



# What Happens When?

I can talk about everyday events using sequencing words.



Draw something that happens at each time of day.

morning	afternoon	evening	night

Use the words in the word bank to finish the sentences:

Breakfast happens \_\_\_\_\_ lunch.

I go to sleep \_\_\_\_\_ I get into bed.

Sunday is the \_\_\_\_\_ day of the week.

Bed time is \_\_\_\_\_ than dinner time.

\_\_\_\_\_ I put my socks on, \_\_\_\_\_ I put on my shoes.

After Monday, Tuesday comes \_\_\_\_\_.

Lunchtime is \_\_\_\_\_ than home time.

**word bank:** first next then earlier after before last later



# What Happens When? Answers

I can talk about everyday events using sequencing words.



Draw something that happens at each time of day.

morning	afternoon	evening	night

Use the words in the word bank to finish the sentences:

Breakfast happens before lunch.

I go to sleep after I get into bed.

Sunday is the last day of the week.

Bedtime is later than dinner time.

First I put my socks on, then I put on my shoes.

After Monday, Tuesday comes next.

Lunchtime is earlier than home time.

word bank: first next then earlier after before last later

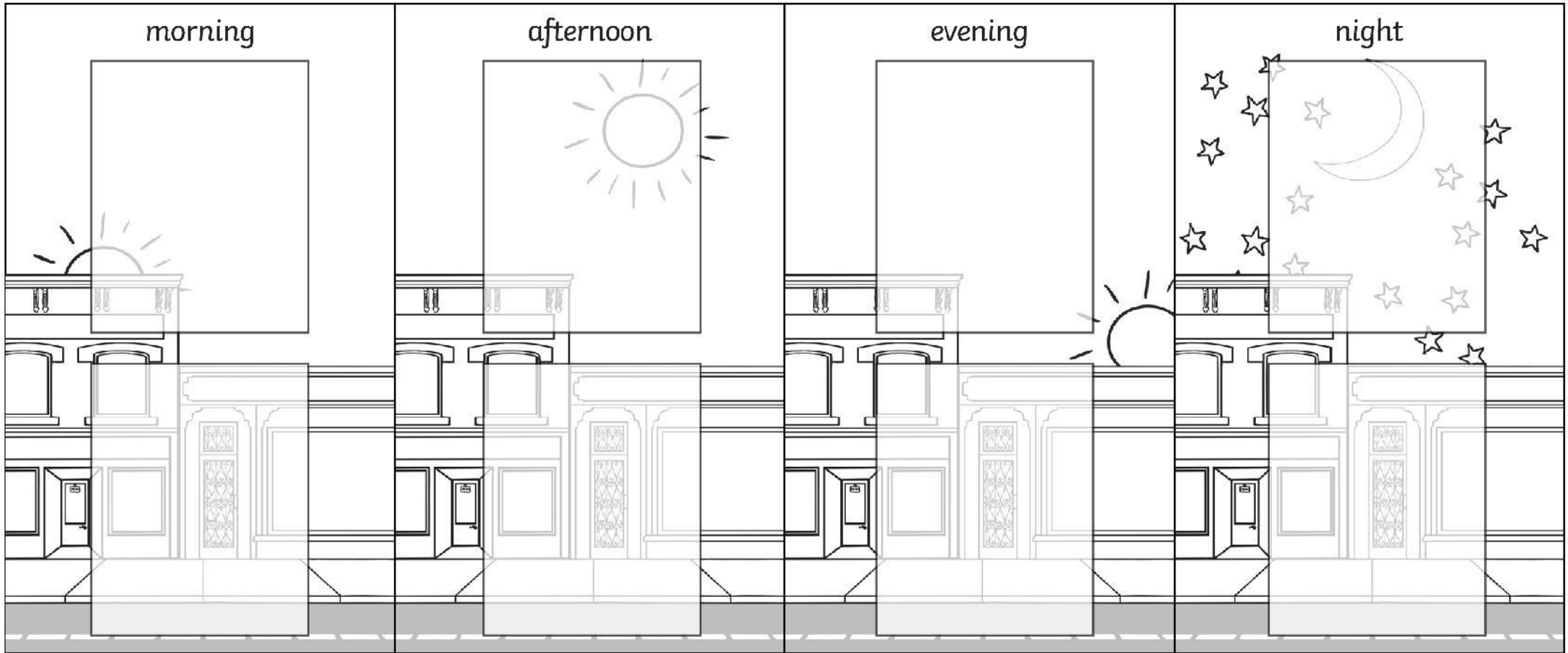


# What Happens When?

I can talk about everyday events using sequencing words.



Cut out the pictures and stick them on the sheet to show what happens when.





breakfast



dinner



school time



bedtime story



come home



play at home



get dressed



sleep

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I can talk about everyday events using sequencing words.

Cut out the pictures and stick them on the sheet to show what happens when.

morning



get dressed

afternoon



school time

evening

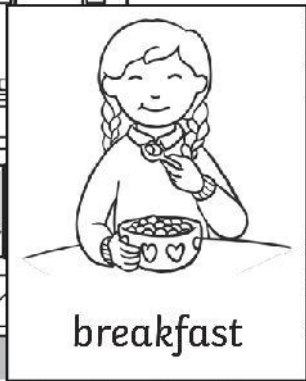


play at home

night



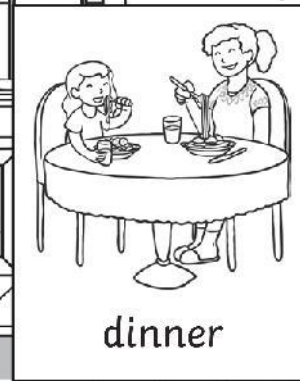
bedtime story



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\_\_\_\_\_ I put my socks on, \_\_\_\_\_ I put on my shoes.

After Monday, Tuesday comes \_\_\_\_\_.

**word bank:**    first        next        then        after        before        last



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Sunday is the last day of the week.

First I put my socks on, then I put on my shoes.

After Monday, Tuesday comes next.

word bank:    first            next            then            after            before            last

*Morning: Wake up, eat breakfast, brush teeth, go to school, play*

*Afternoon: Eat lunch, play, come home from school*

*Evening: Brush teeth, go to bed, read a bedtime story*

*Accept other sensible answers.*



*Accept any sensible answers given that children can explain.*



*I get out of bed every **morning**.*

*Breakfast comes **before** lunch.*

*I dry my hair **after** I have washed it.*

*I go to sleep in the **evening**.*

*I brush my teeth and **then** I go to bed.*

*Saturday is the **next** day after Friday.*

*December is the **last** month of the year.*

*The **afternoon** comes between the morning and the evening.*





# Diving into Mastery – Diving

## Adult Guidance with Question Prompts

Children should be able to use time vocabulary such as 'before' and 'after', and the language of 'morning', 'afternoon' and 'evening', to talk about the events in their day.

What do you do before school?

What do you do after school?

What do you do in the morning?

What do you do in the afternoon?

What do you do in the evening?

Can you explain why you have sorted each activity into morning, afternoon or evening?

## What Happens When?



Sort these activities into **morning**, **afternoon** and **evening**.



Brush teeth



Go to school



Come home from school



Go to bed



Wake up



Read a bedtime story



Eat breakfast



Eat lunch



Play

Which activities might you do at more than one time?

Can you think of another activity that you might do at each time?

# Diving into Mastery – Deeper

## Adult Guidance with Question Prompts

Children should be able to explain why the child might be crying and describe plausible events that might have happened before and after this.

Why might the girl be crying?

What could have happened to make her cry?

What could make her stop crying?

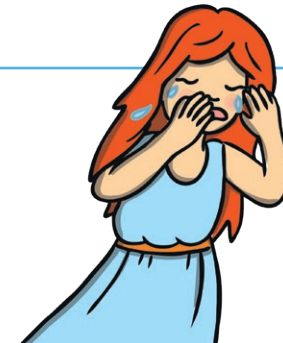
Can you draw three pictures of your own to show what happened before and after something?

### What Happens When?



Draw pictures to show what could have happened before and after the girl started to cry.

Before:

A large, empty rounded rectangular box with a blue border, intended for drawing a scene that occurred before the girl started crying.

After:

A large, empty rounded rectangular box with a blue border, intended for drawing a scene that occurred after the girl started crying.

# Diving into Mastery – Deepest

## Adult Guidance with Question Prompts

Children should be able to use 'before', 'after', 'morning', 'afternoon' and 'evening' to describe, sort and order events. They extend this by using 'first', 'next' and 'last' to describe an order of events.

Which words could be used in more than one place?

Can you use the words in the word bank to write your own sentences about your day?

Can you use the words in the word bank incorrectly to write some silly sentences? For example: 'Monday comes before Sunday.' Can you explain why your sentences are silly?

### What Happens When?



Fill in the missing words to complete the sentences. You can only use each word once.

first

next

before

after

then

last

morning

afternoon

evening

I get out of bed every \_\_\_\_\_.

Breakfast comes \_\_\_\_\_ lunch.

I dry my hair \_\_\_\_\_ I have washed it.

I go to sleep in the \_\_\_\_\_.

I brush my teeth and \_\_\_\_\_ I go to bed.

Saturday is the \_\_\_\_\_ day after Friday.

December is the \_\_\_\_\_ month of the year.

The \_\_\_\_\_ comes between the morning and the evening.