

## Section 9.1

# Understanding which day comes next

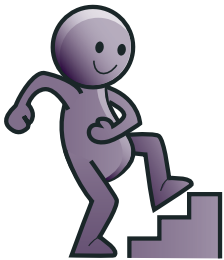


### Why is this important?

Knowing the days of the week and the events that occur on particular days helps children learn routines. This is how children learn to understand and describe time beyond what happens every day. It also enables them to accept change when something different happens (e.g. no swimming this Wednesday).

### What to do

- Make a chart together. Put the days of the week across the top. It may be helpful to do Monday–Friday in a different colour from Saturday–Sunday.
- Encourage the child to draw a picture of something he/she does each day (e.g. swimming, PE, assembly, music).
- Talk about the activities in relation to the days of the week, e.g.
  - ★ Adult: ‘On Monday you go swimming, and the day after Monday is ...?’
  - ★ Pause to see if the child can fill in the missing day. Prompt him/her by using his/her pictures (e.g. ‘You do PE on this day’).
  - ★ Child: ‘Tuesday’ and adult repeats: ‘So the day after Monday is ...?’



### Step up

- Talk about the day ‘before’ and the day ‘after’.
- Introduce times of day (e.g. put the days of the week across the top and times of day (morning/afternoon/evening) down the left-hand side). Fill in the activities that are done at various times.
- Put the days of the week in order using photos/pictures/symbols/written words.
- Find the day ‘before’/‘after’ a given day.
- Talk about Saturday and Sunday being ‘the weekend’.

### Step down

- Learn the sequence by rote.
- Offer a choice (e.g. ‘What’s the day after Monday? Is it Tuesday or Saturday?’).
- Use symbols, gestures and photos of key events to help understanding.
- When the child is involved in the activities on his/her charts, refer to the days of the week (e.g. ‘Its Monday

today so we’ll be going swimming’).

- Use the chart to introduce changes to activities (e.g. if swimming is cancelled that week, remove the activity and replace it with something else that *is* happening).

