

1

Name the day along the mats

Pairs lay the four mats out in a line in the order the day goes, name them along the line, then shuffle the mats and lay them out again from memory.

"Name the parts of the day, starting at the beginning."

"Which one comes straight after lunchtime?"

2

Sort the pictures

Each pair takes the cards and puts every one on the part of the day it belongs to, saying out loud what in the picture told them.

"Put each picture on the part of the day it belongs to."

"What can you see in that picture that happens then?"

3

Our day, not the pictures

Pairs name one thing their own class does in each part of the day and put a hand on the matching mat as they say it. Fruit break, lunch, home time and dinner give four that every student has.

"What do we do at school in the morning? Put your hand on that mat."

"What happens after school finishes?"

4

A picture that could go in two places

Hold up the card of the ball on the grass. Students will argue for morning and for afternoon, and both arguments are reasonable. Then hold up the card of the same scene with the lunch boxes on the ground and ask again.

"This one could be morning or afternoon. What would help us decide?"

"Now look at this one. What has changed? Where does it go?"

The second card settles it because of something in the picture, not because somebody argued harder. That is what a reason is for.

This activity should be done with the mats on the floor, in the order the day goes. Cut out one mat for each part of the day.

morning

lunchtime

afternoon

night-time

This activity should be done with the cards handled one at a time. Cut them out and keep them face up in a pile.





