10 · Project sheet · Term 3 Station Check

Practical check · Nursery 1 · Term 3 · Week 12 · Assessment + MVL

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 say the problem and its small steps, try another way, change my build after a test, and put 3 steps in order and fix a wrong card.
Coding idea	Show what a thinker can do: decomposition, debugging, building and sequencing.
Week link	https://rhinoxscientifica.com/q/n1-t3-w12

2. Materials needed

Item	Per	Low-cost swap
Problem picture cards	Station 1	Act the problem
Walk-straight + go-round cards, a box on a mat	Station 1	Hand signs
Groups' W11 ramps + large toy car	Station 1	Teacher ramp: plank on a block
Shop step cards (leave home, buy bread, go home)	Station 1	Draw them
Record sheets (Guide 05) and a pencil	teacher	Your register
Paper and crayons	Station 3	Pencils

3. Safety and care

- Stations spread out; walk between them.
- Big blocks only; no climbing on ramps.
- Car wheels checked.
- 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 sheets.
3. List the children still to be seen after Week 11; bring the T1 and T2 MVL notes.

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

Step	Teacher says	Children do
1	(Problem card) "What is the problem? Tell me 3 steps to wash your hands."	① Say the problem + 3 steps aloud, no cards
2	(Box on the mat) "The road is closed. What will you do?"	② Swap in go round; walk it

Step	Teacher says	Children do
3	(At the W11 ramp) “Test it. What will you change?”	③ Test; add a block; test again
4	(Mixed shop cards) “Put them in order.” Then swap two: “Fix them!”	④ MVL: order 3 + swap back two
5	Write E, D, S or X for each item; tick MVL.	—
6	“Thank you! Off to the next station.”	Move to Station 2 or 3

6. Explore it

Question	(Extending only) Can the child order and fix a routine they have not seen before?
Predict	“Can you put the planting cards in order?”
Try	Dig → seed → water, mixed; then swap two.
Observe	Does the child order and fix it alone?
Explain	If yes, write X. It is celebrated but has no effect on the badge.

7. Talk about it

1a. Which Ayo game did you play today?

1b. What was the problem?

1c. How did you fix Silly Ayo’s cards?

2a. Tell me about your drawing.

2b. What problem are you solving?

2c. What makes you a thinker?

8. Support and stretch

Support	If a child is unsure, record what they did (E or D) and pass it to the Nursery 2 teacher. 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 and the MVL.

Look for	Secure	With prompts	Not yet
① Says the problem + 3 small steps aloud	☐	☐	☐
② Finds another way (go round)	☐	☐	☐
③ Changes a ramp or tower after a test	☐	☐	☐
④ MVL: orders 3 shop cards + swaps back two	☐	☐	☐

10. Take-home and parent note

Dear parent or carer

This week your child played our Ayo thinking games while the teacher watched what they can do. There was **no written test**.

Next week is our showcase and badge day: the end of Nursery 1!

11. Show and share

- Children show their “Me as a thinker” 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 Step Thinker · Term 3 badge and the Step Thinker Year badge are awarded in Week 13.