10 · Project sheet · Term 2 Station Check

Practical check · Nursery 1 · Term 2 · Week 12 · Assessment

1. At a glance

Time	40 minutes per period; as many periods as needed in Weeks 11–12
Group size	Groups of 4–6 rotating; 3–4 children at a time at Station 1
Learning goal	I can copy and continue a pattern, say what comes next, sort by one rule and make my own pattern.
Coding idea	Show what we know: patterns repeat, so we can continue and predict them; rules decide groups.
Week link	https://rhinoxscientifica.com/q/n1-t2-w12

2. Materials needed

Item	Per	Low-cost swap
Pattern strip + colour cards; move cards	Station 1	Draw them
6 picture cards + 2 hoops	Station 1 and 2	Chalk circles
Record sheet (Guide 05) and a pencil	teacher	Your register
Sorting cards (W6)	Station 2	Classroom objects
Paper and crayons	Station 3	Pencils
Three station signs	class	Say the station names

3. Safety and care

- Stations spread out; walk between them.
- Big picture cards only; dance moves stay small.
- Keep it calm and kind: it is a game, not a test.

4. Before the lesson

1. Set up three stations and print the signs (Printables).
2. Prepare the Station 1 kit and the record sheet.
3. List the children still to be seen after Week 11.

5. Step-by-step guide (Station 1)

Step	Teacher says	Children do
1	“This is Ayo’s pattern: red, blue, red, blue. Add 2 more.”	① Continue by 2 cards
2	Clap, stamp, clap, stamp… freeze. “What comes next?”	② Say what comes next
3	“Sort these 6 cards into the hoops. What is your	③ Sort and say the rule

Step	Teacher says	Children do
	rule?”	
4	“Make your own pattern with 2 move cards. Dance it!”	④ Make and perform own AB
5	Write E, D, S or X for each item.	—
6	“Thank you! Off to the next station.”	Move to Station 2 or 3

6. Explore it

Question	(Extending only) Can the child continue an AB pattern with new objects?
Predict	“Spoon, cup, spoon, cup… can you keep it going?”
Try	Lay spoon, cup, spoon, cup; the child adds 2 more. Or sort the 6 cards by a new rule.
Observe	Does the child do it alone?
Explain	If yes, write X. It is celebrated but has no effect on the badge.

7. Talk about it

1a. Which pattern game did you play today?

1b. What came next?

1c. What was your sorting rule?

2a. Tell me about your drawing.

2b. What pattern did you draw?

2c. What repeats?

8. Support and stretch

Support	If a child is unsure, record what they did (E or D) and plan extra play in Term 3. Never turn the check into teaching.
Stretch	None this week. Celebrate Stretch work at the Week 13 showcase.

9. How we check

Observation and practical only; record E / D / S / X.

Look for	Secure	With prompts	Not yet
① Copies and continues an AB pattern	☐	☐	☐
② Says what comes next	☐	☐	☐
③ Sorts 6 cards by one feature and says the rule	☐	☐	☐
④ Makes and performs own AB pattern	☐	☐	☐

10. Take-home and parent note

> **Dear parent or carer**
>
> This week your child played our pattern games while the teacher watched what they can do. There was **no written test**.
>
> Next week is our showcase and badge day!

11. Show and share

- Children show their “Me and Ayo’s pattern” drawings to a friend.
- Save the drawings for the Week 13 showcase wall.
- Every child who took part gets a **Step Star sticker** for doing their best.



The Step Star is a weekly sticker, not a badge. The term badge “Step Thinker · Term 2” is awarded in Week 13 for Secure on the term checklist.