

# DEVELOPMENT OF CONCEPTS

## SCHOOLS

### Age 1-2:

- ☐ Follows simple commands using spatial terms *in* or *on*
- ☐ Uses a few spatial terms such as *in* or *on*
- ☐ Uses simple directional terms such as *up* or *down*

### Age 2-3:

- ☐ Understands number concepts such as *1* or *2*
- ☐ Understanding of spatial terms become mastered with *in, on, off, under, out*
- ☐ Begins to understand *same/different*
- ☐ Time concepts begin to emerge, e.g *soon, later, wait*
- ☐ Begins to use colour and size words
- ☐ Understands some common terms like dirty, wet, hot, more, gone, no e.g no banana
- ☐

### Preschool:

- ☐ Advances spatial terms to understanding *next to, besides, between*
- ☐ Uses spatial terms *behind, in front, around, next to*
- ☐ Begins to follow quantity directions such as *a lot* and *empty*
- ☐ Identifies colours
- ☐ Identifies what is *different*

### Reception:

- ☐ Understands comparing concepts such as *big, bigger, biggest*
- ☐ Advances time concepts to *days of the week, yesterday, today, tomorrow, next week*
- ☐ Understands sequence terms such as *first, then, next* and *first, middle, last*
- ☐ Understands the following concepts *different, near, through, thin, whole,*
- ☐ Understands gender: man vs lady
- ☐ Can use some descriptors like *big* and *little, fast* and *slow, soft* and *hard, tall* and *short*

## Year 1:

- Understands opposites such as *big/little, over/under*
- Understands *right/left* and *top/bottom, above/below* and *first/last*
- Understands number concepts through 20 as well as maths concepts such as *more/less/some/half/most/least*
- Can describe how things are *same* and *different*
- Can use words like *except, almost*
- Use conceptual terms to describe items and events

## Classroom strategies to support concept development:

- ❖ Learn one concept at a time (if you need a comparison learn “dirty”, “not dirty” rather than “dirty” and “clean” at the same time)
- ❖ Provide lots of opportunities to learn a concept in a similar situation first
- ❖ Then transfer to other learning situations e.g hands are dirty, table is dirty, dog poo is dirty
- ❖ Focus on one meaning of a concept at a time
- ❖ Encourage a child to make a visual representation that helps them remember: a photo of that on their desk might be helpful for some topics.

## Further concept development:

- ❖ Each stage of the national curriculum will have concepts associated with it
- ❖ These may be broken into areas such as maths, geography, science, English etc.
- ❖ You can check whether a child knows these concepts for the area being taught as well as checking they know the vocabulary they will need. For some children pre teaching will be helpful