Vocabulary

Developing simple concepts - EYFS



For all of these activities:

- Focus on 1-2 concepts at a time
- Encourage the child to experience the concept in multiple contexts
- Demonstrate the concept is used in meaningful contexts and games
- Name the concept several times and encourage the child to use it too.

Type of concept	Ideas for activities
Positional concepts (prepositions) e.g. under, next to, behind	⇒ Pretend play—modelling prepositions and giving instructions containing prepositions ⇒ Hiding games ("the spider is **under** … the chair")
Descriptive concepts, e.g. wet/dry, soft/hard, cold/hot **Size concepts** E.g. big/little,tall/short	⇒ Explore the environment to find things that relate to the concept e.g. wet things and dry things ⇒ Use picture stories as opportunities to draw attention to a concept—"oh look, the dog is wet there… and now the dog is dry." ⇒ Create a visual poster/scrapbook for each concept—e.g. A page with pictures/photos of wet things and dry things
Shape concepts **Colour concepts**	⇒ Picture/object matching and sorting ⇒ Labelling the shape or colour ⇒ Encouraging the child to identify the shape or colour
Emotion concepts	⇒ Use familiar stories to point out emotions ⇒ Act these out and encourage children to act them out ⇒ Use visual cue cards for different emotions ⇒ Point out children's emotions in real-life situations
Number concepts **Quantity concepts** E.g. all, some, a few	⇒ Visually supported approaches, e.g. Numicon ⇒ Moving items from one container to another ⇒ Listening to instructions, e.g. "give me all the bricks"

Measuring progress: Ability to understand targeted concepts when given a spoken direction—ability to use targeted concepts in spoken language when giving instructions or describing the properties of things.

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