

Sequencing Familiar Events – Ordering Daily Activities

Development Matters and Early Learning Goal Links:

(M-S16) Orders and sequences familiar events.

(ELG12) Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Advice and Ideas:

This learning activity enables children to build on the understanding of time vocabulary and begin to order and sequence familiar everyday activities.

More [EYFS Mathematics](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

classroomsecrets.co.uk

EYFS – Mathematics – Shape, Space and Measures – Learning Activity – Teaching Information

Contents

Teacher Pages

[Page 1 – Teaching Information](#)

[Page 3 – Suggested Questions](#)

[Page 4 – Observation Sheet](#)

Resource Pages for Children

[Page 5 – Washing your Hands](#)

[Page 6 – Brushing your Teeth](#)

[Page 7 – An Average Day](#)

[Page 8 – Female Stages of Growth](#)

[Page 9 – Males Stages of Growth](#)

Sequencing Familiar Events – Ordering Daily Activities

Enabling Environment – Suggested Questions:

Are they in the correct order?

Can you tell me the correct order?

What would you do *first*?

What do you do *next*?

What happens *last*?

Is there another way of ordering them?

A Unique Child – Ordering Daily Activities

A Unique Child – Ordering Daily Activities

Child's name: Age:	Date: Practitioner:																																
40-60 Months (M-S16) Orders and sequences familiar events. Early Learning Goal (ELG12) Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.																																	
Observation:																																	
Characteristics of Effective Learning <table border="1"> <thead> <tr> <th>Playing and exploring</th> <th>Active learning</th> <th>Creating and thinking critically</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' </td> <td> <ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do </td> <td> <ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things </td> </tr> </tbody> </table>		Playing and exploring	Active learning	Creating and thinking critically	<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things 																										
Playing and exploring	Active learning	Creating and thinking critically																															
<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things 																															
Areas of Learning <table border="1"> <thead> <tr> <th></th> <th>CL</th> <th>PSED</th> <th>PD</th> <th>L</th> <th>M</th> <th>UW</th> <th>EAD</th> </tr> </thead> <tbody> <tr> <td>30-50</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>40-60</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELG</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			CL	PSED	PD	L	M	UW	EAD	30-50								40-60								ELG							
	CL	PSED	PD	L	M	UW	EAD																										
30-50																																	
40-60																																	
ELG																																	
Next steps:																																	

Child's name: Age:	Date: Practitioner:																																
40-60 Months (M-S16) Orders and sequences familiar events. Early Learning Goal (ELG12) Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.																																	
Observation:																																	
Characteristics of Effective Learning <table border="1"> <thead> <tr> <th>Playing and exploring</th> <th>Active learning</th> <th>Creating and thinking critically</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' </td> <td> <ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do </td> <td> <ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things </td> </tr> </tbody> </table>		Playing and exploring	Active learning	Creating and thinking critically	<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things 																										
Playing and exploring	Active learning	Creating and thinking critically																															
<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things 																															
Areas of Learning <table border="1"> <thead> <tr> <th></th> <th>CL</th> <th>PSED</th> <th>PD</th> <th>L</th> <th>M</th> <th>UW</th> <th>EAD</th> </tr> </thead> <tbody> <tr> <td>30-50</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>40-60</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELG</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			CL	PSED	PD	L	M	UW	EAD	30-50								40-60								ELG							
	CL	PSED	PD	L	M	UW	EAD																										
30-50																																	
40-60																																	
ELG																																	
Next steps:																																	

Sequencing Familiar Events – Ordering Daily Activities

Put these
images in
order.



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*

classroomsecrets.co.uk

EYFS – Mathematics – Shape Space and Measures – Learning Activity – Washing Hands

Sequencing Familiar Events – Ordering Daily Activities

Put these
images in
order.



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*

classroomsecrets.co.uk

EYFS – Mathematics – Shape Space and Measures – Learning Activity – Brushing Teeth

Sequencing Familiar Events – Ordering Daily Activities

Put these
images in
order.



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*

classroomsecrets.co.uk

EYFS – Mathematics – Shape Space and Measures – Learning Activity – An Average Day

Sequencing Familiar Events – Ordering Daily Activities

Put these
images in
order.



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*

classroomsecrets.co.uk

EYFS – Mathematics – Shape Space and Measures – Learning Activity – Female Stages of Growth

Sequencing Familiar Events – Ordering Daily Activities

Put these
images in
order.



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*



CLASSROOM *Secrets*

classroomsecrets.co.uk

EYFS – Mathematics – Shape Space and Measures – Learning Activity – Male Stages of Growth