



ADULT GUIDE · SEQUENCE AND CALENDAR LANGUAGE

Sequence events, days and months

What this pack helps with

Order familiar events and use sequence words, day parts, days, months and broad duration language.

Before you begin

The learner can talk about a familiar routine. An adult reads longer instructions and accepts explained routine differences.

Pencil, scissors only if an adult chooses to make cards, and an optional real calendar or timetable.

How to use evidence

Keep first attempts. Ask the learner to explain the relation between events or calendar words; record a reasoned routine-dependent answer rather than forcing the common example.

Print A4 at actual size. Child pages are 2–5; pages 6–7 contain models, rubrics and next steps. Colour is optional.

Limits and source

Familiar routine times and event orders vary. The paper checks the printed examples and use of relational language; it does not establish general timekeeping or a universal daily schedule. DfE Year 1 mathematics programme of study (England; OGL v3.0). Original TheLearnDen prompts and examples. This is not an official assessment.



ORDER · EXPLAIN · CONNECT · CHECK

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Name: _____ Date: _____

1. Put the events in order

Write 1–4 beside the event cards. Retell them with **first, next, then, last**.

A put on a coat _____

B eat breakfast _____

C walk to school _____

D brush teeth _____

This is one plausible school-morning sequence. Families may do these events differently.

2. Use before and after

Read the chain, then answer each relation.

wash hands → make a sandwich → eat the sandwich → clear the plate

What happens **immediately before** eat the sandwich? _____What happens **immediately after** wash hands? _____What happens **immediately before** clear the plate? _____

Answers are the immediate neighbours in the printed chain. They do not prescribe how every family prepares food.



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3. Choose a day part

Write morning, afternoon, evening or night. Explain a different real routine.

eat lunch _____

wake up _____

look at stars _____

eat an evening meal _____

get dressed _____

go to bed _____

Routines vary. The fixed model gives common examples; a reasoned family-specific answer is valid.

4. Choose the more plausible time

Circle the more plausible choice for each example.

school starts

☐ 8:45 a.m.☐ 8:45 p.m.

eat lunch

☐ 12:30 p.m.☐ 12:30 a.m.

go to bed

☐ 7:30 a.m.☐ 7:30 p.m.

midnight

☐ 12:00 a.m.☐ 12:00 p.m.

The routine times are examples. Only midnight has a fixed meaning here; family and school schedules vary.



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5. Complete the day runs

Write the missing word between the printed neighbours.

Monday	→	_____	→	Wednesday
Thursday	→	_____	→	Saturday
Saturday	→	_____	→	Monday

This checks calendar order, not spelling every day independently from memory.

6. Complete the month runs

Write the missing word between the printed neighbours.

January	→	_____	→	March
April	→	_____	→	June
August	→	_____	→	October
November	→	_____	→	January

Month order is calendar language. It does not prove knowledge of month lengths or dates.



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7. Choose a sensible duration

Circle the more plausible choice for each example.

blink☐ seconds☐ hours**school lesson**☐ minutes☐ years**weekend**☐ days☐ seconds**grow from age 5 to age 6**☐ one year☐ one minute

These are broad duration choices, not measured timings.

8. Choose the next sequence step

Use the evidence from this pack.

time word used accurately

sequence to retell

day or month order to revisit

how we will check again

Do not total a score or infer general time-language mastery.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Check the relation, choose the next step

Fixed models check the printed example. Accept explained routine variation where the task says so. Do not total a score.

- 1** **B; D; A; C**
eat breakfast → brush teeth → put on a coat → walk to school Write 1–4 beside the cards, then retell the sequence.
Look for: Uses a possible chronological order. Uses first, next, then and last accurately. **Next:** Change one event and ask where it belongs.
- 2** **make a sandwich; make a sandwich; eat the sandwich**
make a sandwich; make a sandwich; eat the sandwich Use the printed chain. Copy the neighbouring event that fits each immediate relation.
Look for: Reads the complete relation phrase before answering. Distinguishes immediately before from immediately after. **Next:** Cover the chain and retell it with time words.
- 3** **afternoon; morning; night; evening; morning; night**
lunch—afternoon; wake—morning; stars—night; evening meal—evening; dress—morning; bed—night Write the most usual day part for each event. Accept a different answer when the learner explains a real routine.
Look for: Uses the four day-part words meaningfully. Explains any routine-dependent variation. **Next:** Choose two events and say which usually happens earlier.
- 4** **8:45 a.m.; 12:30 p.m.; 7:30 p.m.; 12:00 a.m.**
school 8:45 a.m.; lunch 12:30 p.m.; bed 7:30 p.m.; midnight 12:00 a.m. Circle the more plausible printed choice. Treat a.m./p.m. as supported site vocabulary.
Look for: Uses ordinary day/night context. Does not claim one routine time is universal. **Next:** Ask what evidence made one choice more plausible.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Check the relation, choose the next step

Fixed models check the printed example. Accept explained routine variation where the task says so. Do not total a score.

5 Tuesday; Friday; Sunday

Monday, Tuesday, Wednesday; Thursday, Friday, Saturday; Saturday, Sunday, Monday Write the missing day in each three-day run.

Look for: Keeps the seven-day cycle in order. Continues from Sunday to Monday. **Next:** Start the cycle on a different day.

6 February; May; September; December

January–February–March; April–May–June; August–September–October; November–December–January Write the missing month in each run.

Look for: Keeps the twelve-month cycle in order. Continues from December to January. **Next:** Build the whole year with month cards.

7 seconds; minutes; days; one year

blink—seconds; lesson—minutes; weekend—days; age 5 to 6—one year Circle the sensible unit for each stated duration.

Look for: Compares the scale of the two choices. Uses duration language rather than a clock reading. **Next:** Estimate one familiar event with the same unit.

8 Adult-assessed evidence

Example: used after accurately; retell getting ready; revisit months after August; check with shuffled cards. Use first-attempt evidence and name one specific sequence or word.

Look for: Names observable evidence. Chooses one small recheck. **Next:** Repeat with a fresh order or real routine.