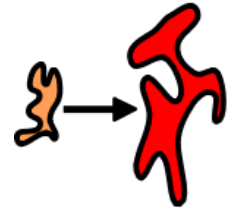


Help Sheet

0 – 25 Specialist Teaching And Support Service

How to support a transforming 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.
- Transforming is a schema where children enjoy exploring how things can change appearance and or texture. When a child is exploring the transforming schema, they are noticing how they can combine and change materials to create something new. In doing this they are learning a range of mathematical and scientific skills such as observation, estimating, testing ideas, predicting and making conclusions.

Learning gained from the transforming schema can be:

- Cause and effect
- Gross motor control
- Fine motor control
- Measuring

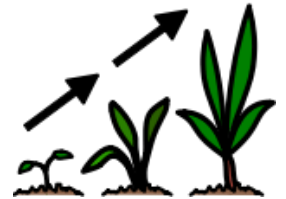
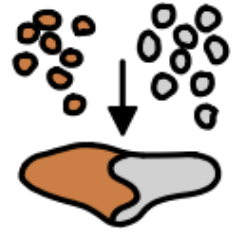


Related Vocabulary: Change, mix, stir, combine, big, small, melt, cook, wet, dry, lumpy, smooth, sloppy.

How?

Play behaviours associated with the transforming schema may be:

- Mixing colours at the paint table.
- Making potions in the mud kitchen.
- Mixing the food on their plate or adding their drink to their dinner.
- Interested in the changes in the environment throughout the seasons.
- Closely tracking the growth of plants and animals.
- Mixing the sand and the water.
- Transforming themselves, dressing up or painting their face/body.
- Playing in the sand or mud adding water to make new consistencies.
- Building and constructing with a range of open-ended resources.
- Crushing chalk outside into tiny pieces.
- Stamping on different objects and observing how they change.



Things to note:

This resource sheet is part of the Schemas - Transforming Tool Kit.

- [Help Sheet – How to support a transforming schema.](#)
- Resource – Resource to support a transforming schema.

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