

## Título: WHAT COMES NEXT?

**Educational level:** Pre-school Education (5 years)

**Curricular areas:** Discovering and exploring the environment.

**Timing:** 2 sessions  
(any term).



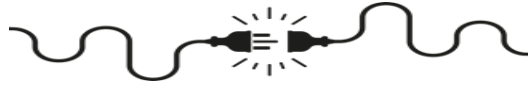
## Short Description of the activity

This activity combines computational thinking and historical exploration, so children are allowed both to work logical sequences and knowing deeper about History through time and historical characters.

A preparatory session is included, in which children will solve three different mazes, one for each character (a prehistoric man, a knight and an astronaut). This fact will help children to know each specific sequence, that will be needed later for their relay races.

Relay races consists in running from turns to get and order the right sequence of four cards for each character.





## Objectives



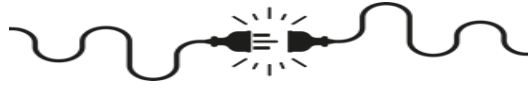
The objectives of the activity are the following:

- Develop observation and reflexion abilities.
- Work the ability to make sequencing.
- Improve spatial orientation and fine motor skills.
- Promote critical thinking and solving problems skills.
- Develop social and teamworking skills.
- Introduce concepts of temporary organization.

### Key Competences to develop:

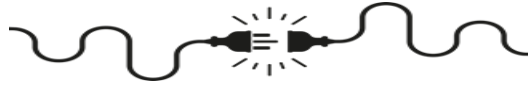
- Personal, social and learning to learn Competences: through making mazes and sequencing, children autonomy and solving problems skills will be improved.
- Digital Competence: through basic computational thinking and sequencing.
- Citizenship Competence: through cooperation and respect in the really races, which will help children to work collaborative in teams, strengthening coexistence.
- Linguistic Competence: this activity will improve oral communication skills, through the need to explain and share instructions and sequences to follow.
- Concioussness and cultural expression: promoting cultural diversity and different historical characters through time.





## How do we do?

1. Start introducing the three characters and explain the sequence for each one. Give the mazes to the children in little groups for getting and inferring the right sequencing of the three to be sure they have understood them.
2. Cards must be prepared previously face up, mixed and placed on a table or a surface in class.
3. Divide the classroom in two areas: one for placing the cards and another for organizing the sequences they get after the relay races.
4. Organize different teams. First in the queues, will receive at the beginning the card for the character they must complete the sequence.
5. Relay races will start and each runner by turns, will run to the cards area to choose what he or she thinks is the following card in their sequences. and the second, third, etc. So on and so forth.
6. The following children in queues repeat the process until their finish their sequences that must be ordered to be assessed by the teacher and decide the winner team.



## Suggestions

Once the children control the activity, a competitive element could be introduced, such as limit the time for finishing.

Velcro could be used in cards to put them in order over a felt board previously given to each team.



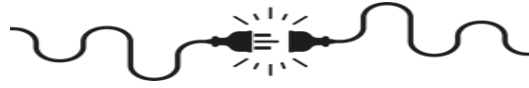
## Resources

- **Personals:** teachers and children.
- **Materials:** printed character mazes.  
Colour pencils.  
Printed characters cards.  
Velcro (optional).

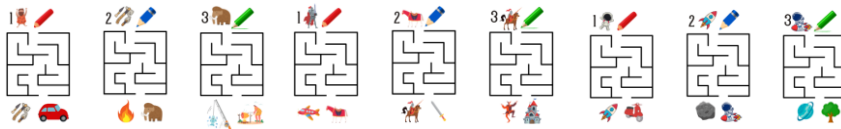


**Spaces:** classroom.

**Type of activity:** icebreaking.



## 1. Mazes to solve ([download](#)).

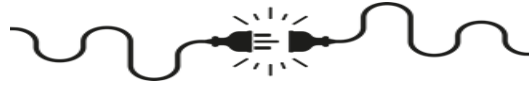


## 2. Character cards ([download](#)).






## 3. Character's sequences ([download](#)).

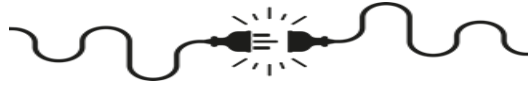




## What have we learnt?

Assessment criteria			
<b>Identify and order correctly the sequence cards.</b>	Identify and order correctly and autonomously all the sequence cards.	Identify and order correctly with little indications most of the cards in each sequence cards.	Order some cards correctly with help from teacher.
<b>Active participation in the activity.</b>	Active participation with no distraction in the activity.	Active participation with little distractions.	Participation with lots of distractions and reminders are required.
<b>Proved skills to relate concepts.</b>	Relate and understand clearly all the elements.	Relate and understand clearly most of the elements.	Relate and understand clearly some of the elements with some help.
<b>Understand the instructions and respect the game rules.</b>	Understand and follow the instructions respecting the game rules	Understand and follow the instructions respecting the game rules with little reminders	Understand and follow the instructions respecting the game rules with multiple reminders.





## Computational Thinking



**Logic (prediction and analysis):** use critical thinking to make predictions, solve problems and take decisions based on available information.

**Abstraction (erase unnecessary details):** make a problem easier erasing unnecessary details to be focused on essential and relevant information.



## More information

[Activity instructions](#)



QR codes with activity resources



Printing cards



Character's sequences



Mazes