

Little Acorns At Home 2

What is a schema?

Schemas are usually described as repeated patterns of behaviour, that we see when watching children play and investigate their surroundings. They can be referred to as their 'interests' too, and it shows how they learn.

Some schemas you might see include:

Transporting: carrying toys from one place to another in a truck, pram, bag, purse, box, wheelbarrow or hands

Positioning: choosing to line /position /sit themselves/toys very carefully, cars, people, animals, dinosaurs, bricks, sorting and separating, being very specific, correcting,

Orientation: looking at things from different angles using binoculars, magnifiers, lenses, kaleidoscopes, lying down to draw

Enclosure: making fences and borders, with bricks, blocks, crates, paints, cutting, sticking, chalks, paper

Enveloping: or wrapping, toys and themselves in material, paper, scarves, play silks, dressing up clothes, envelopes

Rotation: keys, knobs, buttons, wheels, taps, cogs, seeing how they work, cars, trucks, rolling, rolling toys and parts

Transforming: mixing paint, mud pies, mixing sand and water, interest in ice melts and freezes

Containing: climbing into boxes, filing boxes, pockets, containers, prams, buckets, handbags, suitcases, trucks, wheelbarrows

Connecting: joining with glue string, duplo, waffle, stickle, mega bricks, tape,

Trajectory: dropping food/bowl/cups from highchair, swinging, kicking balls, throwing toys/items, pulling out tissues, running backwards and forwards, building/knocking down towers

Going through a boundary: threading beads, crawling in tunnels, posting, weaving, latching, locking, doors, sieving

Core and radial: drawing circles and lines, sunshine, making birthday cakes with candles/hedgehogs/dragons in dough/clay

Mark making..

Have a go at exploring different ways to make marks.

Brushes and water on the path and wall, a twig with leaves sellotaped to it, a small twig with buds at the end, a piece of heather, ear buds to dab with, cotton pads, torn up pieces of Jey cloth, feathers, bathroom/kitchen sponge, dragging string pieces, old blocks of wood, (we try to avoid printing with food.)

To hold paint you could use, a sandwich box, or paper plate, a dinner plate for dragging string, a cake tray makes a good well paint palette, the lid of a tin/clip box makes a good tray palette.

Easter time!

Frogs return to their ponds around February to March and we might see frogspawn and or tadpoles now. If you are near a wildlife pond (South Godstone, Godstone, Bay Ponds), during one of your exercise walks, take a look to see if there is anything moving! You might be lucky and have a pond in your garden. Look for 'bobbles' near the surface, little flicks or ripples in the waters edge. You could follow this up with,

Make an 'underwater', viewer using a plastic coke bottle. Cut a rectangle window from one side, keep the lid on the bottle, half submerge the bottle horizontally, peep in the cut window.

Make your own little pond using a bowl, water, stones.

Construct a small, damp log pile for frogs and wildlife

Taking photos with a phone/camera of any evidence of spawn or tadpoles. or indeed frogs!

Online look for spawn, tadpole, frog pictures.

Use a circle of paper to draw, glue, or paint the life cycle stages. Or make a frog pond collage.

Use some bubble plastic to make spawn, painting it to make the egg features.

Use cardboard tubes to make 'froggies' 1-10 to knock down one at a time as you sing.

Colour—look at different ways to make green with yellow and blue, then explore mixing other colours too.

Write out some Easter time words in bubble writing and decorate them, match letters with magnetic letters or scrabble letter.

Use a shallow tray to make an Easter garden with things you find, add paper flowers.

Design an egg hunt with small decorated egg pictures, eggs shapes cut from old cards/magazines, indoors or outside.

Make Easter cards with a green printed background, and decorated egg/flower shapes.

If baking, try decorated egg shaped biscuits.

Explore making rainbows from torn paper, paint, magazine squares, sweet wrappers,

Words: spawn, tadpole, frog, pond, change, cycle

Artists: Claude Monet—Water Lilies series

Colour: Making green from yellow and blue

Numbers: 1-10 Ten Little Speckled Frogs, grouping

Treasure Baskets...

To keep children's interest, to nurture inquisitive, investigative behaviour and curiosity, we use Treasure Baskets. They encourage children to explore unusual and different things, a theme, or a focus, or a schema and lead to new discoveries.

All you need is a lovely basket, round is best as they can approach from any side, but it doesn't matter that much. Then have fun filling it with odd things, try...

'sense of smell', 'light and heavy', 'feel this', sparkle and shine', 'sense of time', 'sound of music', 'light and colour', 'rainbows', 'rolling along', 'the bathroom basket', 'will it float?', 'Easter', 'spring time', 'magnetic', 'brushes'. These are just ideas, but use what you have or can find—different spoons, wooden items, shells etc. Children will enjoy looking at and handling different textures, sounds, shapes, colours and smells. If your little ones are little and like to put things in their mouth, don't have dangerous or sharp items that they can chew or swallow. Ideally if an adult can be on hand that is great, but if you can't then choose safe things that can be looked at independently according to age/stage.