

St.Thomas' Nursery Information Leaflet.

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St.Thomas Nursery

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'If you think you can, you can'

SCHEMAS?

Information

for parents and carers

Does your child have funny habits or obsession?

Carrying things around or wrapping things up?

Hiding things or themselves

No problem it's normal and it is sometimes called a Schema



What is a schema?

A schema is usually a repeated pattern of behaviour. It may be something your child does often in play or even all the time.

It forms the basis of play for many children and sometimes may be all they do (it could even drive you mad).

Schemas sometimes appear to be obsessive and can last for a short period of time or last for a very long time. Some schemas form a life-long interest and some are very fleeting.

A schema is basically a way of a child practicing or perfecting a type of skill which is of particular interest to them.

A child may have one schema at a time or lots of different ones or even none at all.



Some common types of Schema

Enclosing: build walls, build around themselves, make dens, filling up containers and even putting their thumb in and out of their mouth.

Transporting: A child may make collections of things and put them in bags or containers and move around the house/ garden/ nursery etc.

Enveloping: A child may cover themselves with things, the flannel in the bath, wrapping themselves in blankets or dolls, wrapping things up in paper like gifts.

Trajectory: throwing toys, aiming through hoops, deliberately dropping things from the pram or a cot watching something travel through something else. Squeezing things out of tubes like toothpaste or glue and even threading.

Heaping and scattering: making piles of things by sprinkling things from a height onto a surface, sometimes when doing a collage of playing on sand or any media that can be used in this way.

Rotation: A child may be fascinated with things that go round, roll, have wheels, turn, conveyor belts, pulleys, washing machines yo-yo's and balls. They will also enjoy spinning themselves.

Connection: A child may join trains together, glue or tape different objects, link things together, enjoy threading long lengths of beads, making tracks and course ways from different resources.

Transforming: A child enjoys changing something's physical structure, e.g. adding juice to their mash potato or water to sand, adding colour, baking, and mixing water to mud.

What to do now?

Nothing really, this information is simply to help you understand more about your children's very important play. By understanding your children's play habits you can provide them with toys and activities that will really stimulate their interest and develop their learning and development. It can also save you money wasted on expensive gifts and Christmas and Birthday presents that really don't 'float their boat'.

Sometimes Schemas can cause problems as they can be annoying, challenging, messy and sometimes worrying. They can cause frustration for carers and for the child. The child may get frustrated when their play is interrupted, made to be put away or doesn't quite go the way they wanted or planned. This is where understanding is important, try to support their play and always give them a warning before you need them to tidy up. This can help prepare them to stop their play, it is also good to show respect for their work by putting it

somewhere safe to work on at a later stage, if their project is important to them it is important to value it with praise and respect.

What can it all mean?

Schemas will be observed and used in planning, in context and as part of their overall learning and development.

Behaviour which could appear anti- social or inappropriate can be a clue to a child's schematic play. Practitioners who understand this can provide for the child appropriately, this does not mean condoning antisocial behaviour.

Children who appear to be flitting from one activity to another, may in fact be exploring a particular idea or concept in some depth.

Schemas develop in clusters sometimes obvious sometimes not, sometimes they disappear.

Children with additional educational needs have schemas but they may need additional help in applying them to a variety of situations.

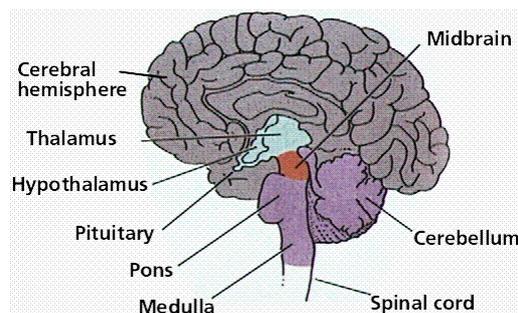
Children use schemas at a sensory motor level; through their senses, actions and movements, and also at a symbolic level when they use something to represent another.

Schemas are linked to movements such as climbing, crawling and dancing as well as through their drawing, paintings and models.

Children with similar schemas will play together more than children with schemas that are very different.

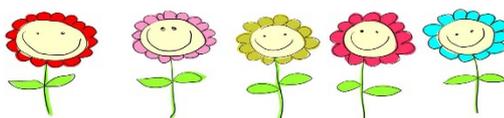
The science part!

***'Schemas are patterns of linked behaviours, which the child can generalise and use in a whole variety of different situations. It is best to think of schemas as being a cluster of pieces which fit together.'* (Bruce 1997,)**



Schemas are described as mental structures as well as patterns of behaviour. Which shows the connection between brain development and social and cultural interactions and experiences. From being babies children use their reflexes to learn, they experience movement, sound, texture, light and pattern, tastes and smells. These can all impact upon a babies schemas which become more complex as actions are repeated. These schemas then develop and we can recognise patterns of behaviour which can help us to understand them better, to enjoy their company more and to help us to learn in deep and thorough ways. (Bruce 1997).

If you would like a paper copy, please see a member of staff in Nursery and they will be able to provide this. We are also able to provide copies with larger text if required.



Every Child Matters

5 Outcomes for children

Be Healthy

Stay Safe

Enjoy and Achieve

Make a positive contribution

Achieve Economic well being

