

WHAT ARE SCHEMAS?



Supporting your child at home

There are other schema's your child may follow - please speak to a member of staff to discuss your child and their interests.

How can I support them at home?

- Provide blankets to wrap themselves and dolls in.
- Allow children to paint themselves.
- Provide paper and newspaper to make parcels.
- Supply a selection of cardboard boxes and sheets to make dens.



CONNECTING SCHEMA

... like to tie chair legs together; love joining train carriages together or taking them apart; enjoy playing with all sorts of construction toys; like to join up dots and lines together when drawing?

How can I support them at home?

- Provide trucks, cars and train sets.
- Supply string, tape, wool and lengths of fabric to join.
 - Provide construction sets and building blocks to explore joining.
 - Assemble puzzles

How can I support them at home?

- Encourage them with packing, carrying and unpacking the shopping from the supermarket.
- Provide pushchairs and trucks to transport objects.
- Supply a collection of bags and boxes for filling and carrying from place to place.
- Provide items to transport - pasta, logs etc.
- Set up challenges by organising different sized objects to be carried from one point in the house or garden to another point.



ENVELOPING SCHEMA

... enjoy wrapping themselves in blankets or material; like to cover themselves with paint; enjoy wrapping objects to make parcels with paper; like to paint a picture and then cover it with a layer of paint?

WHAT ARE SCHEMAS?

Early years research shows children use these behaviours to explore how objects work and make sense of the world around them. This exploration can start as a baby, but is more obvious between the ages of two and five years old.

Some children have one very clear schema; others have a number called a cluster. Others may seem to move from one schema to another.

'Schemas are repeated behaviours that babies and young children use to explore and understand the world' (Nutbrown 1994).

A schema is seen to be a pattern a child demonstrates through their actions, language or play. While a child may play with a variety of toys, a pattern may link these seemingly disassociated activities.

Adults learn new skills through repeating a skill over and over again in order to perfect the skill. Young children do this throughout their everyday learning and play.

By recognising a child's schema, parents can support their children's play and learning in ways that interest them.

WHAT SCHEMA IS YOUR CHILD USING?

DOES YOUR CHILD? ...

TRAJECTORY SCHEMA
... ALWAYS SEEM TO BE RUNNING UP AND DOWN; ENJOY CLIMBING; ENJOY EXPLORING THE RUNNING WATER IN THE SINK OR BATH; ENJOY THROWING OBJECTS; LIKE TO PUSH THINGS IN A STRAIGHT LINE?



How can I support them at home?

- Explore the running water in the bath or outside when it's raining – pouring water from jugs.
- Roll, throw and kick different sized balls/ bean bags to one another.
 - Blow bubbles to be caught.
 - Play on the bikes and slides
 - Throwing games.



TRANSPORTING SCHEMA
... like to put sand in a bucket and move it to another area; enjoy putting objects in a bag/shopping basket/pram and moves it from place to place; go backwards and forwards to bring you items from around the room?

