

Tuesday 6th October 2026

challenge: complete your French work

★ TUESDAY ★	
08:30 08:50	 123  Reading Arithmetic TTRS
08:50 09:20	 Close Reading
09:20 10:30	 Times Tables  Maths
10:30 10:45	 Break Time
10:45 11:40	 Literacy
11:40 12:10	 Music
12:10 13:00	 Lunch Time
13:00 13:15	 Handwriting
13:15 14:05	 PE (Downstairs)
14:05 15:05	 Computing

Click on the colour to hear the audio.

 orange	 bleu	 gris	 rouge	 vert
 noir	 violet	 jaune	 blanc	 marron

Tuesday 6th October

TBAT: explore author's choice of language.



NIM STOOD IN the doorway, looking out to sea one last time before the sun set, just in case Jack got home faster than he thought, because no matter how much she liked reading letters from Alex Rover, she'd like to see Jack's sails even more.

Through the shadows she could see not a boat, but a brownish-green dot floating in on the waves.

"Chica's coming!" Nim shouted, but Selkie and Fred had settled down for the night; Selkie grumble-barked, but neither of them moved.

In a few minutes, it would be completely dark. Nim pulled on her sweater and grabbed the flashlight.

Its light shone pale in the dusk as she jumped down the rocks to Turtle Beach. Walking slowly on the cold night sand, she turned off the flashlight and waited.

The turtle paddled steadily toward her, a hump of shell glooming dark in the gray waves, and heaved herself onto the sand.

Nim crept closer. "Welcome home, Chica!"

Chica was too busy to answer. She dragged her huge body up above the reach of the highest tide and started

1. Why do you think the author describes the turtle as a "brownish-green dot"?
2. What picture do you get in your mind when the turtle "heaves herself onto the sand"?
3. How do the words about the "cold night sand" make you feel about the beach at that moment?
4. What other phrase tells the reader that it is cold?

- Tuesday 6th October
- TBAT: explore author's choice of language.

scooping out sand with her strong front flippers. It was hard, grunting work.

Nim squatted beside her, watching quietly in the darkness and wiping away sand from the turtle's watery eyes, until the hole was just as deep and wide as it needed to be.

The stars scattered brightly and were mirrored in the sea, a fat crescent moon rose amongst them, and egg after round white egg rolled into the bottom of the nest.

"Ninety-nine!" Nim whispered as Chica pushed sand back into the hole, rocking her heavy body back and forth till the sand was thumped hard and smooth. She didn't want anyone else to know where her precious babies were hidden.

"Maybe in a few years," Nim told her, "ninety-nine turtles will come back and lay their eggs here, too!"

For as long as she could remember, Chica had been the only turtle to swim out of the sea, back to this beach where she was hatched, to lay her own eggs.

"But maybe this year some of your daughters will be old enough." She tickled Chica's wrinkly chin till her wise turtle eyes blinked with happiness. "You can meet them when they come to lay their eggs—and then their daughters will come back, and then their daughters, and there'll be lots of turtles again!"

Chica blinked again, sleepily this time.

'The stars scattered brightly'
What image does this phrase give the reader?

How have her blinks changed?

06.10.26

Times tables

Match the multiplication fact to the correct repeated addition facts.

5 x 5

5 x 2

5 x 7

5 x 4

5 x 3

5 x 6

5 + 5 + 5 + 5 + 5 + 5 + 5

5 + 5

5 + 5 + 5 + 5 + 5

5 + 5 + 5 + 5 + 5 + 5

5 + 5 + 5 + 5

5 + 5 + 5

Match the multiplication fact to the addition fact. Then, answer them underneath in your book.

06.10.26

TBAT: recognise and identify
faces on 3D shapes.

3 in 3

Can you name two 3D shapes?

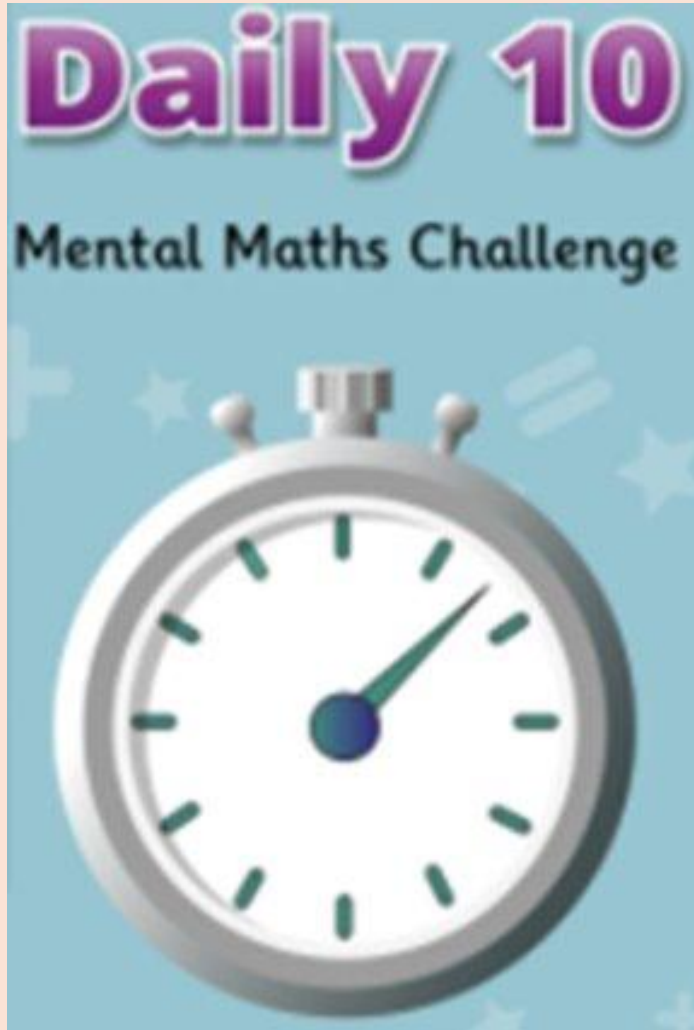
What is a face on a 3D shape?

How many faces does a cube have?

I have 1 curved face and 2 flat faces.
What 3D shape am I?

06.10.26

TBAT: recognise and
identify faces on 3D shapes.



[Daily 10 - Mental Maths Challenge - Topmarks](#)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

06.10.26

TBAT: recognise and
identify faces on 3D shapes.

Describe a 2D shape.

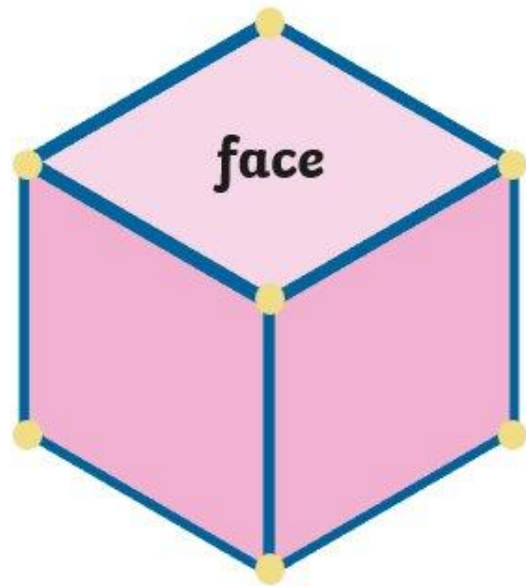
Describe a 3D shape.

What are the properties of a 3D
shape?

06.10.26

TBAT: recognise and identify faces on 3D shapes.

A polyhedron is a 3D shape (solid) with flat faces.
More than one polyhedron can be called polyhedra or **polyhedrons**.



The **face** is a flat surface of a polyhedron.

The **edge** is where the faces meet.

The **vertex** is where the edges meet.

Vertices: this is the word used for more than one **vertex**.

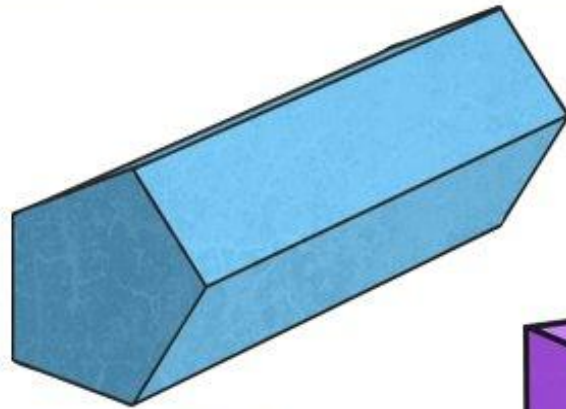
06.10.26

TBAT: recognise and identify faces on 3D shapes.

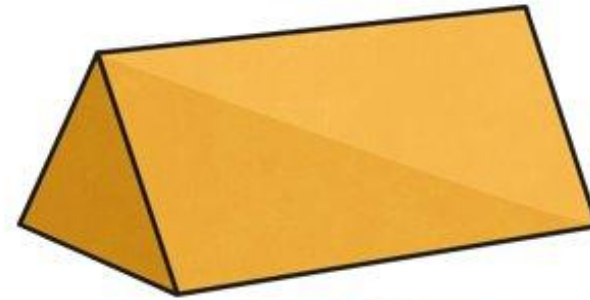
A prism is a polyhedron that has the same 2D shape face at both ends.

If you cut the prism, the cross-section will be the same shape and size as both the ends.

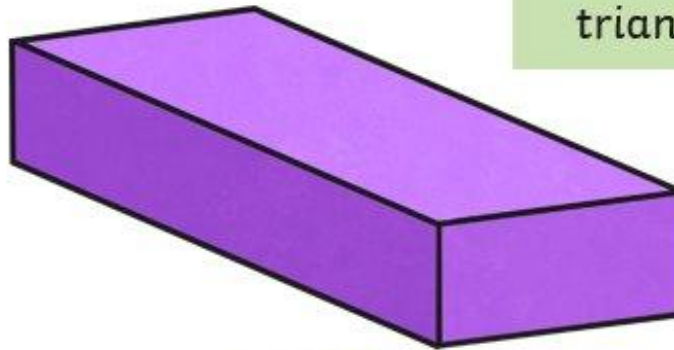
Can you name these prisms?



pentagonal prism



triangular prism



cuboid

06.10.26

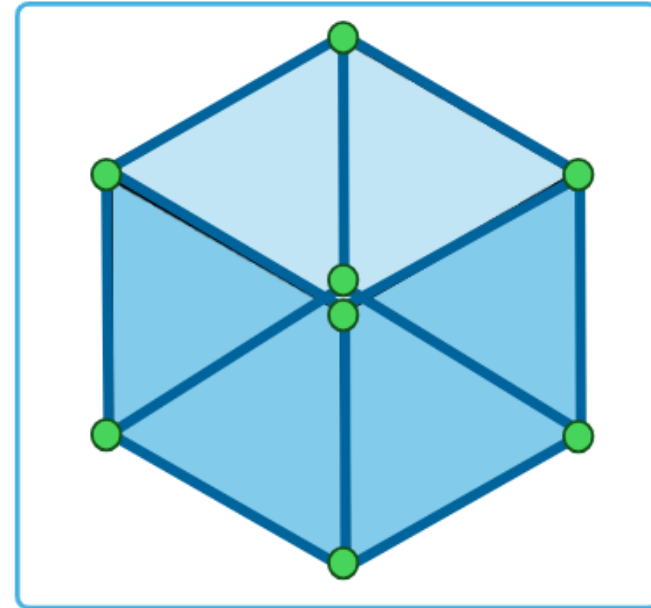
TBAT: recognise and identify faces on 3D shapes.

Let's practise describing a cube together.

6 faces

12 edges

8 vertices



A cube has 6 square faces, 12 edges and 8 vertices.

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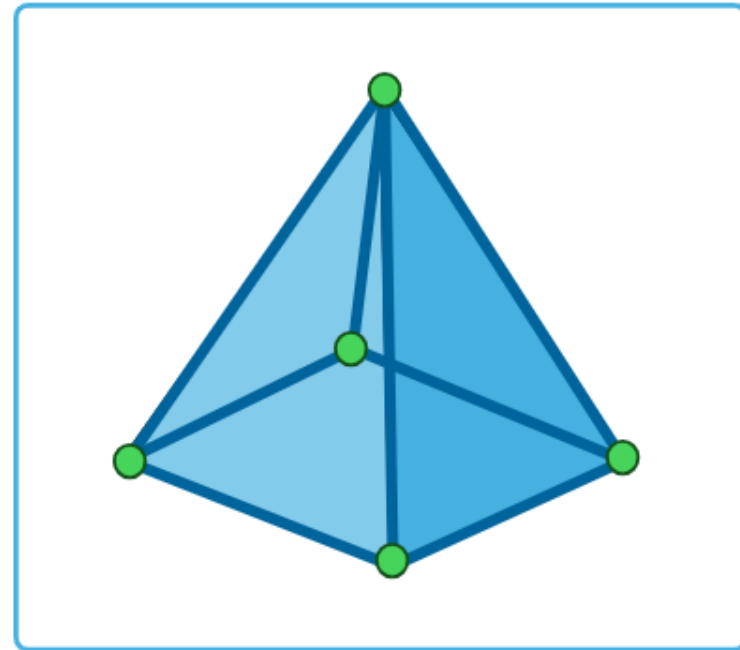
TBAT: recognise and
identify faces on 3D shapes.

How would you describe this shape?

How many square faces?
How many triangular faces?

How many edges?

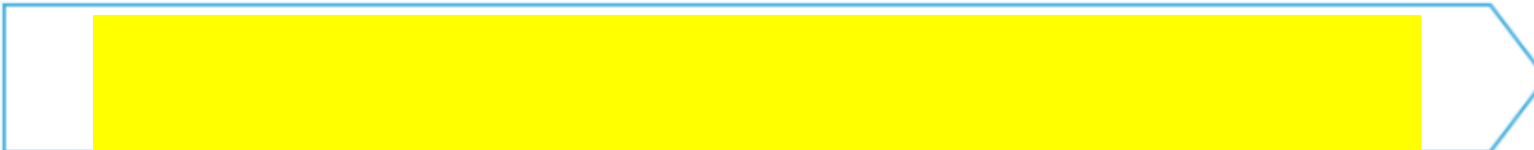
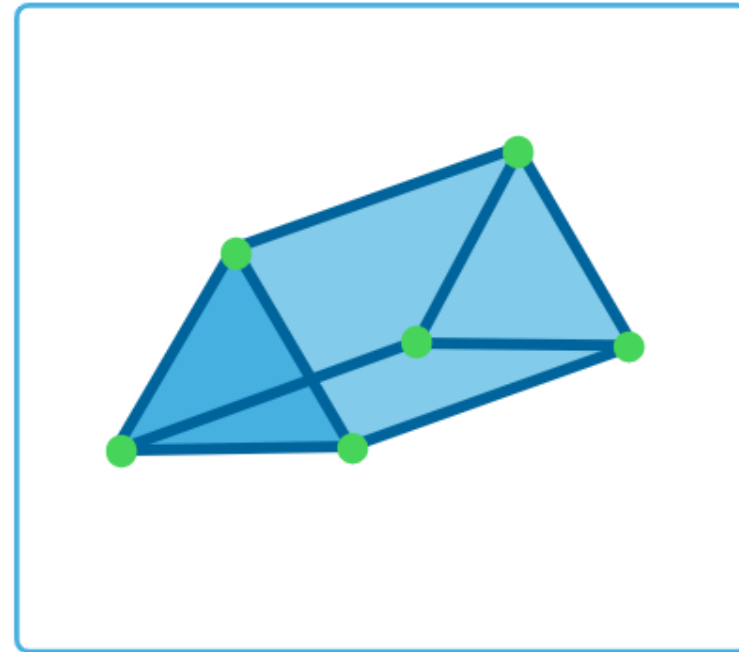
How many vertices?



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TBAT: recognise and identify faces on 3D shapes.

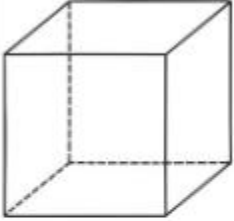
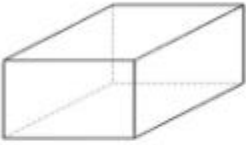
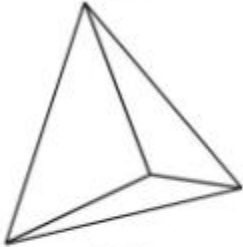
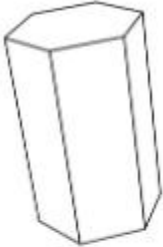
Can you describe this shape to a friend?



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TBAT: recognise and identify faces on 3D shapes.

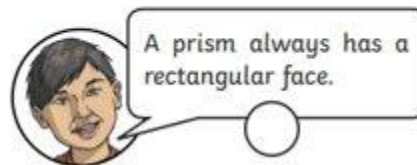
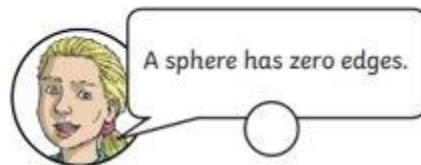
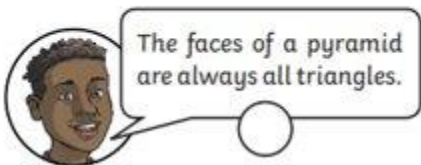
Independent Task:

Name of 3D Shape	Name of 3D Shape	Name of 3D Shape	Name of 3D Shape	Name of 3D Shape	Name of 3D Shape
					
It has... ☐ edges ☐ vertices ☐ faces	It has... ☐ edges ☐ vertices ☐ faces	It has... ☐ edges ☐ vertices ☐ faces	It has... ☐ edges ☐ vertices ☐ faces	It has... ☐ edges ☐ vertices ☐ faces	It has... ☐ edges ☐ vertices ☐ faces

RP A cube and cuboid both have flat faces. Do they have the same number of faces? How are their faces the same and how are they different?

Challenge

Tick the statements that are true and explain your choices:



06.10.26

TBAT: recognise and identify faces on 3D shapes.

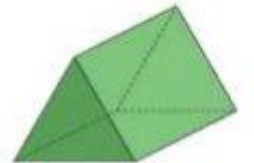
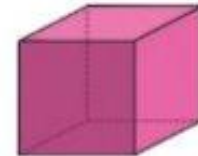
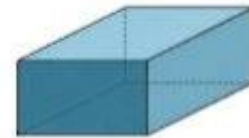
Mastery

A 3D shape has a flat, circular face. What shape could it be?



Mastery with greater depth

Which of these shapes could be the odd one out? Explain your answer.



Tuesday 6th October

TBAT: use subordinating conjunctions

3 in 3

Fill in the prepositions:

The glowing sky was _____ the tall trees.

The sea shushed _____ the golden sand.

The fish were sparkling _____ the water.

Tuesday 6th October

TBAT: use subordinating conjunctions

A **subordinating conjunction** is a word which joins two parts of a sentence or sentences together, where the less important part adds information about the other and relies on it to make sense. For example: when, if, because, that

[Subordinating conjunctions - Grammar: Video playlist - BBC Bitesize](#)

Tuesday 6th October

TBAT: use subordinating conjunctions

The extra information in each of these sentences relies on the first part of the sentence to make sense.

I like to play at the park **when** it is sunny.

I like to play at the park **if** my friend is there.

I like to play at the park **that** is on my street.

I like to play at the park **because** it is fun.

The second part of each sentence after the subordinating conjunction is the less important part of the sentence. It may not make sense without the first part of the sentence.

Tuesday 6th October

TBAT: use subordinating conjunctions

if	since	as	when	although	while	after	before	until	because
I	S	A	W	A	W	A	B	U	B

Tuesday 6th October

TBAT: use subordinating conjunctions

Partner Talk

What word could fill the gap in the sentence? How many can you think of?

They skipped into school _____ it was the day of the school trip.

Tuesday 6th October

TBAT: use subordinating conjunctions

Partner Talk

What word could fill the gap in the sentence? How many can you think of?

They ran to school _____ they would be there quicker.



Think of all possible answers.
Extend the sentence again
with another conjunction.

Tuesday 6th October

TBAT: use subordinating conjunctions

On whiteboards

What word could fill the gap in the sentence? How many can you think of?

They had to go to football practise _____ it was raining.



Think of all possible answers.

Extend the sentence again with another conjunction.

Tuesday 6th October

TBAT: use subordinating conjunctions

On whiteboards with partner

Write your own sentence using the word 'before'.



Think of all possible answers.

Extend the sentence again with another conjunction.

Tuesday 6th October

TBAT: use subordinating conjunctions

Knowledge check

Which of these sentences uses a subordinating conjunction correctly?

- a) The cat sat on the wall although looked around.
- b) Because we went to the park.
- c) We played inside because it was raining.

Tuesday 6th October

TBAT: use subordinating conjunctions

Independent:

Add the missing word to the sentence.

I wore my raincoat _____ it was raining.

The football was flat _____ we could not play with it.

I finished my homework _____ I was tired.

so

although

when

because

Tuesday 6th October

TBAT: use subordinating conjunctions

Add an ending to the sentences using a subordinating conjunction:

Jack was hungry ...

Nim was worried ...

because

so

until

Challenge: rewrite the sentence using a different conjunction.

When

although

since

until

Tuesday 6th October

TBAT: use subordinating conjunctions

Write your own sentences using the conjunctions :

Before

As

While

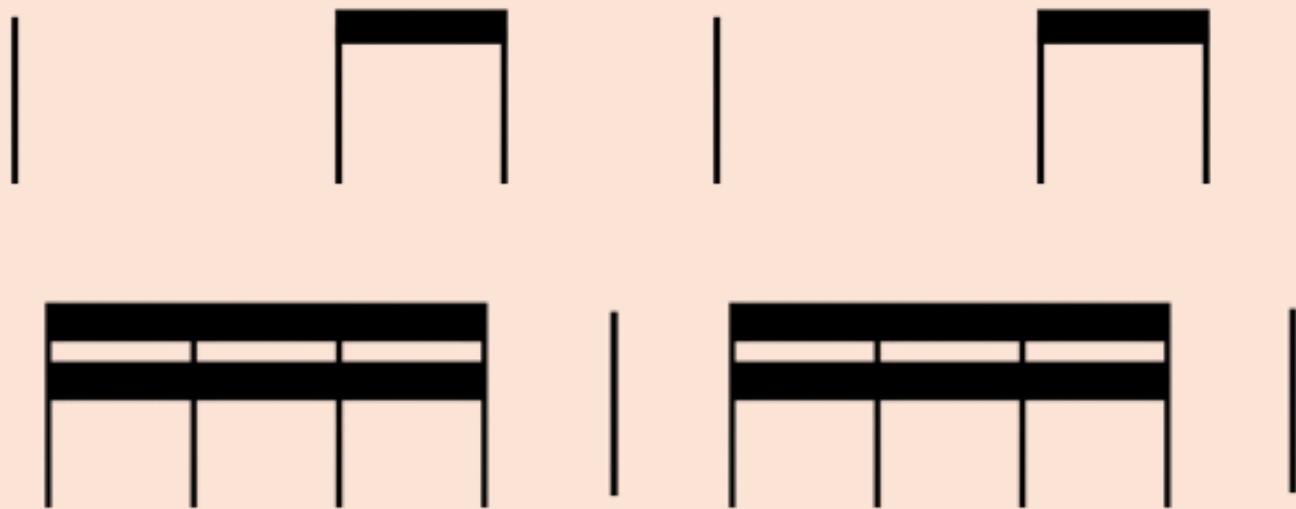
Challenge: Use the conjunction at the start of the sentence instead of the middle.

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

3 in 3

Clap these rhythms



Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

ostinato

a repeating musical pattern which can be rhythmic or melodic



texture

the combination of different layers of sounds



accompaniment

a musical part that supports the main melody or chant

ensemble

a group of people who perform together

rehearse

to practise in order to improve and prepare for performance

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

These songs and chants will help us warm up our voices gently, and help us to get focused and ready to learn.



Boom Chicka Boom



A Ram Sam Sam

Are you ready to sing?

My throat feels warm.



Laura

My muscles feel relaxed.



Jun

I am concentrating and ready to learn.



Sofia

Tuesday 6th October

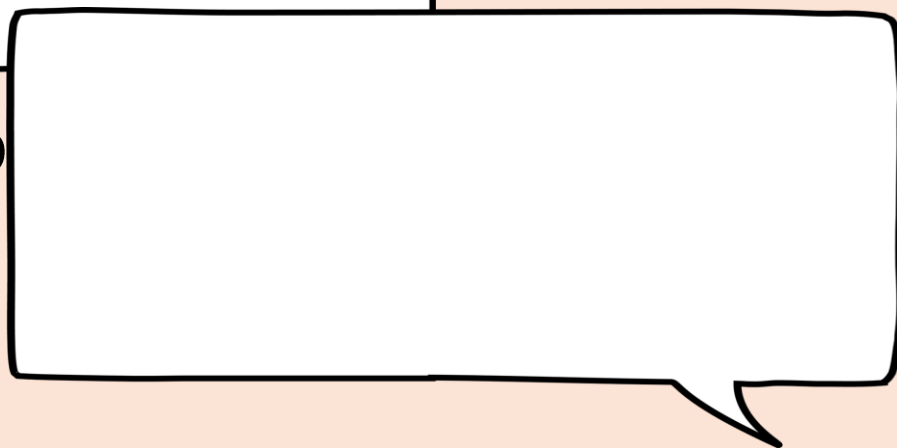
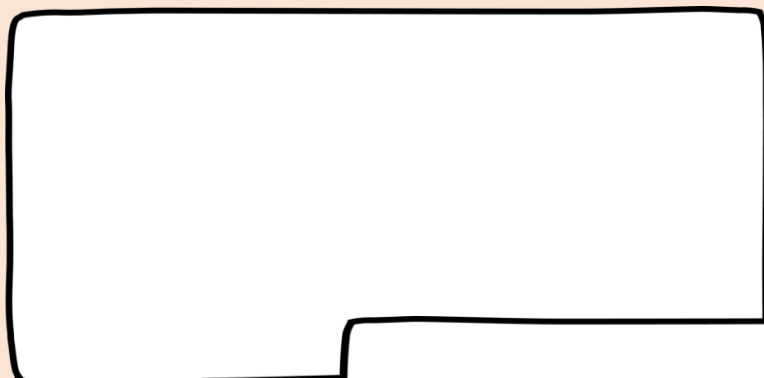
TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

We are going to layer sounds to create music with a thick **texture**.

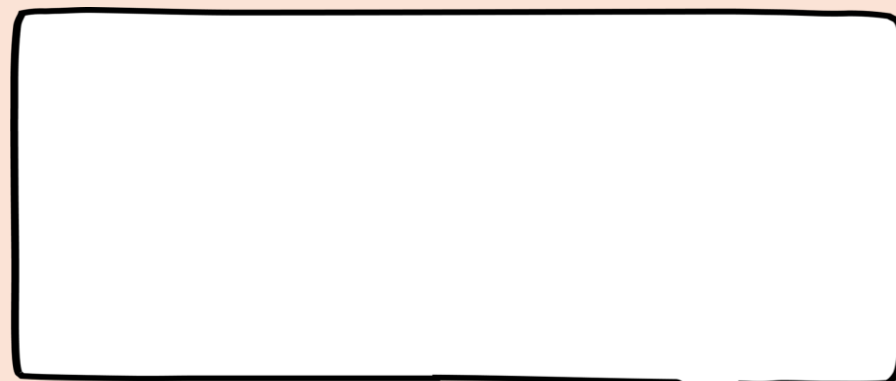
We can add ~~musical~~ punctuation playing on important words.



Aisha



Alex



Laura

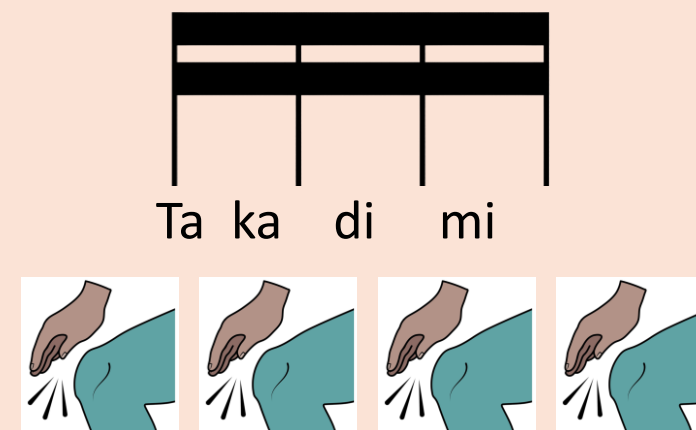
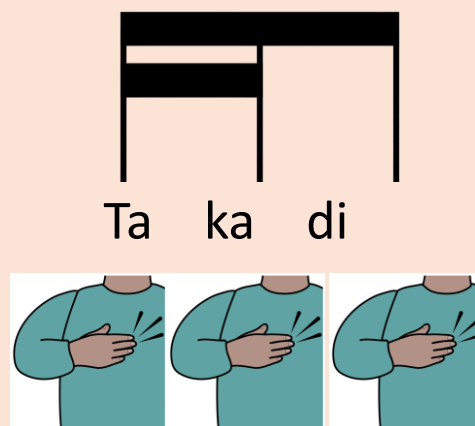
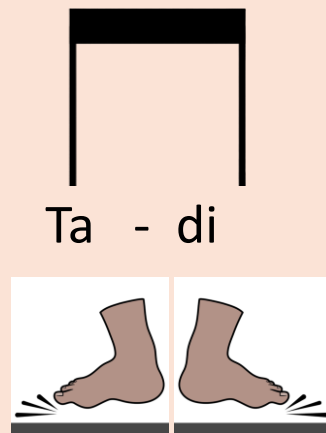
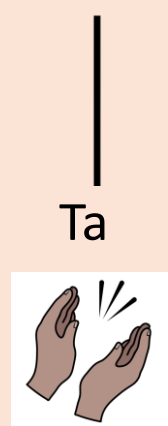
unpitched
in the beat.

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

We can use body percussion to help us perform rhythms accurately.

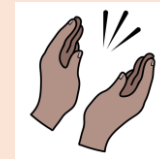
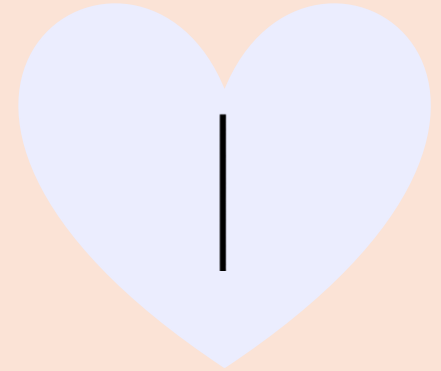
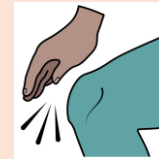
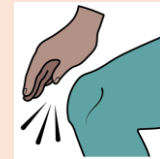
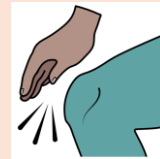
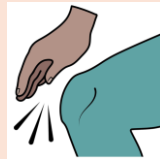
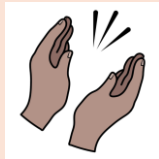
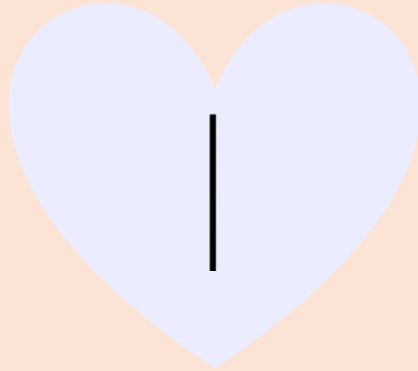
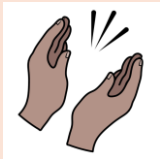
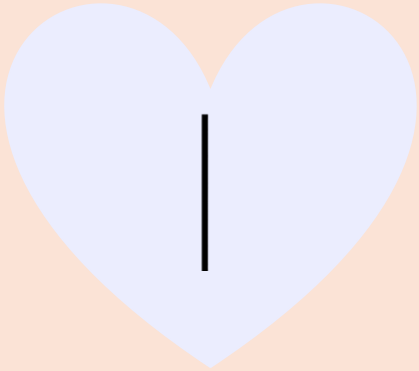
Let's perform some four beat rhythms, using these body percussion sounds:



Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

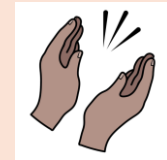
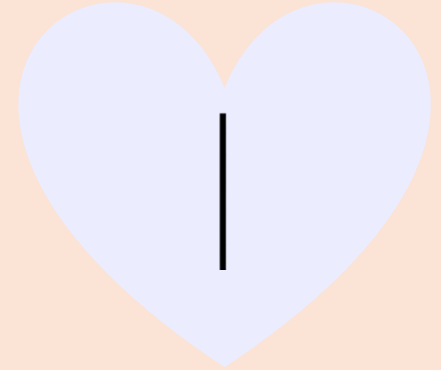
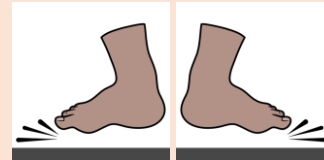
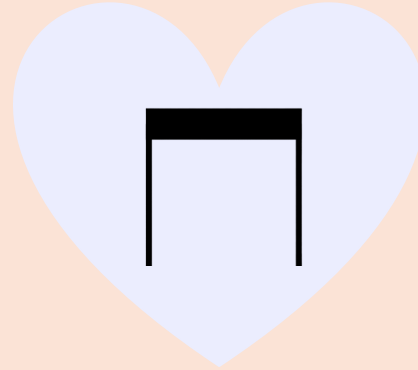
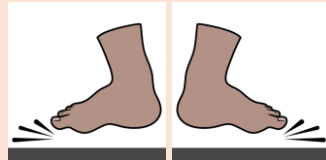
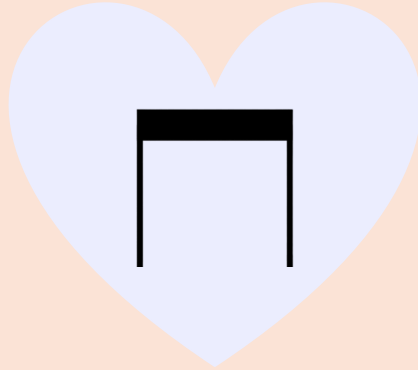
Practise this rhythm. Repeat it over and over to create an **ostinato**.



Tuesday 6th October

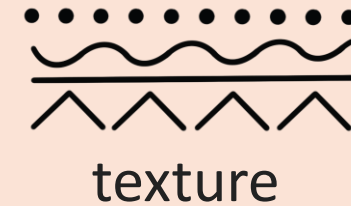
TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

Now try this one.



Building a layered texture using ostinato

When the two **ostinato** patterns are played at the same time, it creates a thicker **texture**.



Listen to this example. First we hear the clave pattern two times, then the drum enters playing the second pattern.

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

The more layers of sound, the thicker texture.

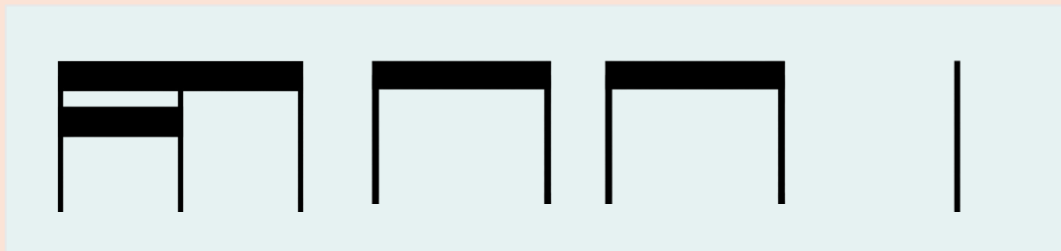


Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

Split into two groups.

Using body percussion, practise playing one of the **ostinato** patterns together with your group.



Try playing your **ostinato** at the same time as the other group.

We need to have a steady pulse to keep in time together.



Lucas

We need to listen to each other.



Sam

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

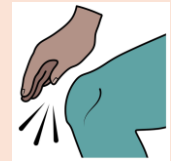
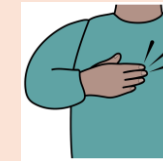
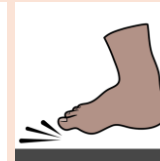
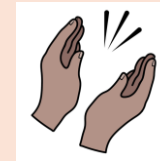
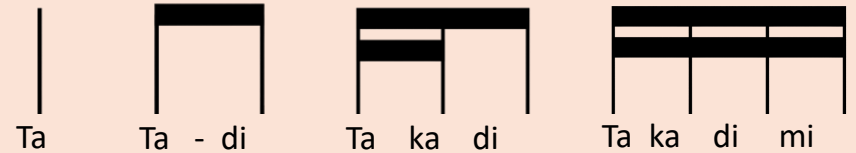
On the next slide are four more rhythms.

1. Chant each rhythm so you know how it sounds.

2. Add the correct body percussion for each beat.

3. When you're confident, repeat the rhythm over and over to create an **ostinato**.

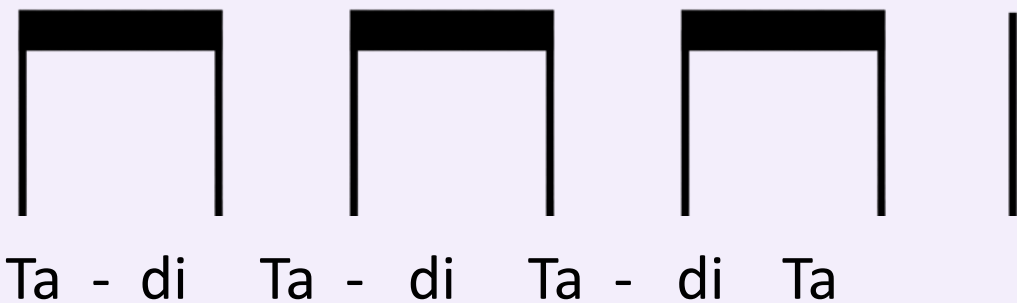
4. Divide into four groups. Give each group one rhythm to perform. Start with group 1, then layer each group joining in one new rhythm at a time. Make sure each new entry is on beat 1.



Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

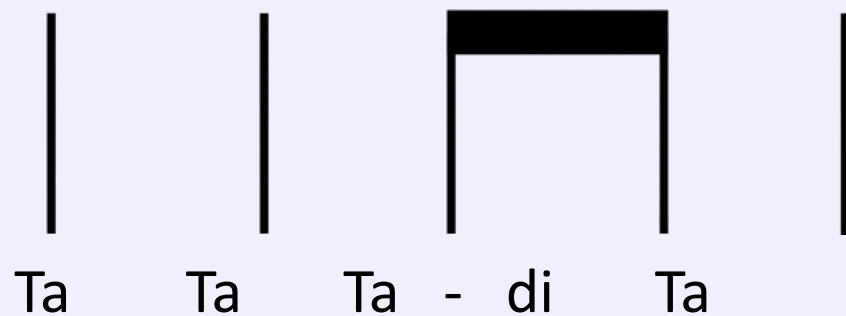
Group 1:



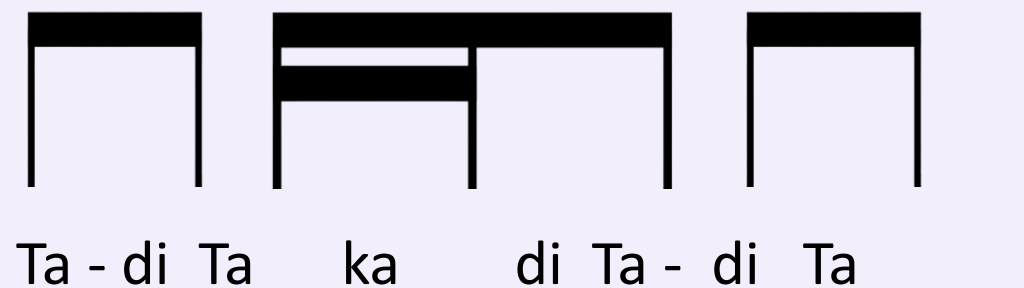
Group 2:



Group 3:



Group 4:



Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

How did it go?

- Did you keep a steady pulse as you played the **ostinato** with your group?
- Were you able to play your pattern accurately while the other groups played something different?
- Did you stop playing together at the end of the musical sentence?

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

Listen to a new version of the Alligator chant.



As you listen, tap the beat gently on your hand.



What did you notice as you listened and tapped the **beat**?

Alligator high, alligator low,
Alligator fast and then he's slow.
Alligator up, alligator down,
Alligator on the farm and also in the town.



Sam

The tempo was getting faster
and faster!



Alex

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

Clap the beat as you perform the Alligator chant.

Keep a steady pulse as the tempo increases.



tempo

Alligator

high,

alligator

low,



Alligator

fast

and

then

he's

slow.

Increasing the tempo is one way to enhance our performance.

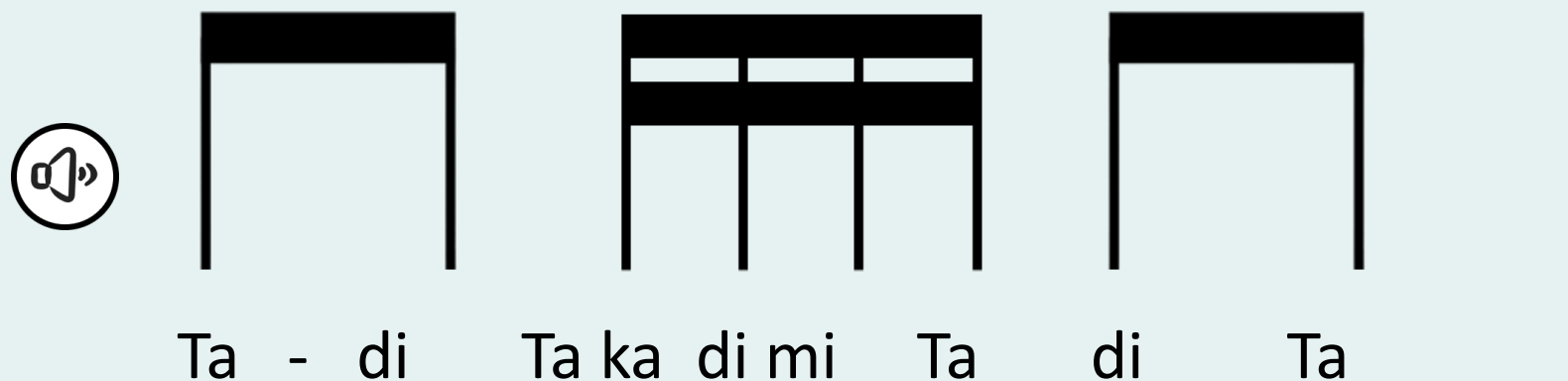
Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

We can **accompany** our chant using an **ostinato**.

Adding an **ostinato accompaniment** will create **texture** and make our performance more exciting.

Here is a four beat rhythm:

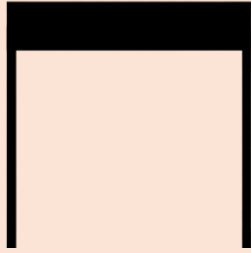


Clap and chant the rhythm.

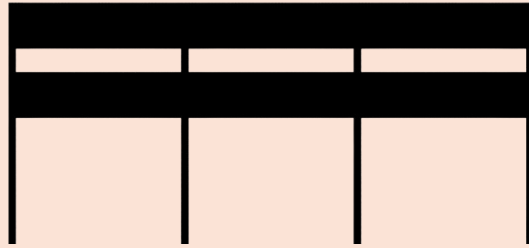
Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

We will perform the rhythm using the same body percussion actions:



stomp



pat knees



clap

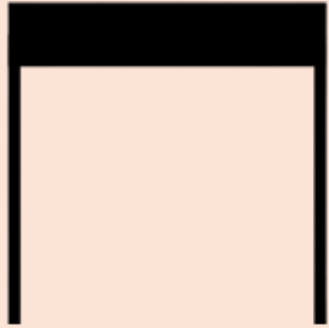


Tuesday 6th October

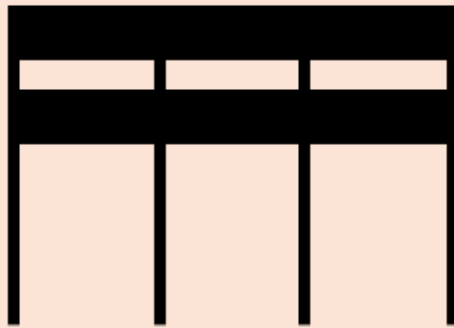
TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

Practise the rhythm using body percussion.

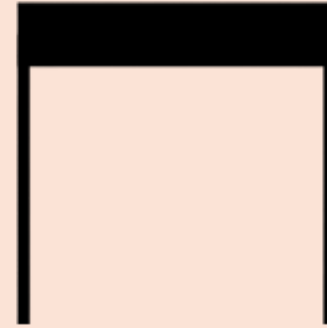
Repeat the pattern over and over like an **ostinato**, keeping a steady pulse.



stomp-stomp



pat-pat-pat-pat



stomp-stomp



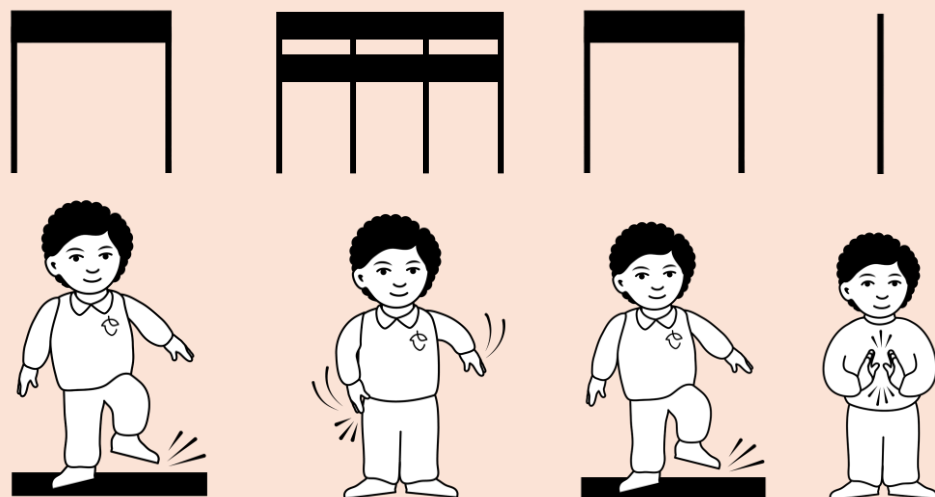
clap



Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

Use the **ostinato** pattern to **accompany** the Alligator chant.



Alligator high, alligator low,
Alligator fast and then he's slow.
Alligator up, alligator down,
Alligator on the farm and also in the town.

Jun



Say the chant and perform the body percussion pattern at the same time.

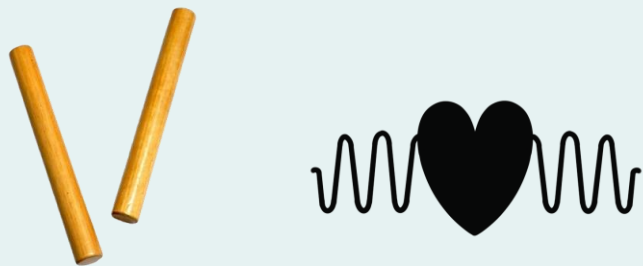
Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

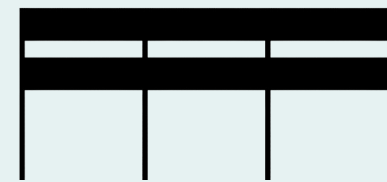
We can add more layers of sound to our **accompaniment** to create a thicker **texture**.

We could do this by:

playing the beat



accenting the word **alligator**



all - i - ga - tor

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

We will create an **ensemble** performance of our Alligator chant.

When we perform together as a group, it is called an **ensemble**.



Lucas

Before performing as an **ensemble**, we will need to **rehearse** together in order to be successful.

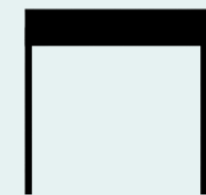
Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

Split into four groups and decide which part each group will perform in the **ensemble**.



Alligator high, alligator low...



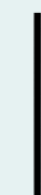
Ta - di



Ta-ka-di-mi



Ta - di



Ta



all - i - ga - tor

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

Things to consider when **rehearsing** and performing in an **ensemble**:

- Chant “ready, steady, off we go” to help you start at the same time.
- Listen to and watch each other and keep a steady pulse to help you stay in time together.
- Consider the dynamics of your chanting/playing so that all parts can be heard.

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

1. **Rehearse** and perform the Alligator chant with a layered **accompaniment** as part of a class **ensemble**.

You will work in four groups to create a layered **texture**.

2. Think about ways to enhance your final performance.

You might try:

- performing the chant three times, increasing the tempo each time
- changing the dynamics: starting quietly and getting louder
- choosing different instruments

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

Work in four groups to create a layered **texture**.

Group 1:



Alligator high, alligator low...

Group 2:



Group 3:



Ta - di Ta-ka-di-mi Ta - di Ta

Group 4:



all - i - ga - tor

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture



Alligator

high,

alligator

low,



Alligator

fast

and

then

he's

slow.



Alligator

up,

alligator

down,



Alligator

on the farm and also in the town.

Tuesday 6th October

TBAT: build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture

Evaluate your performance:



Jun

We kept a steady pulse as we played and chanted together.



Aisha

We decided to play with a faster tempo. It made the chant more exciting.

I made sure not to play my instrument too loud, so you could still hear the chant.



Alex

We listened to each other as we chanted and played.



Izzy

Rehearsing layers of untuned accompaniments under a chant

We can use **ostinato** patterns to **accompany** a musical performance.



We can combine different layers of sound to add **texture** to an **accompaniment**.

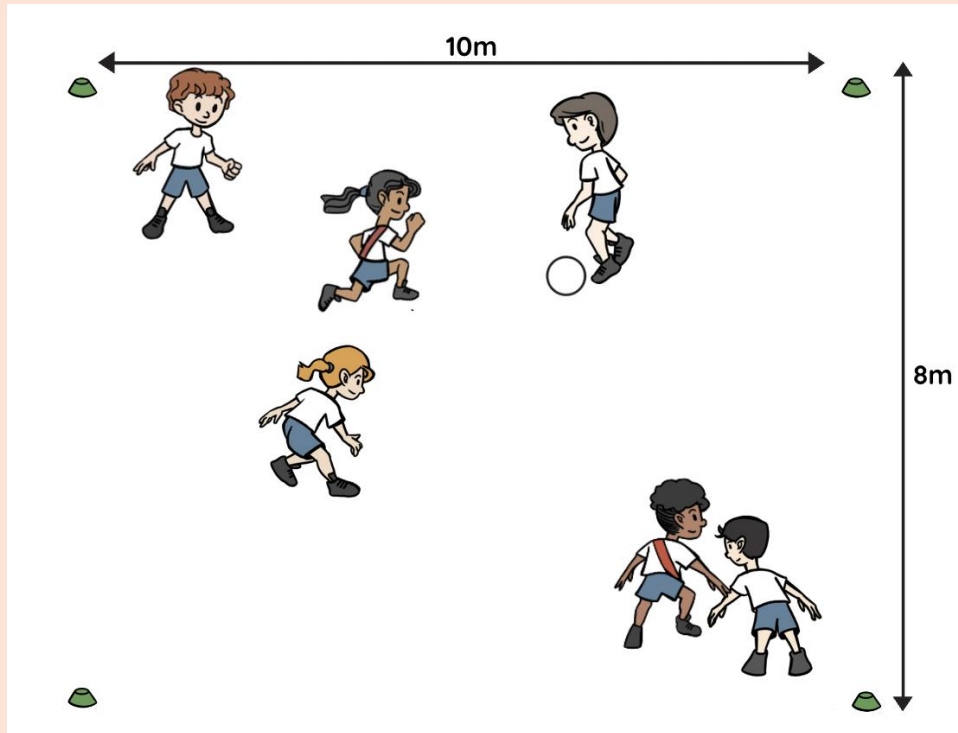


We can play multiple layers of sound simultaneously as an **ensemble**.

Adding more layers of sound creates a thicker **texture**.

PE

TBAT: apply tactics to small sided games

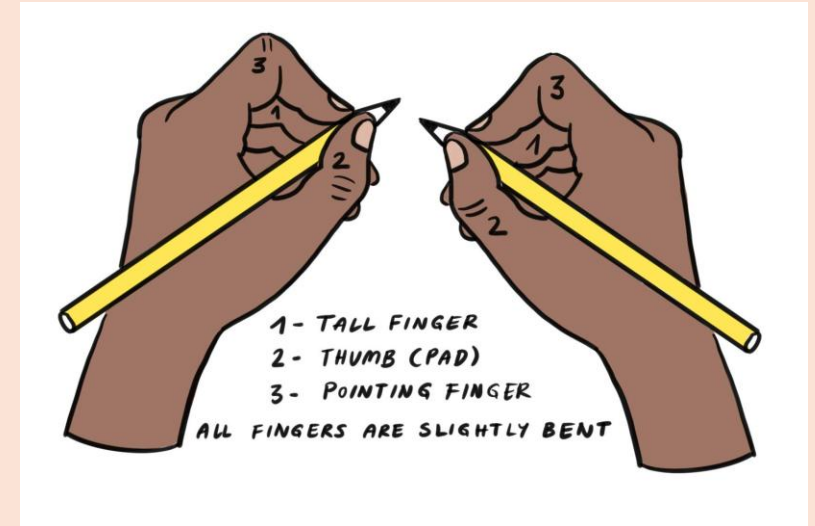
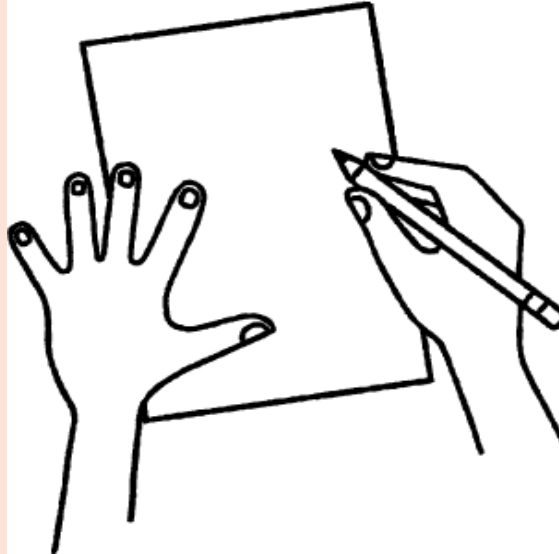


Handwriting warm-up

Before we start, what are these pictures reminding you to do?



- sit on a chair at a table
- feet flat on the floor
- back against the chair

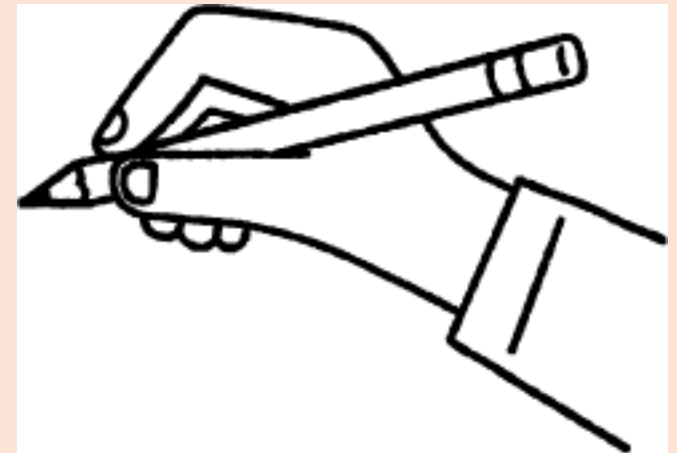


- angle of hand, paper, pencil correctly in the tripod grip
- non-writing hand supports

Handwriting warm-up

Before starting to write, it is important to warm up your hand and wrist muscles.

Your hands and wrists get stronger when you exercise them.



Warming up your hands before writing will help to improve your handwriting.

Handwriting warm-up

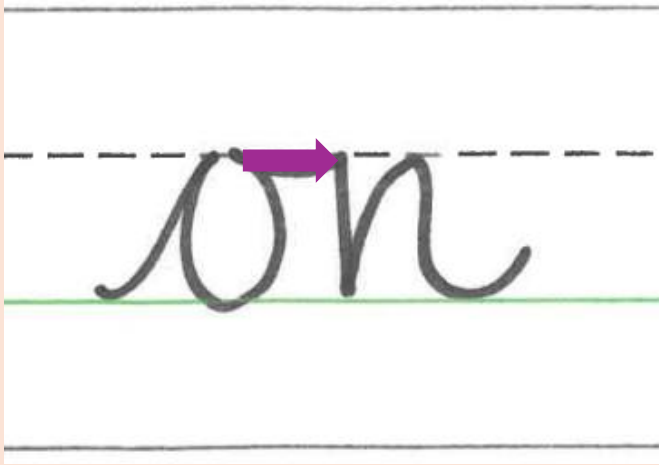
I do the **finger touch** warm-up and the **wiper wrists** warm-up.

You do the **finger touch** warm-up and the **wiper wrists** warm-up.



The third join: on

What do you notice about how these letters are joined?



The third join is from the **x-height line** to the **x-height line**.

a



All the letters have a **lead in** and a **lead out**.

The first letter has a **lead in** from the baseline.

The join starts at the **x-height line** and **dips below** the **x-height line** and back up to join the next letter.

The last letter has a **lead out** on the baseline.

The gap between the letters is big enough that the letters are not touching.

The third join: on

I will form the join on in the air with my finger.

You will form the join on in the air with your finger.



Focus on the join. It should be smooth and flowing.

The third join: on

Let's practise the third join: on

1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself '**ready, line, go**'.
3. Put your pencil on the baseline to start your **lead in** and go up to the **x-height line** to form the letter o in an anti-clockwise direction.
4. To join, keep your pencil on the **lead out**, **dip below** the **x-height line** and back up, leaving enough space for the next letter but not a big gap.
5. Go down to form the letter n and finish with a **lead out** at the baseline.



Keep your pencil flowing smoothly as you connect the letters.

The third join: on

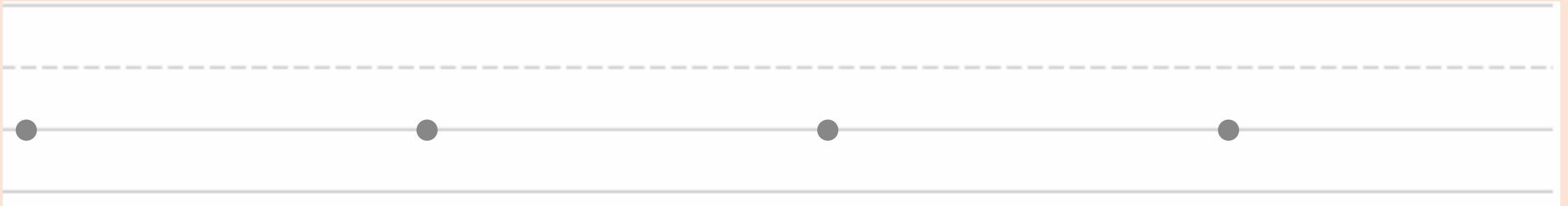
1. Practise the third join: on

a. Go over the grey examples.

Position, question



b. Try using the starting dot.



c. Complete two lines independently on your tramlines.

06.10.16

TBAT - design a digital device.

digital device	an object that uses computer technology to work; it stores or processes information
-----------------------	---

input	data that is sent to a program to be processed
--------------	--

process	a program, or part of a program, which is running on a computer
----------------	---

output	the result of data processed by a computer
---------------	--

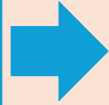
Identify input and output devices

Digital devices must have an **input**, **process** and **output**.



input

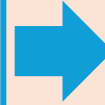
You press a button on the keyboard.



```
When 'H' key  
pressed,  
display 'H'  
  
When 'e' key  
pressed,  
display 'e'  
  
When...
```

process

A program is run on a computer, which sets what happens when a key is pressed.



output

You see the letter on the screen that matches the button that you pressed.

Identify input and output devices



Jun

What is an **input**?

An **input** is something that goes into a device. It instructs the device what to do.



Sofia

Identify input and output devices



Jun

What is an **output**?

An **output** is something that comes out of a device. It shows you what the device is doing.



Sofia

Identify input and output devices

Do you recognise these **input** devices?



Input devices can be used to cause a process to happen. For example, a keyboard press, a mouse click, a button press.

Identify input and output devices



Jun

Are devices only **input** or **output**?

No, some devices can be both **input** and **output** devices. A touchscreen is a great example — you touch it for an **input** and it shows you something for an **output**.



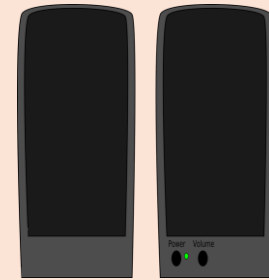
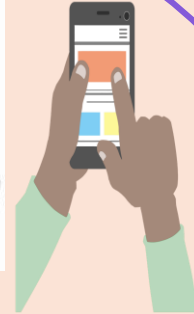
Sofia

Identify input and output devices

input devices



output devices



Identify input and output devices



Jun

Why is the printer in the middle of the venn diagram?



Some printers are multifunction devices which include a photocopier, scanner and printer. Multifunction printers have **inputs** such as touchscreen, photocopier and scanner. There are also **outputs** such as printing.

Identify input and output devices

Which object is both an **input** and an **output** device?

mouse

touchscreen



speaker

cable

Identify input and output devices

Fill in the blanks on the table to complete the **input** and **output** devices.

input device	digital device	output device
button	doorbell	sound
touchscreen	tablet	
	pedestrian crossing controller	green light shows
controller	toy car	

Identify input and output devices

Fill in the blanks on the table to complete the **input** and **output** devices.

input device	digital device	output device
button	doorbell	sound
touchscreen	tablet	screen and speakers
button	pedestrian crossing controller	green light shows
controller	toy car	motor makes the wheels move

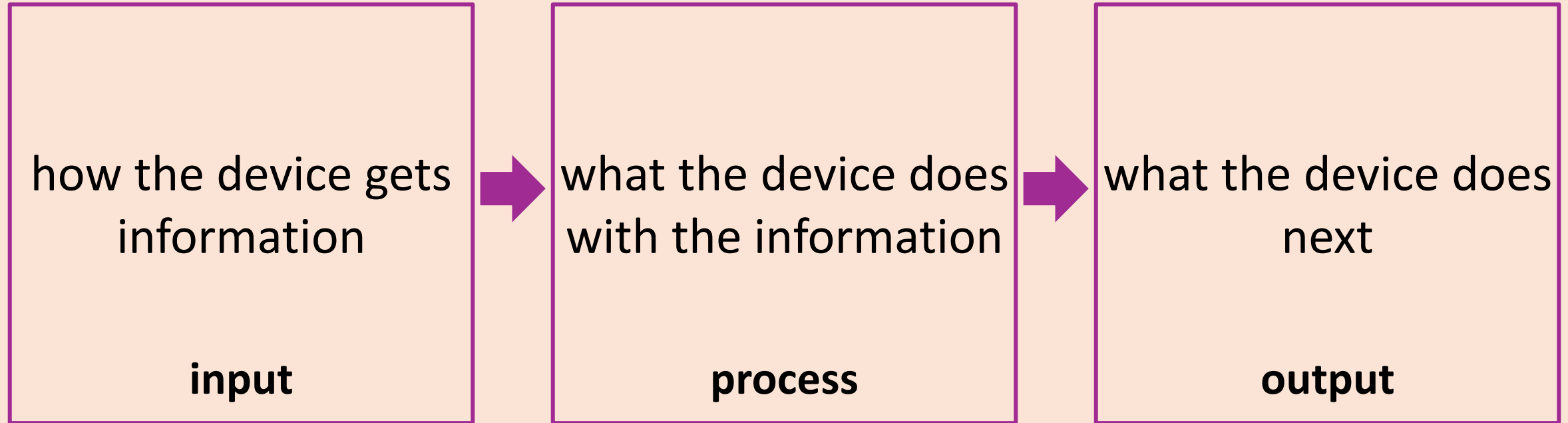
Design a digital device

How do **digital devices** work?



Design a digital device

How do **digital devices** work?



Design a digital device

A smart doorbell



you press the
doorbell

input



it sends a message to
the app

process

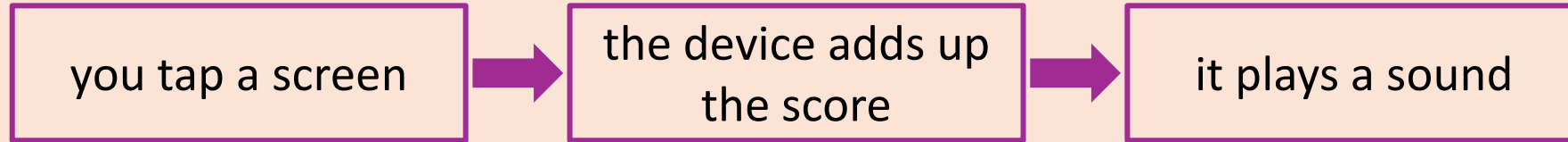


your phone
shows a video

output

Design a digital device

What is the **output** in this example?



tapping the screen

adding up your score

playing a sound



Design a digital device

You are going to design your own **digital device**.

Some things to think about:

- What is it for? (A tool? A toy? Something helpful?)
- What will the **input** be?
- What is the **process**?
- What will the **output** be?

Design a digital device

Here are some ideas that might help you:

- a robot pet
- a talking lunchbox
- a helpful homework buddy
- a mood changing light

What would yours do?

Design a digital device

Draw your device and label:

Its **input** — what controls it?

Its **process** — what does it do?

Its **output** — what does it show/do?

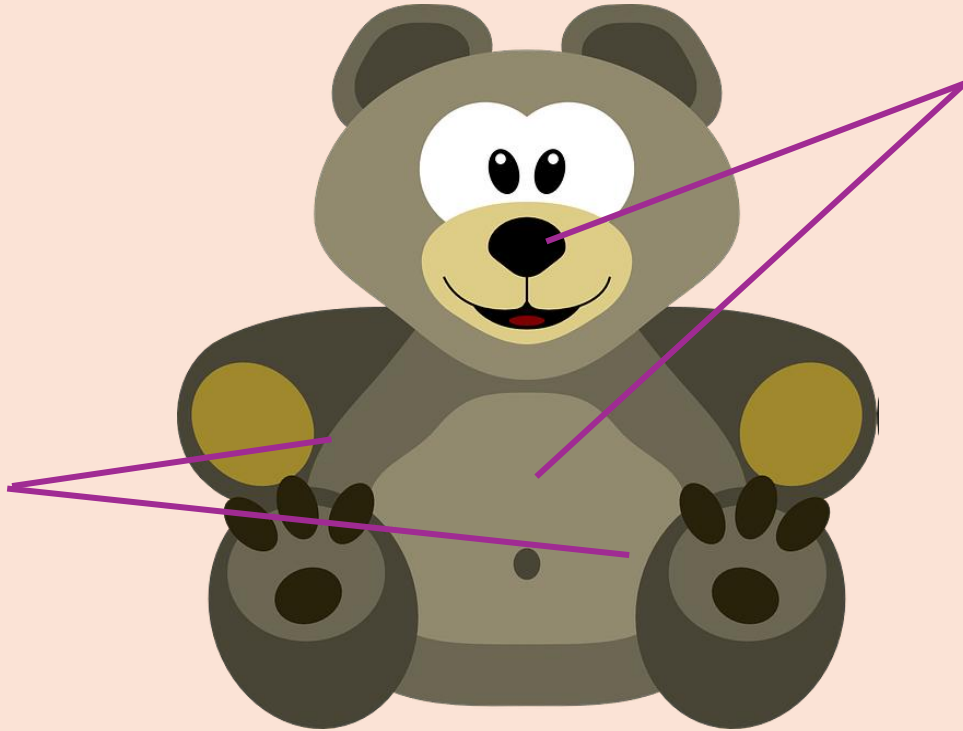
Explain how your device works in a sentence.

Design a digital device

Share your designs with your class and discuss what **inputs** and **outputs** your device has.

input

press the
tummy or
hand



output

nose lights up
teddy makes a noise

process

the controller checks what
was pressed and decides
which action to take

Everyone's ideas will be different, so your answer may be different.

Designing a digital device

Digital devices must have an **input**, **process** and **output**.

Digital devices work by having an **input**, which is the control. It is how the device receives its information.

The **process** is what the device does with the information. The **output** is what the device does after the **input** and **process**.