


















Measurement: My Day

<p>Aim: Sequence events in chronological order using language (for example, before, and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</p> <p>I can describe everyday events in the correct order.</p>	<p>Success Criteria: I can put everyday events into order. I can explain the order using sequencing words.</p>	<p>Resources: Lesson Pack</p>
	<p>Key/New Words: Before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p>	<p>Preparation: When Sorting Activity - cut into individual cards Four Step Sequencing Cards - cut into individual cards Daily Routine Sequencing Cards - cut into individual cards Sequencing Vocabulary Cards - as required Differentiated My Day Activity Sheets - as required</p>

Prior Learning: It will be helpful if children have previous knowledge of the days of the week and sequencing vocabulary.

Learning Sequence

	<p>Morning, Afternoon, Evening, Night: Distribute the picture cards from the When Sorting Activity, one per pair. Children sort their activities into those that happen in the morning, those that happen in the afternoon, those that happen in the evening and those that happen at night. Discuss as a class. Can children add an activity to each category?</p>	
	<p>Silly Sequences: Read though the silly sequence slowly, giving children time to consider what is wrong with the story. What is wrong with my day? Allow children time to discuss this with a partner before feeding back to the class. Draw out that the events of the day have been carried out in the wrong order and at the wrong times. Take a few minutes to discuss the possible consequences of this. What would happen if you ate your dinner in bed? What would happen if you went to school before you woke up? Ask children to work with a partner to think of a silly sequence of their own.</p>	
	<p>Put it in Order: Give each child or pair a card from the Four Step Sequencing Cards. Children get into groups showing a sequence and sort themselves into chronological order, explaining what is happening using the vocabulary on the slide. Choose some groups to feedback to the rest of the class.</p>	
 	<p>My Day Activity: Children complete the differentiated My Day Activities, sorting events into chronological order and explaining them using sequencing vocabulary.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="213 1256 587 1547">  <p>Children work in a small group supported by an adult to sort the activities on the Daily Routine Sequencing Cards into order, explaining their reasoning using the words on the Sequencing Vocabulary Cards.</p> </div> <div data-bbox="612 1256 986 1547">  <p>Children complete the My Day Activity Sheet (MA), cutting and sticking the daily routine pictures in the correct order and explaining the events of the day to a partner using the words on the Sequencing Vocabulary Cards.</p> </div> <div data-bbox="1011 1256 1385 1585">  <p>Children complete the My Day Activity Sheet (HA), drawing events in their daily routine into a blank storyboard in chronological order. After, children explain the events of their day to a partner using the words on the Sequencing Vocabulary Cards.</p> </div> </div>	
	<p>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.</p> <div style="margin-top: 10px;">  <p>Children order three pictures of a child building a tower by matching the pictures to the words 'first', 'next' and 'finally'. They draw their own three pictures of another event and label them with 'first', 'next' and 'finally'.</p> </div> <div style="margin-top: 10px;">  <p>Children use time vocabulary such as 'before', 'finally' and 'afternoon' to describe a special day to a friend. They draw a picture and write a word for each picture to order three events from the day.</p> </div> <div style="margin-top: 10px;">  <p>Children are given time vocabulary clues to solve a problem and work out the order that five children finished in a sack race.</p> </div>	



Sequence Sentences: Distribute the [Sequencing Vocabulary Cards](#) so that each pair of children has one. Children work together to [use the word on their vocabulary card to make up a sentence about their daily routine pictures](#) on the [Lesson Presentation](#). Children feed back to the class, then repeat using a new card.



Exploreit

Timeit: Use a [Visual Timetable](#) and encourage children to explain the chronological sequence of events using the appropriate vocabulary.

Activityit: Complete this [Finish the Sequence Activity Sheet](#), asking children to explain the sequence and how they will complete it.

Danceit: Have children create short dance routines, explaining them to a partner using sequencing language.