

Title: RELAY SEQUENCE

Educational level: 2nd cycle Early Childhood Education.

Curricular areas: Discovery and Exploration of the Environment.

Timing: 1 session of 45 minutes (in any term).



Summary

In this relay race, students will be divided into different teams and will need to arrange sequences of images on various themes. The goal is for students to understand the importance of having all elements in a sequence in order for the whole to function.

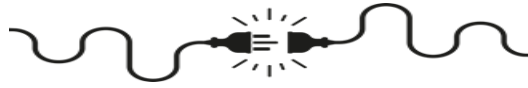


Aims

- Arrange the cards within each sequence.
- Make decisions collectively and by consensus.
- Develop communication and cooperation skills.

Key competencies to develop: linguistic, scientific and technological, personal, social, and learning to learn.





How do we do it?

1. Prepare a large space to create several lines for the relay race.
2. Place the cards with different disordered sequences on a table.
3. Divide the students into several teams with the same number of participants and line them up.
4. Randomly give each team the first card of a sequence.
5. At the signal, the first participant from each team must run to the table containing the sequence cards and choose one they think belongs to their sequence. They will return to their team and share it with them. At that moment, the next team member will go to get the next card.
6. Once they have all the cards corresponding to the sequence, they must arrange them correctly. When they have it sorted, they will notify the teacher.
7. The teacher will check the order of the sequence and validate if it is correct.

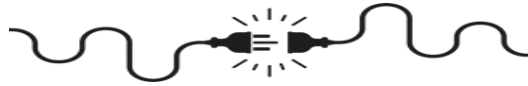
Suggestions

Points can be awarded to the team that finishes first, and more sequences can be given.

The same activity can be carried out with the different themes offered, covering various content.

The difficulty can be varied by giving more than one sequence to each team.





Resources

- **Personal:** teachers and students.
- **Materials:** sequence cards



Spaces: open space, cleared classroom.

Type of activity: group, by teams.



Here you can find links to the cards that can be used in this activity. You just need to print, cut out, and, if desired, laminate the cards.

[D12 CHICK HATCHING](#)

[D12 TREE GROWTH](#)

[D12 RAINY DAY](#)




[D12 AGE EVOLUTION](#)

[D12 DAYS OF THE WEEK](#)

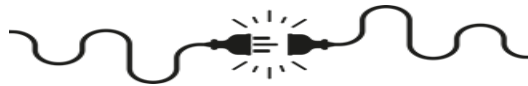




What have we learned?

| Assessment Criteria |  |  |  |
|---|---|--|---|
| Arranges the cards within each sequence. | | | |
| Makes decisions collectively and by consensus. | | | |
| Communicates effectively and cooperates with peers. | | | |





Computational Thinking

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

Algorithms (steps and rules): is a step-by-step process that solves a problem or completes a task.

Patterns (recognise and use similarities): recognising similarities or patterns in problems or data, which means come up with solutions quickly and effectively.



More information

QR codes to the activity resources:



Chick hatching



Tree growth



Rainy day



Age evolution



Days of the week