

Section 6.2

Understanding 'behind' and 'in front'



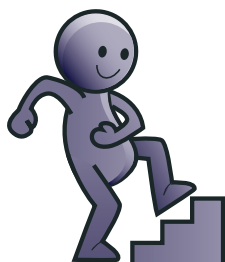
Why is this important?

'Behind' and 'in front' are prepositions and are used to describe the placement of objects or people.

What to do

- Gather together a few favourite character toys.
- Explain that the toys are going to play a game and the child is going to put them in different places. Ask the child to:
 - ★ 'Put Spiderman *behind* the curtain.'
 - ★ 'Put Barbie *in front* of the chair.'
 - ★ 'Put teddy *in front* of the fridge.'
- You can use things around the room or work with items on the table (e.g. cup, car, book). Ask the child to put Spiderman 'behind' the cup.

N.B. remember to sit next to child for this activity so that you are both looking at things from the same perspective.



Step up

- Vary the prepositions and include ones tackled earlier (e.g. 'in', 'on', 'under').
- Introduce other prepositions (e.g. 'next to', 'between').
- Vary the toys used. You could play with the farm or the garage, for example, as you look for lots of opportunities to include a range of prepositions.
- Use the prepositions to describe and comment, and encourage the child to join in and use them too.
- Play a 'hide and seek' game – with real people hiding and describing their location (e.g. 'under' the table). Or use toys to play pretend 'hide and seek' – miniatures can also hide in the doll's house!

Step down

- Use gestures/signs.
- Exaggerate your intonation to highlight the sound differences of the two words.
- Start by just teaching 'behind' so everything is put 'behind' objects.
- Encourage the child to go with you and stand behind something together.
- When out-and-about, show objects that are behind things (e.g. 'the bin's behind the tree', 'the car's behind the bus'). When the child has learnt 'behind', work on 'in front' and then work with them both.

