10 · Project sheet · Program Ayo's Morning

Robot / Maker Lab practical · Nursery 1 · Term 1 · Week 2

1. At a glance

Time	40 minutes (fits the lesson; 15 min if used on its own)
Group size	Groups of 4 with fixed roles: card layer, two Ayos, checker
Learning goal	I can put my morning in order.
Coding idea	A routine is an algorithm: the same steps in the same order. Laying the cards is "programming" Ayo; acting them is "running the program".
Week link	https://rhinoxscientifica.com/q/n1-t1-w2

2. Materials needed

Item	Per	Low-cost swap
Morning cards: wake up, get dressed, walk to school	group	Draw them on paper
"Bath" card (Stretch)	group	Draw it, or skip
Masking tape row of 3 boxes with arrows	group	Chalk or 3 sheets of paper on the floor
Cut-out Ayo + a small box	class	Any box with a face drawn on it
Step Star stickers	child	Washable marker star on the hand

3. Safety and care

- Clear space for acting; children stand an arm's length apart.
- March on the spot; no running.
- Pretend to pull on a shirt; no real clothes swapping.
- Nobody stands or climbs on Ayo's box.
- Large cards only (choking rule).

4. Before the lesson

1. Print and cut the cards (Printables pages 1–2), one set per group.
2. Tape the 1 → 2 → 3 row beside the floor grid.
3. Make role cards or just decide roles for each group.
4. Read the lesson spec the evening before and lay out the cards.

5. Step-by-step guide

Step	Teacher says	Children do
1	"Ayo's morning is mixed up! Let's program it in the right order."	Look at the mixed-up cards
2	"Watch me: wake up (stretch), get dressed (pull on shirt), walk to school (march)."	Copy each action
3	"Card layer, lay the cards: first, next, last."	Card layer lays 3 cards in the row

Step	Teacher says	Children do
4	“Ayos, run the program! One card at a time.”	Two Ayos act the cards in order
5	“Checker, is it right?”	Checker points: “first, next, last”
6	“Swap roles!”	Repeat until all have laid the cards

6. Explore it

Question	Does the order of our morning matter?
Predict	“Can Ayo walk to school before he gets dressed?” Thumbs up or down.
Try	Act it the silly way: walk to school → wake up → get dressed. Then act it the right way.
Observe	“What was silly? Where was Ayo when he got dressed?”
Explain	Some steps must come before others. Our morning routine is an order we follow every day.

7. Talk about it

1a. What do you do first in the morning?

1b. What do you do next?

1c. What do you do before you leave for school?

2a. What happened when Ayo walked to school first?

2b. Which card did we move?

2c. Why must we get dressed before we go to school?

8. Support and stretch

Support	Start with 2 cards (wake up, get dressed). The teacher acts beside the child. The teacher can be the checker.
Stretch (optional)	Order 4–5 cards: wake up → bath → get dressed → walk to school. Never assessed.

9. How we check

Observation only, not marked.

Look for	Secure	With prompts	Not yet
Puts 3 morning pictures in order	☐	☐	☐
Acts the morning in the order laid	☐	☐	☐

10. Take-home and parent note

> **Dear parent or carer**

Today we **programmed Ayo's morning** with picture cards. Your child put the morning in order and acted it out.
At home: make a 3-picture chart of your child's morning together and stick it where they can see it each day.

11. Show and share

- One group programs Ayo's morning for the class; the class says "first, next, last".
- Optional: stand cut-out Ayo on his box beside the card row for the show.
- Every child who put the morning in order gets a **Step Star sticker**.



The Step Star is a weekly sticker, not a badge. The term badge "Step Thinker · Term 1" is awarded in Week 13.