Useful websites:

SchemaPlay U.K Early Years Training with Lynnette Brock. Empowering practitioners supporting babies, toddlers, SEN, and pre-schoolers. Promoting whole-child development across the Early Years Curriculum. - Going beyond an immediate response to surface behaviour. Training in the U.K (face-to-face or online) and by appointment internationally.

How to use them in learning.

- Begin by conducting short observations of a child in different context and note down the Schemas that you see them dmonstrating.
- Note the most dominant Schema that the child displays as this will provide a high level of engagement in future activities if incorporated.
- Provide activities that contain a child's preferred Schema. For example, a child that enjoys containing will enjoy activities that involve different sized and shaped containers and an assortment of small parts that can be collected and contained.
- Consider ways of enhancing activities to encourage further Schematic development such as matching quantities to numbered containers or sorting items by type.

CADMUS INCLUSIVE

Thinking differently for a brighter tomorrow...

Cadmus inclusive is a neuro-affirming, dynamic, expert led service that provides person-centered and innovative approaches to meet the unique needs of all of their pupils.

Contact

www.cadmusinclusive.co.uk

SCHEMA PLAY

A guide for Practitioners

What is it?

Put simply a schema is an action that a child repeats to help them to make sense of the world around them.

A Little More Information

- There a many different types of Schemas and young children develop a preferred schema that they will readily use when exploring both familiar and brand new experiences.
- Schemas are an important part of a child's development as they allow children to make sense of the world around them, make links and learn.
- As children develop they acquire pre-requisite Schemas that gradually build and allow them to make sense of concepts. For example in order to write, a child must first acquire the trajectory and rotation schema so that they understand that things go up and down and around and around. Next schemas of sorting and matching so that they are able match sounds to letters and write them down.
- A child's preferred schema is useful to identify as it can allow practitioners to tailor learning activities that involve the use of their favourite schema. This makes learning exciting and engaging for the child and they are likely to make strong progress in their learning.

Different Schemas

1. **Containing**
Children show an interest in putting objects into containers or themselves into small spaces.

2. **Trajectory**
Children explore movement and cause and effect with objects or themselves. Children can be seen dropping items, throwing items, and moving themselves.

3. **Rotation**
An interest in things that go around. Watching things spin, spinning objects or spinning themselves.

4. **Enveloping**
Covering items or themselves. Children can be seen hiding under material, covering objects and covering every inch of paper with paint.

Different Schemas

5. **Connecting**
Exploring things that join together such as train track, bricks, magnets.

6. **Transporting**
Children enjoy moving items from one place to another.

7. **Orientation**
An interest in observing the objects from different perspectives and view points.

8. **Positioning**
Children enjoy lining items up or putting them purposely in an array that makes sense to them.

There are many more different kinds of Schemas