

We have loads of fun ideas to help you to develop your children's experiences. If you would like more information or activity ideas on any schema - please ask a member of staff for details.

**Recommended Read:**

**'Again! Again! Understanding Schemas in Young Children'**  
by Sally Featherstone

**Beacon Heath Children's Centre**

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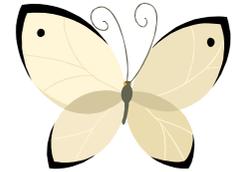
**Heavitree & Polsloe Children's Centre**

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[www.surestartexeter.org.uk](http://www.surestartexeter.org.uk)

in partnership with  
**Devon**  
County Council 

# Schemas



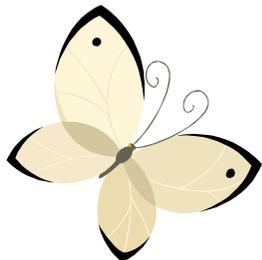
Ever wanted to know why your child keeps throwing things out of the trolley or pram, jumping on the furniture and hiding from you? Then this is the leaflet for you!



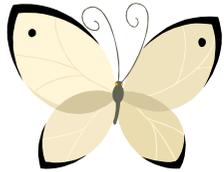
**Sure Start**  
**Children's Centres**  
Beacon Heath, Heavitree & Polsloe & Whipton



Working with families and their children under 5  
to build future generations of happy, healthy, confident children



The word schema is used to describe the repeated behaviour that children use to explore their expanding world.



Babies and young children can often be observed repeating actions such as dropping things from their highchair, or throwing things across the room, again and again!

What may feel frustrating to an adult (because you keep having to pick something up from the floor!) is actually one of the most important things young children can do to try and make sense of their world.

When we observe children closely, we see that they do not play in a random or haphazard manner, instead they are methodical, systematic and logical as they gather information through their senses and movements.

Take a baby who is already able to pick up lots of different objects but is given a new experience of picking up a slippery ice-cube - now this will take some perseverance! With each new experience of ice the baby's mental map is refined and changed and becomes more intentional, skilled and informed as the action is repeated.

Schemas are central to children's learning because they practice skills and make connections which help them to make sense of the world.

## Different Types of Schemas

**Trajectory:** An interest in dropping things from a highchair or cot or playing with the running water in the bathroom. Children may like to climb up and jump off furniture.

**Rotation:** A fascination with spinning, including wheeled toys, children may enjoy being swung around or riding on a roundabout.

**Enclosing:** Likes putting borders around drawings and paintings, making block enclosures (putting all the animals in a field with a fence around them). Likes to fill up and empty containers with all sorts of interesting things!

**Enveloping:** Completely covering themselves or objects with material or paper, wrapping things up, putting things into bags, completely covering a picture with paint.

**Transporting:** Moving themselves or objects such as cars, books or shoes around from one place to another, or organising them into groups.

**Connecting:** Joining and disconnecting train tracks, using construction sets, gluing or taping materials together. May enjoy giving and collecting objects to and from another person.

**Positioning:** An interest in lining up objects such as cars, books or shoes or organising them into different groups.

**Orientation:** An interest in putting objects or their own bodies in different places and positions - upside down or on their side.