

# 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
<b>Transporting</b> 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

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<p><b>Enveloping</b> 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><b>Enclosure</b> 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>

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<p><b>Positioning</b> 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><b>Trajectory</b> 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>

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<p><b>Connecting</b> 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><b>Going through a boundary</b> 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>

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<p><b>Rotational</b>  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 &amp; 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><b>Transforming</b>  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>