Where, When and Why Prepositions

Teacher		**Class**	Year 3
Subject	English	**Topic**	Prepositions
Date		**Room**	
Lesson length	60 minutes	**Country**	United Kingdom

Pupils learn 11 prepositions that show where, when and why. They sort phrases and write clear sentences.

Curriculum links

- using conjunctions, adverbs and prepositions to express time and cause [2]

Learning objectives

- Students will use in, on, under, behind, next to, between to show where things are.
- Students will use before, after, during, until to show when things happen.
- Students will use because of to show why and tell prepositions from conjunctions.

Success criteria

- I can write a where sentence with under, behind or between.
- I can write a when sentence with before, after, during or until.
- I can write a why sentence with because of and spot a conjunction.

What students already know

Show a cup and a brick: Where is the brick? Listen for in, on, under to check place words pupils know.

Key words

preposition	small linking word that goes before a naming word to show where, when or why [1][4]
place	where something is or happens [4]
time	when something happens [4]
cause	why something happens; a preposition can show place, time, direction, reason, or manner [8]
conjunction	joining word that links two whole ideas; it links two clauses [1]
between	in the middle of two things or people; it can describe movement and place [4]

Materials

- Slides 1-7 and 10-12, whiteboard
- Video clip 1 KS2 prepositions on slide 6
- phrase cards x12: in the box, under the table, behind the door, next to the chair, between two tables, on the mat, before lunch, after lunch, during art, until home time, because of the rain, because of the mud
- three sorting mats labelled Where, When, Why
- Worksheet Task F sentence builder copies

Before the lesson

- Print phrase cards and three sorting mats, colour code mats Where blue, When yellow, Why green
- Print Worksheet Task F sentence builder, one per pupil
- Test Slide 6 Video clip 1 plays 0:00-2:50 with sound
- Set tables for groups of 3-4 with mats ready

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- mini whiteboards and pens

Lesson outline

0–8 min **Starter** 8 min · Whole class

Hook pupils with the sorting puzzle and recall where words they know.

YOU DO

1. Show Slide 1 Where, When and Why? and read title together.
2. Show Slide 2 Lots to learn! and explain we will master 11 useful ones today.
3. Hold up three mats and say the hook: Is after lunch a where, a when or a why? Quick, post it in the right box.
4. Show Slide 5 vote choices under the table, behind the door, between two chairs and take a quick hands-up vote for best hiding place.

STUDENTS DO

1. Join in the title and count the 11 target words on fingers.
2. Vote for a hiding place and say it in a full phrase.
3. Thumbs up for Where, When or Why for after lunch.

Say: Good morning, word detectives. Is after lunch a where, a when or a why? Quick, post it in the right box. Today we will sort clever little words that tell us where things are, when things happen, and why they happen.

Worked example: under the table: 1 Find the naming word - table. 2 Ask where? under tells where. 3 under comes before the noun [4], so under is the preposition.

Ask: Is after lunch a where, a when or a why? (A when - it tells when we do something.) · Which hiding words tell where? (under the table, behind the door, between two chairs - all tell where.)

Check understanding: Show thumbs for When for after lunch; if unsure, point to lunch on visual timetable and ask when do we eat it?

Support: Give picture cards for under, behind, between to point to while voting. **Stretch:** Ask fast finishers to say the vote in a full sentence with two ideas, e.g. The toy is under the table next to the box.

Use: Slides 1-2, 5

8–20 min **Teaching** 12 min · Whole class

Explain the three jobs of prepositions with clear models.

YOU DO

1. Show Slide 3 Key words and Slide 4 Prepositions link ideas; explain a preposition links a following noun, pronoun or noun phrase to some other word in the sentence [1].
2. Play Slide 6 Video clip 1 from 0:00-2:50; pupils spot words like on, under, before and whisper where or when.
3. Show Slide 7 Three jobs and model each: Where - The bag is under the chair, When - We line up before lunch, Why - We stayed in because of rain.
4. Model check: a preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase, such as in bed or after the party [1].

STUDENTS DO

1. Watch video and copy actions for in, on, under.
2. Repeat the three Slide 7 sentences and show Place pin, Time clock or Why light-bulb fingers.
3. Chant the 11 words: in, on, under, behind, next to, between, before, after, during, until, because of.

Say: A preposition is a little word that goes just before a naming word. Prepositions usually come before nouns [4]. It tells us where, when or why. Words like before or since can act either as prepositions or as conjunctions [1], so we always look at what comes next.

Worked example: The bag is under the chair: 1 Find nouns - bag, chair. 2 Which word is before chair? under. 3 Ask where is the bag? under the chair tells where [4]. 4 under + the chair is a preposition phrase [1], so under is a preposition showing place.

Ask: In We line up before lunch, what is before linked to? (lunch, a naming word, so before is a preposition here.) · Prepositions like before and until help describe what? (When something happens in a sequence [4].) · What other jobs can prepositions do? (They are often used to describe where, when, or how something happens [6].)

Check understanding: Mini whiteboards: write the preposition in The plant is next to the door; expect next to. Reteach with Slide 4 if many miss it.

Support: Keep word bank with pictures for in, on, under, behind, next to, between visible. **Stretch:** Ask pupils to add a time idea too, e.g. During break we play until the bell rings.

Use: Slides 3-4, 6-7, Video clip 1 (0:00–2:50)

20–30 min **Guided practice** 10 min · Pairs

Practise spotting prepositions and telling them apart from conjunctions.

YOU DO

1. Show Slide 10 Spot a preposition steps: find the noun, ask where, when or why, check the word before.
2. Model pair before lunch and before we eat lunch: words like before or since can act either as prepositions or as conjunctions [1].
3. Explain a conjunction links two clauses, as in I'm going, since no-one wants me here [1]; ask is this just a thing or a whole happening?
4. Show Slide 11 mystery: A fluffy tail sticks out from under a blanket. Where is the cat? Model answer The cat is under the blanket - under shows place.

STUDENTS DO

1. With partner, sort four spoken pairs: after the party / after we danced, before lunch / before we eat.
2. Hold up Where, When or Why cards for under the blanket, during art, because of the noise.
3. Say reason aloud: After the party has a naming word, so after is a preposition here [1].

Say: Find the naming word first, like table, morning, rain. Then ask where, when or why? If the word joins two full sentences, it is a conjunction. If it goes with just one naming word, it is a preposition.

Worked example: before lunch v before we eat lunch: 1 After before comes lunch - just a thing, so before is a preposition. 2 After before comes we eat lunch - a whole idea with a verb, so before is a conjunction that joins ideas.

Ask: In after the party, why is after a preposition? (Because after links to party, a noun phrase, not a whole clause [1].) · In during art, does during tell where, when or why? (When; common time uses include before, during, after, since and until [6].)

Check understanding: Hinge question on whiteboards: We stayed inside because of the rain - circle because of and label Why. If wrong, underline the rain as the noun phrase object [6].

Support: Underline the words after the target word and ask: is this just a thing or person, or a whole happening? Provide picture support. **Stretch:** Change one conjunction sentence into a preposition sentence by swapping the clause for a naming phrase.

Use: Slides 10-11

30–50 min **Main activity** 20 min · Groups

Sort preposition phrases into where, when and why groups and justify choices.

YOU DO

1. Hand out 12 phrase cards and three colour-coded mats Where, When, Why.
2. Remind routines: take turns, read card aloud, check preposition comes before its object noun phrase [6].
3. Circulate, ask groups to read two cards per mat and explain: After lunch tells when, so it goes on When.
4. Stop at 15 minutes for groups to add one new card of their own to each mat.

STUDENTS DO

1. Sort 12 cards: in the box, under the table, behind the door, next to the chair, between two tables, on the mat, before lunch, after lunch, during art, until home time, because of the rain, because of the mud.
2. Read two cards from each mat aloud and explain where, when or why.
3. Write one new card for each mat and justify the choice to the group.

Say: You are the sorting team. Read each card, find the little word before the naming word, and decide: does it tell where, when or why? Lay it on the right mat and be ready to tell me why it belongs there.

Worked example: Card after lunch: 1 Preposition after + noun lunch. 2 Ask when do we wash hands? after lunch tells when [4]. 3 Place on yellow When mat. 4 Say: After lunch tells when, so it goes on When.

Ask: Why is because of the rain on Why? (Because of with a noun phrase gives the reason; a preposition can show cause [8].) · Why is between two tables on Where? (Between shows position; prepositions such as through, between and around describe movement and place [4].)

Check understanding: Visit each group, ask to read back one Where, one When, one Why; cards in wrong place go back for re-sort with picture clue.

Support: Colour code the mats and give picture clues on the back of each phrase card. **Stretch:** Ask learners to add one new card of their own to each mat and justify the choice.

50–60 min **Plenary** 10 min · On their own

Write best sentences and check what pupils learnt.

YOU DO

1. Give out Worksheet Task F Sentence builder; pupils pick one box from each column to build sentences and write three.
2. Remind them every sentence must use a target preposition from in, on, under, behind, next to, between, before, after, during, until, because of.
3. Show Slide 12 Exit ticket and collect: One thing I learnt today, My best preposition sentence, One question I still have.
4. Praise two strong because of and before/after sentences that show when and why clearly.

STUDENTS DO

1. Complete Worksheet Task F: write three sentences, underline the preposition.
2. Swap with partner, check preposition + naming word and label Where, When or Why.
3. Complete Slide 12 exit ticket lines.

Say: Now build your three star sentences. Pick one box from each column. Write neatly with a capital and full stop. Then tell me your best one for our exit ticket.

Worked example: Build: The book / is / between / the boxes. Check: between before boxes, tells where, full sentence with capital and full stop.

Ask: Which of your three shows time best? (Listen for before, after, during or until with a time noun, e.g. We line up before lunch.) · Which shows cause? (Listen for because of the rain / mud with effect + reason.)

Check understanding: Collect Task F and exit tickets; if sentences lack noun after preposition, model again tomorrow with in bed and after the party [1].

Support: Give sentence frames The ___ is ___ the ___ and We ___ before/after ___ with word bank. **Stretch:** Write one sentence with two prepositions, e.g. The brick is under the cup next to the box.

Use: Worksheet Task F, Slide 12

Common mistakes

Mistake	How to spot it	How to fix it
Thinking before/after are always conjunctions	Pupil labels before lunch as joining two ideas	Underline lunch and ask thing or whole happening? Before + naming phrase is preposition; words like before or since can act either as prepositions or as conjunctions [1].
Using because as a preposition instead of because of	Writes We stayed in because rain with no of	Show because of needs a noun phrase after it, e.g. because of the rain; check preposition comes before its object noun phrase [6].
Mixing where and when, e.g. during the table	Card during the table put on Where mat	Ask where or when? During tells time in a sequence [4]; common time uses include before, during, after, since and until [6]. Swap to during art.

Support

- Word bank with pictures for all 11 prepositions and sentence frames The ___ is ___ the ___ / We ___ before ___

Stretch

- Add two prepositions in one command or sentence, e.g. stand between two mats next to a chair
- Create new Where, When, Why cards and change a conjunction clause into a preposition phrase

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- Colour-coded mats with picture clues on card backs and partner reading support

For the LSE or teaching assistant

Stay with sorting groups then Task F writers: prompt find-the-noun, read card aloud, help underline preposition and label Where/When/Why.

Check for understanding

Question	Answer
Write a Where sentence using between.	e.g. The ball is between the two boxes - between shows where.
Write a When sentence using until.	e.g. We stay in the hall until 1 o'clock - until shows when.
Is after a preposition or conjunction in After the party we danced?	Preposition here - after links to the party, a naming phrase, not a whole idea with a verb; after + naming word = preposition [1].

Homework

Write one Where, one When and one Why sentence about home using under, after and because of.

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