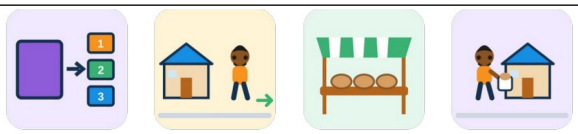
02 · Lesson spec

Break It Small · 40 minutes · fully unplugged

Goal (I can)	**I can break a job into small steps.**
Teacher aim	Children say the small steps of a big job, then lay 3 step cards in order before acting.
Focus	Decomposition
Key words	big job · small steps · break · part · shop
Materials	3 shop step cards per group (leave home, buy bread, go home). A box shop with paper bread. Practical corner: a mat to roll; a jug, a bowl and large card counters (bigger than a toilet-roll opening). Books, crayons.
Before class	Read this plan. Print or draw one set of shop cards per group of 4–6. Set up the box shop on the grid. Put large card counters in the jug and count them in and out.



1. Think (8 min)

- **Say:** “Ayo must go to the shop to buy bread. That is a big job!” Ask: “What small steps does he do?”
- Let children say them in their own words before you show any cards. Then lay the 3 cards in order together.
- **Extra (not in the Teacher Guide) – hand signs:** big job = arms wide · small steps = tiny steps on the spot · break = snap a stick · part = hold up one finger · shop = hand out to pay.

2. Move (10 min)

- **Act the plan:** leave home (hold a grown-up’s hand to cross the road) → buy bread at the box shop → go home. Say each step before you act it. Repeat with new children. Ready children add “pay” as a 4th step.

3. Code (12 min)

- Groups say the small steps aloud, then lay the 3 cards in order; one child acts them.
- **Practical corner:** groups break “roll a mat” or “pour big card counters from a jug into a bowl” into small steps and act them.

4. Book & close (10 min)

- **Activity Book:** children join 1, 2, 3 to the small steps in order, then draw 3 small steps of a job they do.
- **Close:** “A big job is easier when we break it small!”

Activity Book page

- Join 1, 2, 3 to the shop steps in order; draw 3 small steps of a job. Not marked.

How we check

- **Look for:** Does the child say the small steps of “Ayo goes to the shop” before choosing the cards, then put the cards in order?

Common mistake

- Children grab the cards before thinking. Hold the cards back and say: “Tell me the steps first.” Give the cards only after they have said them.

Support and stretch

- **Extra help:** Place the last card (“go home”) for the child. They say and place the other two. Then act each step together.
- **Stretch (optional, not in badges):** Break a bigger job into 4 steps (e.g. add “pay”).

No power? No problem

- Fully unplugged: needs no power, device or kit. No printer? Draw the 3 steps on paper. No counters? Pour big folded paper squares; never water, rice or beans.

Before and next

- Before: Week 1 What is a Problem?; Term 1 W2 routine order and W9 planning cards before acting. Next: Week 5 plans a build in 3 steps; the Week 8 challenge; Week 12 checklist.

> **Safety**
> Counters bigger than a toilet-roll opening; count in and out. Plastic jug and bowl. In the acting, always cross the road with a grown-up.

Hand signs (where shown) and the Safety box are Lesson Plan extras added by Rhinox. Everything else follows the Teacher Guide and the Activity Book.