



Special Needs Tip: Things to try at home based on strategies we use in school to help support your child's learning. We hope that these ideas might be helpful, but there is no obligation or expectation for you to use them.

Ideas for developing time and sequencing

Developing understanding of time and the order of events is key for story telling and writing.

Key to this is using and supporting your child to use the language of time, including words like

- now, next, then, before, after, afterwards, last (as in last night),
- today, tomorrow and yesterday, the names of days of the week
- morning, afternoon, evening, day, night
- past, present, future

Days of the week

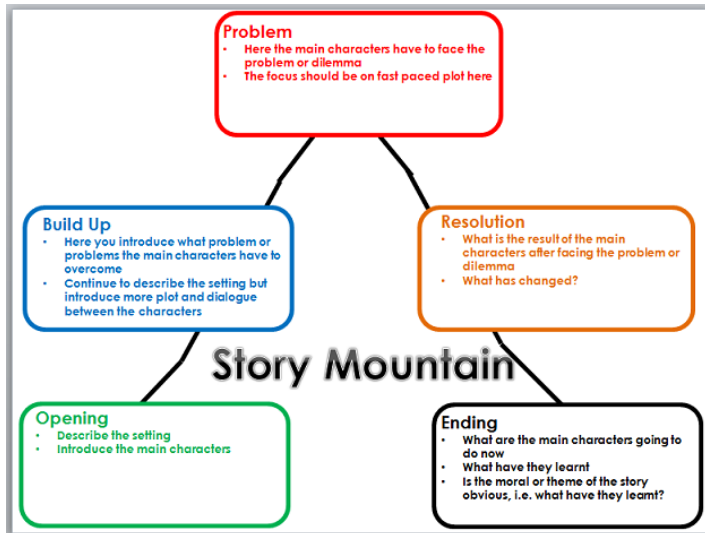
Key to sequencing events is understanding the days of the week and their sequence. Activities to help this include:

- **Referring to the days of the week**, emphasising what day it is and what day it was yesterday and will be tomorrow. Talking about the events that happened or will be happening. Better still make this visual and mark it on a calendar.
- **Collect photos** of what you have been doing while you have been at home and create a visual diary showing the days of the week and order of events.
- **Keep a weather chart** showing the weather each day. You can use pictures or words depending on the age of your child.

Sequencing events

To help your child become more confident with the language of time, particularly now and next, work with them to order pictures to create stories. This can be based on what they have done or stories they have read or know. Start simple with only 2 or 3 items and build up. Ideas include:

- **Emphasise the order of events using time language.** When you are completing activities such as cooking or making something with your child talk about and emphasise the order of the events. These could be recorded with photos that your child can look at later and talk about.
- **Sequencing pictures.** Twinkl at <https://www.twinkl.co.uk/> which is free at the moment and lots of other sites have pictures that you can download for sequencing activities, but these requires a printer. It may be easier to draw or get your child to draw your own. When you read a story with your child talk about the beginning, middle and end. Draw a picture to represent each part of the story. Then muddle them up and work with your child to re-order them and retell the story.



Older children will be used to using a story mountain to identify and sequence the steps in a story.

- **Sequence photos.** As with pictures these would ideally be printed out so that your child can physically move them. If this is not possible, they can be copied and pasted into a word document and your child can drag them into the correct order. This would work well with pictures of them completing an activity e.g. cooking or making something. This can be done using photos of the pages of a story book.
- **Plan activities** by writing down (or drawing) the steps you will need to follow and work with your child to tick them off as you complete them.
- **Note times in the day.** Even if, the day is only divided into before and after lunch. This feels particularly important at the moment when so much of time is hard to track and normal routines are suspended for children and adults.
- Try using a **timetable** to record the order of events in the day. This can include times or just be the order of events, e.g.

