09 Before and after

Aim

Understand temporal order in simple sentences.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Explain "Before you touch the cup, lift the pencil": lift pencil first. Act it out and reverse the wording.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Lifts cup then touches book.
2. Touches ruler then lifts pencil.
3. Counter then paper.
4. Lifts then puts down.
5. Paper then cup.

If pupils struggle

Rewrite as first/then and explicitly teach the word before.

Next challenge

Pupil rewrites an after instruction as first/then.

Classroom link

Teacher checks understanding of before/after in a lesson.

09 Before and after

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. Before you touch the book, lift the cup.

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2. After you touch the ruler, lift the pencil.

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3. Before you turn the paper over, touch the counter.

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4. After you lift the book, put it down.

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5. Before you touch the cup, touch the paper.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____