

technology

Oops: spotting a wrong step

Lesson at a glance

Open by miming shoes on bare feet then socks over shoes until you look stuck, and ask what went wrong. Name the wrong step a bug, then lay four large getting-dressed picture cards in the wrong order (trousers, shoes, socks, jumper). Model spotting shoes-before-socks, swap the cards, and act the smooth order. Children act as robots in short whole-class bursts, freeze at the bug, and help put the cards right. Close with oral recall: what the bug was and how the fix felt.

Learning objectives

- Spot a wrong step (a bug) in a simple everyday sequence
- Help put the steps back in the right order

Before the bell – prep

Print the four large picture cards (trousers, socks, shoes, jumper) the day before and keep them face down until the demo. Clear a strip of floor for acting. One front set is enough; extra small sets only if you have adult support.

Materials

Item	Qty	Per	Source	Low-cost substitute
getting-dressed picture cards (trousers, socks, shoes, jumper)	1	class	provided printable	four large sheets of paper with a simple clothes drawing on each, made once and reused
clear floor space for acting the sequence	1	class	classroom	stay seated and mime each step with hands only

Safety watch-point

Clear floor space before acting. Children freeze on the spot — no rushing or shoving when they spot the bug. Keep the card line where feet will not slip on it.

Teaching moves

- **Getting Started:** Mime shoes on bare feet, then struggle to pull socks over the shoes and look stuck. Ask What went wrong? Take two or three quick calls. Keep it light; do not lay out the full card line or name bug yet unless a child offers a wrong-step idea.
- **Today's word: bug:** Point back to the stuck-feet mime. Say a wrong step like that is called a bug — not a creepy-crawly, and not a naughty person. One new word only; do not ask them to spot a bug on cards yet.
- **Watch me spot the bug:** Lay cards A, C, B, D (trousers → shoes → socks → jumper). Wonder aloud if the steps will work, tally hands-up guesses, then act the wrong order until you stick. Name shoes-before-socks as the bug. Ask which two cards to swap; move to A, B, C, D and act it smoothly.
- **Act it, spot it, fix it:** Stay whole-class with the large set. Burst 1: children act each card as you point and freeze at the bug; one child swaps socks and shoes. Burst 2: one or two front robots act a secret swap while the class spots and helps fix. Burst 3: carpet check of trousers, socks, shoes, jumper. Change the spoken cue each burst so they know whether they are acting, spotting, or checking.
- **We spotted it and put it right:** Draw out: the bug was shoes before socks; we swapped those two cards; the smooth order felt better. Anchor with one familiar fixer (bike fixer or toy put-back-together) who checks steps and puts a wrong one right — same as we did.

What it should show

Most children will point to shoes or socks as the wrong step once they see the stuck-feet act. Some may blame the jumper — gently steer back to the feet. After the swap they should act trousers → socks → shoes → jumper smoothly and show that a bug is a wrong step we can put right, not a person being bad.

Misconceptions & interventions

- **A bug means I am bad at the job or I did something naughty.** — Frame it warmly: everyone spots bugs and puts them right. Point to the cards, not the child — the wrong step is on the floor, and we fix it together.
- **Any card that looks odd is the bug — often the jumper.** — Re-act only the stuck moment: shoes on bare feet, socks over shoes. Ask which two cards made the feet get stuck, and guide them back to shoes before socks.

Differentiation

Emerging	Developing	Proficient
• Keep trousers and jumper fixed; only ever swap socks and shoes so the bug is easier to see. • Pair a less sure child beside you at the front cards so they can point while you move.	• After the class fix, ask What should come before shoes? and invite them to point the smooth order alone.	• Invite a helper to invent a new silly bug (jumper before trousers) with the same cards and lead the class to put it right.

Cross-curricular hook

Links to oral language sequencing — children retell the four dressing steps in order after the fix.