

SCHEMA, ACTIVITIES AND LEARNING OPPORTUNITIES

Free Guidelines from Kathy Brodie

How to use the Guidelines

The guidelines can be used in two ways:

1. If you have already identified schematic play, or can recognise some of the behaviours listed under each of the schematic headings, then start from the first column on the left 'Schema and description'. You can then choose suitable activities for the schematic play from the activity planning, or add suitable resources to your continuous provision.

For example, if you have identified a transporting schema, you could plan to do a picnic and provide baskets.

2. If you already have some activities planned, start in the second column from the left 'Activity on planning' and find the type of activity you have planned. Moving to the left you can identify the schema that this will support and moving to the right you can identify the resources needed.

For example, playing with the Brio will support transporting, positioning and connecting schema.



KATHY BRODIE

Schema and description of typical behaviours	Activity on planning	Resources to support schema	Learning
Transporting Packing up and transporting Moving things from one place to another in bags, buggies, trucks or just carrying	Brio trains with carts Going shopping Putting sand in water/water in sand Taking the toys outdoors Pack up a picnic and go somewhere Role play as postman, milkman, truck driver Prams and buggies Putting out plants in garden	Different containers – shopping bags, buckets, tins, suitcases, baskets, purses, scoops, trays. Wheeled toys, bikes, diggers Buckets on pulleys Wheelbarrows	Positional language: in, on, under. Spatial awareness, weight, capacity, size Cooperation, problem solving Leading onto sorting and grouping

Schema and description of typical behaviours	Activity on planning	Resources to support schema	Learning
<p>Enveloping Wrapping themselves and objects up, using fabric or sticky tape</p>	<p>Tents and den making Make a pass the parcel or wrap presents up Making sock puppets Have dolls and teddies to dress Beds with blankets Papiér mache over balloons Buried treasure (outdoors or in the sand pit) Parachute</p>	<p>Dressing up, open ended 'dress up', fabrics, Paper Sticky tape Peek-a-boo Kim's game Mirrors</p>	<p>Positional language: under, in Permanency of objects Making things look different</p> <p>Leading onto transparent, opaque; properties of materials</p>
<p>Enclosure Putting objects or themselves into enclosed spaces, such as boxes, under the table, in a den</p>	<p>Large cardboard boxes Den making Farms and zoos Parking garages Framing their own pictures Putting things away in boxes</p>	<p>'Hiding' places Large boxes Dens Stacking boxes, shoe boxes to put items into Segmented boxes such as chocolate, biscuit inserts Block play, fences for zoos, farms Tunnels, screens</p>	<p>Positional language: in, above Sizes Pattern Self awareness Social world view</p> <p>Leading onto mathematical development such as partitioning</p>

Schema and description of typical behaviours	Activity on planning	Resources to support schema	Learning
<p>Positioning Placing objects (or themselves) in patterns or rows. Lining up, on top of or behind each other.</p>	<p>Lego or duplo Small items of similar size, for example cars, animals, blocks Stacking items Brio train tracks and trains</p>	<p>Sorting objects Making patterns eg mosaics, collages, peg boards and bead necklaces Groups of items eg mummy, daddy, baby, which can be lined up Children line up themselves</p>	<p>Positional language: next to, behind, on top, under, in front, edge Grouping Sizing Spatial awareness Planning sequences of events</p> <p>Leading onto sequencing in maths</p>
<p>Trajectory Throwing Fascination for movement (up and down or side to side)</p>	<p>Throwing games Playing with running water 'Swing-ball' - ball on a string Throwing bean bags or balls into buckets or hoops Games with dice Kicking balls and footballs Paper planes Pulley Pendulum Chasing bubbles Skittles Blow painting Superheroes</p>	<p>Bean bags Balls (of all sizes) including ping pong balls Balloons Chiffon scarves for throwing indoors Bubbles Paper planes Kites Cars and ramps Catapults (if you brave!)</p>	<p>Positional language: Over, on, under Weight Shape Properties of materials Movement Height, speed</p> <p>Leading onto: Action and reaction Speed and direction of motion Depth perception</p>

Schema and description of typical behaviours	Activity on planning	Resources to support schema	Learning
<p>Connecting Joining things together, using tape, glue, interlocking pieces or sewing</p>	<p>Brio or wooden link tracks Stickle bricks Lego or duplo Sewing or threading that joins two items eg cotton reels Making necklaces and weaving Junk modeling Wooden blocks Marble runs Nailing or stapling</p>	<p>Brio or wooden link tracks Stickle bricks Lego or duplo Masking tape, sticking tape String Glue Jigsaws Elastic and elastic bands Magnets Clothes pegs</p>	<p>Positional language: Next to, adjacent, on, behind, under Properties of materials, ones that join and ones that don't Fine motor skills Problem solving</p> <p>Leading onto 3D problem solving, maps</p>
<p>Going through a boundary Posting objects Crawling through tunnels or boxes Pushing materials through holes, such as threading</p>	<p>Obstacle courses with tunnels Threading Water flowing through clear plastic pipes or through sieves Marble runs Brio with tunnels</p>	<p>Funnels Pipes Guttering Pop-up tunnels Brio train tunnels Threading sets Ribbons</p>	<p>Positional language: through, in front of, behind Relative sizes Fine and gross motor skills</p> <p>Leading onto being able to imagine 3D images from 2D – maps, architecture</p>

Schema and description of typical behaviours	Activity on planning	Resources to support schema	Learning
<p>Rotational Watching or making objects go round and round Spinning themselves around or rolling games</p>	<p>Circle games Wheels Roundabouts Investigating Kaleidoscopes Mixing using whisks or mixers going round Making windmills and spinning toys in the wind Making circles and swirls in paint, sand and other sensory materials Taking lids from jars and replacing lids</p>	<p>Wheeled toys ‘Gears, gears, gears’ toys Water wheels in sand & water Spirographs Spinning tops Archimedes screw thread in the sand or water Ribbons on sticks Clock faces with hands Variety of jars, bottles with screw lids</p>	<p>Positional language: Around Gross motor skills (Vestibular and proprioception) Movement Spatial awareness Shape</p> <p>Leading onto writing patterns and number formation</p>
<p>Transforming Mixing of ‘ingredients’, especially those that change, such as different coloured paints and food stuffs</p>	<p>Mud Kitchen and sensory kitchens Mixing paints Baking Making play-dough of all sorts Gloop Bubbles and colours in the water Water and liquids in sand Freezing water into ice</p>	<p>Liquid paints Adding sand to the water tray Adding colour to cornflour Making dough, cloud playdough Bubbles</p>	<p>Positional language: in Change Reversible changes and non-reversible</p> <p>Leading onto early science and mixture of substances</p>