

Help Sheet

0 – 25 Specialist Teaching And Support Service

How to support a posting schema.

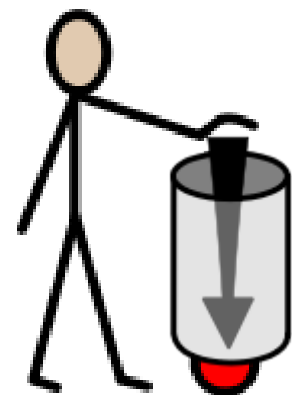


Why?

- The word schema was first introduced by Jean Piaget in 1952. In simple terms, schemas are 'patterns of play' that help children to develop their knowledge and understanding about how things work.
- Schemas are part of child development. For children with SEND schemas are likely to be in line with their developmental stage and may last for a longer period of time.
- Some schemas will fulfil a child's sensory needs as well as being exploratory learning.
- Children find schemas motivating so they can be a useful way to plan 'next steps' for a child with SEND.
- Posting is closely linked to the enveloping schema and is a schema where children enjoy posting objects or themselves into different spaces. When a child is exploring a posting schema, they are learning that things continue to exist even when they are out of sight. In doing this they are using a range of exploratory skills such as observation, testing ideas, predicting and making conclusions.

Learning gained from the posting schema can be:

- Object permanence
- Cause and effect
- Spatial awareness
- Fine motor control
- Hand – eye coordination

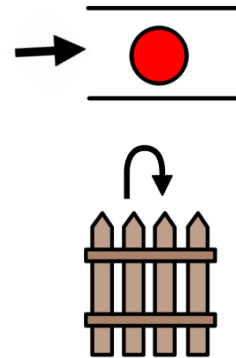


Related Vocabulary: Post, push, fit, gone, hide, big, small, shape, space, in, out.

How?

Play behaviours associated with the posting schema may be:

- Posting objects down the radiator.
- Posting themselves into tiny spaces around the classroom.
- Posting pens through the gap between tables.
- Posting loose parts down the top of their t-shirt.
- Posting objects through keyholes in the door.
- Posting hats, scarves, gloves into coat sleeves.
- Posting objects through the fence in the outside area.
- Posting pieces of food into their cup.



Reference / Evidence base – informed by:

Jean Piaget, Psychologist – Piaget's Theory 1952

Chris Athey, Lecturer in Education – The Froebel Early Education Project 1973-78

Tina Bruce, Honorary Professor in Early Childhood Education – The Froebel Block Play Project 1987

Understanding Schemas in Young Children Again! Again! – Sally Featherstone