

How to use these slides to help your child:

- 1. Recall:** Help your child to read what the question is and then leave them to try and answer the question by themselves. Recall is helpful to find out what you child already knows/ can already do so you know how much support to give them.
- 2. Learning objective:** Read the learning objective together and discuss the learning habits you might need to use throughout. (discipline, resilience, imagination, collaboration, curiosity).
- 3. Guided practice:** These are problems that should be done together. Guide the children to help them to find answers by showing them the most effective way to work things out. Perhaps show them how to work the first one out, work the second one out together and finally let your child work the last guided practice question out. If they get stuck, go back to the first one and work it out together again.

4. Intelligent practice: These are worksheet questions that the children should be able to work out by themselves after going through the guided practice. If they need support or a reminder or how to do it then that's absolutely fine but try not to just give them the answers. Remember- mistakes are good because we learn from them.

5. Dive deeper: This is a question that might be more open ended. It might require an explanation of how they know they are correct. This could be done by proving their answer through showing their working out. Read this question with your child and talk about how best to answer it.

6. Answers: Its really important to go through the answers with your child. Give them a pen and let them tick their answers. If they get an answer wrong, now is the opportunity to look at the correct answer and identify together where they went wrong and how to fix it.

Recall

Can you tell the days of the week?

What are we learning?

L.O. To use before and after to describe, sort and order events.

How will we learn it?

We will be talking about the day and use the language: morning, afternoon and evening.

Learning habits: Resilience and discipline.

Guided practice



a) What does Maya do **before** school?

b) What does Maya do **after** school?

Guided practice

Let's have a look...

a) I can point to the first picture of school and look at the pictures that come before it.

I will think about the things that I do before and after I go to school every day.



BEFORE SCHOOL

Before school:

- Maya wakes up.
- She gets dressed for school.
- She eats her breakfast.
- She brushes her teeth.
- She walks to school.



AFTER SCHOOL

After school:

- Maya leaves school.
- She plays outside.
- She goes to bed and reads a book.

Which activities do you do before school?
Which activities 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?

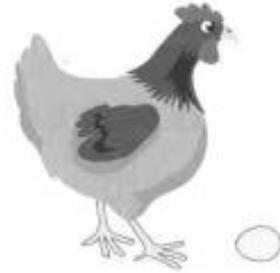
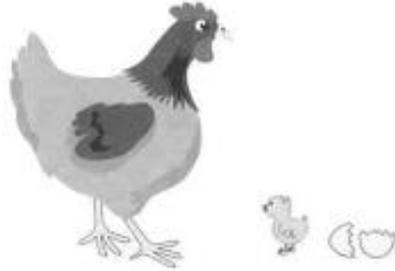
Guided practice

Look at the images.
Can you label the
before and after
pictures?

a)



b)



c)



Guided practice

Point to what happens **before** and **after** Joe plays football.



Guided practice

Say what happens **before** and **after**.

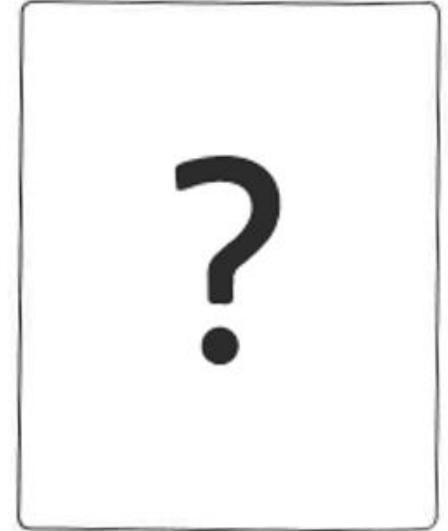
1. BEFORE



2.



3. AFTER



Can you explain why you have placed the pictures in before or after?

Could any of the pictures have gone in both?

Guided practice

Put these pictures in the right order.

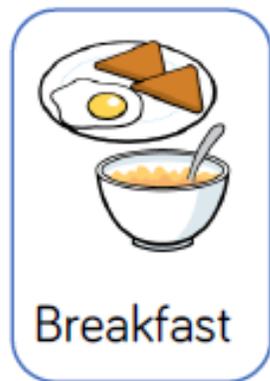
Number them 1 to 3 to show the right order.



Intelligent practice



Sort the activities into **before** and **after** school.



Can you think of one more activity for each group?
Can you sort the activities into three groups labelled **morning**, **afternoon** and **evening**?



Tim is drinking a bottle of orange juice.
Match the bottles to the words to order them.



finally



first



next

Intelligent practice

Answers



Sort the activities into **before** and **after** school.

 morning before school Breakfast	 evening Bedtime story	 morning Get dressed	 afternoon after school Go to a party
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Can you think of one more activity for each group?
Can you sort the activities into three groups labelled **morning**, **afternoon** and **evening**?



Tim is drinking a bottle of orange juice.
Match the bottles to the words to order them.

		
finally	first	next

Note: Red lines connect the full bottle to 'first', the medium bottle to 'next', and the small bottle to 'finally'.

Intelligent practice



Describe a special day to a friend. Use the words; before, after, first, next, morning, afternoon and evening.

Dive Deeper 1

Mia is describing her day.



Mia

First, I went to the park.
After lunch, I went to the
cinema.
Before the cinema, I went to
a café for lunch.

Can you draw a picture and write key words, to order Mia's day?

First

Next

Then

Dive Deeper 2

Draw pictures to show what could have happened before and after.



Before



After