

Measurement: What Happens When?

Aim: Sequence events in chronological order using language (for example, before, and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). I can talk about everyday events using sequencing words.	Success Criteria: I can talk about everyday events. I can use sequencing words to compare everyday events.	Resources: Lesson Pack
	Key/New Words: Before, after, earlier, later, first, next, last, today, yesterday, tomorrow, morning, afternoon, evening, night.	Preparation: Differentiated What Happens When? Activity Sheet - one per child

Prior Learning: It will be helpful if children have experience of using the vocabulary of time.

Learning Sequence

	Earlier and Later: As a class, look at the images on the Lesson Presentation and decide which comes earlier and which comes later. Can children explain their reasoning? Discuss the last example, noting that some events, like night and day, happen in repeating cycles. Can children think of any more repeating cycles?	
	Morning, Afternoon, Evening, Night: Work as a class to put the words 'morning', 'afternoon', 'evening' and 'night' into order, and then to think of events that happen at each of these times of day.	
	What Happens When? Children complete differentiated What Happens When? Activity Sheets using sequencing vocabulary to sort and order events. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Children cut out events of the day and stick them on the activity sheet to show which happen in the morning, afternoon, evening and night. Discuss the sequence of events with children, encouraging the use of key vocabulary.</p> </div> <div style="text-align: center;"> <p>Children draw something that happens in the morning, afternoon and evening, and then complete a short cloze exercise featuring the vocabulary of time.</p> </div> <div style="text-align: center;"> <p>Children draw something that happens in the morning, afternoon, evening and night, and then complete a longer cloze exercise featuring the vocabulary of time.</p> </div> </div>	
	Diving into Mastery: Schools using a mastery approach may prefer to use the following as an alternative activity. These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Children decide whether certain activities are done in the morning, the afternoon or the evening. They use the language of 'before' and 'after' to talk about their day.</p> </div> <div style="text-align: center;"> <p>Children draw pictures to show what could have happened before and after a pictured event.</p> </div> <div style="text-align: center;"> <p>Children are given a word bank of time vocabulary such as 'first', 'after' and 'morning'. They choose the correct word to fill the gap in each sentence.</p> </div> </div>	
	True or False? Children work with a partner to discuss the statements on the Lesson Presentation and decide if they are true or false. <i>Can children explain their answers using mathematical vocabulary?</i>	

Exploreit

Displayit: Display this [Yesterday Was, Today Is, Tomorrow Will Be Display Poster Pack](#), and choose volunteers to update it daily.

Playit: Play 'Simon Says' using 'before and after' or 'first, next, last' instructions.

Matchit: Use these [Before and After Matching Cards](#) to stimulate discussion. Or have children create their own!