****



Metropolitan Borough of Rochdale

Education Committee

**8.3 Learning the meaning of ‘after’**

**Why is this important?  
‘After’ relates to something happening or occurring later than something  
else (e.g. put your shoes on after your coat; number ten comes after number  
nine). This is a key concept when learning ordering and sequencing skills  
and also in relation to time.**

**----------------------------------------------------------------------------------------------------------  
What to do  
• Gather together some pictures of children carrying out two different actions  
(e.g. eating dinner and riding a bike).  
• Ask the child to put the activities in order. Link the two pictures (e.g. ‘Mimi can ride her bike after she’s eaten her dinner’).  
• Ask what Mimi has to do first. This requires the child to understand that the second part of the instruction has to be performed first.**

**The link below contains resources that can be used for sequencing events**

[**https://primarysite-prod-sorted.s3.amazonaws.com/the-berkeley-primary-school/UploadedDocument/7361259613b34b1c96c897609055c53c/t-c-7445-daily-routine-visual-timetable-for-boys-\_ver\_3.pdf**](https://primarysite-prod-sorted.s3.amazonaws.com/the-berkeley-primary-school/UploadedDocument/7361259613b34b1c96c897609055c53c/t-c-7445-daily-routine-visual-timetable-for-boys-_ver_3.pdf)