10 · Project sheet · Story Circle

Robot / Maker Lab practical · Nursery 1 · Term 1 · Week 8 · Practice & Play

1. At a glance

Time	40 minutes (fits the lesson; 15 min if used on its own)
Group size	Groups of 4–6 in a circle
Learning goal	I can put pictures in story order and fix a wrong one.
Coding idea	A story is a sequence. Ordering story cards and fixing swapped ones is the same skill as ordering and debugging robot steps.
Week link	https://rhinoxscientifica.com/q/n1-t1-w8

2. Materials needed

Item	Per	Low-cost swap
Ayo's market-trip cards (4) + 5th Stretch card	group	Act the trip as a story walk
Story strip (4 boxes)	group	Four sheets of paper in a row
Jack and Jill cards (4)	class	Act the rhyme without cards
Cereal-box strip + glue (optional)	group	Paper strip
A mat for acting	class	A clear carpet space
Step Star stickers	child	Washable marker star on the hand

3. Safety and care

- Act "fall down" by sitting down gently; never fall from standing.
- Roll only on a mat or soft carpet.
- An adult cuts the cereal boxes before class; children use glue sticks only.
- Large cards only (choking rule).

4. Before the lesson

1. Print the story cards and strips (Printables pages 1–4); put each group's mixed-up set in an envelope.
2. Decide which group gets the 3-card set and which the 5-card Stretch.
3. 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 story is mixed up! Open your envelope."	Groups tip out the 4 cards
2	"What happened at the beginning? Put it in box 1."	Find "leave home" and place it
3	"What happened next? Then? Last?"	Place bus, bread, come home

Step	Teacher says	Children do
4	“Retell it together: first…, next…, then…, last…”	Group retells the story
5	“One friend, swap two cards secretly. Can the group fix it?”	Find and swap back two cards
6	“Act your story for the class!”	Group acts; class retells

6. Explore it

Question	Does the story still make sense if two pictures swap?
Predict	“Can Ayo come home before he buys the bread?” Thumbs up or down.
Try	Swap “buy bread” and “come home”, then retell it. Then swap them back and retell again.
Observe	“What was silly about the swapped story?”
Explain	Stories, like robot steps, only make sense in the right order. We check and fix the order.

7. Talk about it

1a. What happened at the beginning of Ayo’s story?

1b. What happened next?

1c. How did the story end?

2a. In Jack and Jill, what happened first?

2b. What happened when Jack fell down?

2c. Which two parts did the teacher swap?

8. Support and stretch

Support	3 cards only (leave home, buy bread, come home). The teacher points to each box: “first…, next…, last…”.
Stretch (optional)	Add “eat the bread at home” and retell 5 pictures in your own words. Never assessed.

9. How we check

Observation only, not marked.

Look for	Secure	With prompts	Not yet
Orders 3–4 story pictures	☐	☐	☐
Retells them in order	☐	☐	☐
Swaps back two swapped pictures	☐	☐	☐

10. Take-home and parent note

Dear parent or carer

Today we put **Ayo's market trip** story in order, retold it and fixed it when two pictures were swapped.

At home: after an outing, ask your child to retell it: "What did we do first? Next? Last?"

11. Show and share

- Two groups act their story; the class retells it together.
- Show any cereal-box story strips.
- Every child who ordered, retold and fixed the story 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.