10 · Project sheet · Smart Review Stations

Robot / Maker Lab practical · Nursery 1 · Term 3 · Week 10 · Revision

1. At a glance

Time	40 minutes (four stations, about 6 minutes each)
Group size	Groups of 4–6 rotating; the teacher stays at Station 3
Learning goal	I can say the problem, break a job into small steps and try another way.
Coding idea	Bring back every thinking step from memory; fix a simple error.
Week link	https://rhinoxscientifica.com/q/n1-t3-w10

2. Materials needed

Item	Per	Low-cost swap
Four station signs	class	Say the station name and show one example
Problem + step cards	station	Act the problems
Taped route + road-closed box	station	Chalk line + cushion
3×3 grid, forward/stop cards, cut-out Ayo	station	Paper squares; a toy
Big blocks + plank	station	Boxes + a book
Step Star stickers	child	Washable marker star on the hand

3. Safety and care

- Big blocks only; no climbing on builds.
- Towers no taller than a knee.
- Road-closed box light and empty.
- Walk between stations.

4. Before the lesson

1. Place the four signs and the materials.
2. Print the Term 3 checklist (Guide 05).
3. Read the Common Mistakes table in the lesson spec.

5. Step-by-step guide

Step	Teacher says	Children do
1	(Problem picture) “What is the problem?”	Say it and one way to solve it
2	“Two claps: move to the next station.”	Move on two claps
3	Station 1: “Say the problem, lay 3 steps.”	Lay 3 step cards
4	Station 2: “Road closed!”	Swap in go round; test
5	Station 3: “Lay your route. Now fix my swap.”	Order 3 cards; swap back two

Step	Teacher says	Children do
6	Station 4: “Build, test, change one thing.”	Rebuild ramp or tower; test again

6. Explore it

Question	Can we remember all our thinking steps?
Predict	“Which station will be easiest for you?”
Try	Visit all four stations.
Observe	“Which thinking step did each station use?”
Explain	Thinkers use the same steps again and again to solve new problems.

7. Talk about it

1a. What was the problem at Station 1?

1b. Which card did you swap at Station 2?

1c. Which two cards were swapped at Station 3?

2a. What did you change at Station 4?

2b. Which station was hardest?

2c. What is your favourite problem you solved?

8. Support and stretch

Support	Extra turns at the hardest station; start with 2 cards, then 3.
Stretch (optional)	Harder station cards (4-step jobs). Never assessed.

9. How we check

Observation only, not marked. No quiz.

Look for	Secure	With prompts	Not yet
Says the problem and its small steps	☐	☐	☐
Finds another way (go round card)	☐	☐	☐
Changes a ramp or tower after a test	☐	☐	☐
MVL: orders 3 cards and swaps back two swapped cards	☐	☐	☐

10. Take-home and parent note

Dear parent or carer

Today we did **Smart Review**: we remembered all our Term 3 thinking steps.

At home: when something goes wrong, ask “What is the problem? What are the small steps?”

11. Show and share

- Children show their favourite-problem drawings: “The problem was… I solved it by…”
- Everyone says: “Say the problem, break it small, try another way!”
- Every child who took part at all four stations gets a **Step Star sticker**.



The Step Star is a weekly sticker, not a badge. The term badge “Step Thinker · Term 3” is awarded in Week 13.