three cards as the repeat. Invite the class to join once; keep stamps soft.
- **Clap, stamp and play:** Run two or three short bursts with a quick sit-between, never one long stretch. Keep the repeating chunk laid as fixed floor cards. Burst 1: clap, clap, stamp ×3, then point. Burst 2: pat knees, pat knees, wave ×3, then point. Optional Burst 3: stamp, clap pairs. If muddy, drop to clap, stamp / clap, stamp only.
- **Point to the part that repeats:** Sit in a circle; re-lay clap-clap-stamp cards. Children point or say the chunk in their own words — accept again, same bit, or pointing. Revoice with repeat when you echo. After pointing, name one familiar class song or rhyme and ask which bit comes back.



What it should show

Most children will join the actions in time and, when asked, point to the short three-card chunk (clap-clap-stamp or pat-pat-wave), not a single random action. Some offer words like again or same bit. If pointing scatters across the whole row, slow down, do only two actions with paired cards, and point together as a class before asking individuals.



Misconceptions & interventions

- **Children think the whole long run of actions is "the repeat", or point to every single clap on its own.** — Gesture to the short laid-out chunk as a group (clap, clap, stamp) and say the bit that comes back is this short piece, not the whole go. Have them point to those three cards together.
- **Children think any action that appears more than once counts, even if it is not the repeating unit.** — Lay the cards with a small gap between repeats and ask which short bit started again. Count one, two, three for each full chunk so the unit is visible.



Differentiation

Emerging	Developing	Proficient
• Let less confident children clap only while you stamp, still pointing with the group to the floor-card chunk. • If the sequence gets muddy, drop to two actions (clap, stamp / clap, stamp) and point together before asking individuals.	• Ask watchers are we right? and what comes next? so they stay folded into the whole-class bursts. • After freeze, prompt the sentence stem: The bit that came back was...	• Invite a confident child to lead one short agreed card sequence for the class. • Optional Burst 3: help them see stamp, clap as the repeating pair by grouping four cards with a small gap.

Cross-curricular hook

Link to a familiar class song or rhyme — name the bit that comes back so everyone can join in.