10 · Project sheet · Robot Dance

Robot / Maker Lab practical · Nursery 1 · Term 1 · Week 6

1. At a glance

Time	40 minutes (fits the lesson; 15 min if used on its own)
Group size	Groups of 4–6; the rest of the class counts
Learning goal	I can do one move again and again (3 times).
Coding idea	One move card plus two ↻ cards = the move 3 times. Repeating keeps a program short: the seed of loops.
Week link	https://rhinoxscientifica.com/q/n1-t1-w6

2. Materials needed

Item	Per	Low-cost swap
Move cards: clap, stamp, jump	group	Draw them, or use hand signs
“Do it again” ↻ cards (two)	group	Draw a circle arrow on paper
Masking tape jumping line (optional)	class	Chalk line, or jump on the spot
Step Star stickers	child	Washable marker star on the hand

3. Safety and care

- Small jumps only, on the spot or over a flat tape line.
- No jumping off chairs, boxes or steps.
- Spread out: an arm’s length between children.
- Stop and rest if anyone is dizzy or tired.

4. Before the lesson

1. Print and cut the move and ↻ cards (Printables pages 1–2).
2. Tape a jumping line if using the optional Build.
3. Pick an action rhyme for the finish.

5. Step-by-step guide

Step	Teacher says	Children do
1	“Robots can do it again! Watch: clap… do it again… do it again!”	Count the claps: 1, 2, 3
2	“Your group: choose one move card.”	Group picks clap, stamp or jump
3	“Put two ↻ cards under it. ↻ means do that card again.”	Lay move card, ↻, ↻
4	“Show us your robot dance! Class, count!”	Group does the move 3 times; class counts 1, 2, 3
5	“How many times? Show me with fingers.”	Everyone holds up 3 fingers

Step	Teacher says	Children do
6	“Now everyone, our action rhyme, each move 3 times!”	Class does the rhyme together

6. Explore it

Question	What happens if we add another ↻ card?
Predict	“One clap card and three ↻ cards: how many claps?” Hold up fingers to guess.
Try	Lay clap ↻ ↻ ↻ and do it while counting.
Observe	“How many claps did we do? Four!”
Explain	Each ↻ means one more time. Robots repeat exactly what the cards say.

7. Talk about it

1a. Which move did your group choose?

1b. How many times did you do it?

1c. Which card told you to do it again?

2a. What do you do again and again at home?

2b. How many times do you clap in our rhyme?

2c. Why is “do it again” quicker than lots of cards?

8. Support and stretch

Support	One ↻ card (2 times). The teacher counts aloud and moves with the child.
Stretch (optional)	Repeat a 2-move pattern 3 times: step–clap, step–clap, step–clap. Never assessed.

9. How we check

Observation only, not marked.

Look for	Secure	With prompts	Not yet
Does one move 3 times with the ↻ cards	☐	☐	☐
Explains that ↻ means “do that card again”	☐	☐	☐
Counts to 3 with the moves	☐	☐	☐

10. Take-home and parent note

> **Dear parent or carer**
>
> Today we did a **Robot Dance**. Your child used “do it again” cards to repeat a move 3 times. Coders call this a loop.
>
> At home: “Clap… do it again… do it again!” and count together. Try stamps and jumps too.

11. Show and share

- Each group performs its robot dance; the class counts and holds up fingers.
- Finish with the whole-class action rhyme.
- Every child who did one move 3 times with the ↻ card 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.