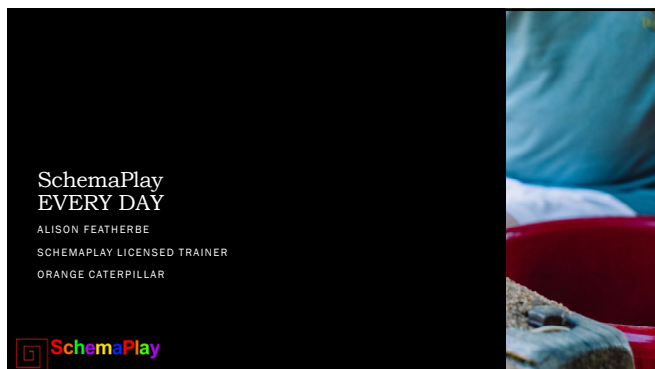



# SchemaPlay EVERY DAY



SchemaPlay  
EVERY DAY  
ALISON FEATHERBE  
SCHEMAPLAY LICENSED TRAINER  
ORANGE CATERPILLAR



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The SchemaPlay model identifies how other children and adults interact with a child and their learning during play.



**SchemaPlay**  
Community Interest Company

Dr John Siraj-Blatchford                      Lynnette Brock

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**The SchemaPlay pedagogy provides an important clarification around 'schemes' and 'schema'.**

- Piaget made a clear distinction between the 'scheme' (operational knowledge, repeated patterns of behaviour - rotating, transporting, connecting etc) and the 'schema' (figurative knowledge, what children are interested in - trains, superhero, animals etc)
- Translations of Piaget's work didn't consistently translate the French word 'schemer' and therefore we became more familiar with the term 'schemas' through books and training
- If we build on both the scheme and the schema, we are truly following the child.

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## The SchemaPlay Pedagogy

**SchemaPlay is not just the name of an organisation, it also functions as a verb. It is something that we do, our practice. It is a pedagogy.**

**Just like Reggio Emilia or High Scope, it's a way to provide early childhood education. It is a method, a rationale with theoretical foundations for professional practice.**

**At its heart is the phenomenon of the Zone of Proximal Developmental Flow - ZPDF**

The diagram illustrates the Zone of Proximal Developmental Flow (ZPDF) as a central concept. It is surrounded by 'Schema (Mind)' at the top and 'Schema (Movement)' at the bottom. A circular flow connects these elements through processes: 'Imitation: Modelling: Scaffolding' and 'Operational Schema'. A 'Focused Activity' is shown at the top left, leading to 'Schema' and then to 'Schema (Mind)'. The ZPDF is labeled as 'Zone of Proximal Developmental Flow'.

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## Happy, safe and secure

Daniel was new to the nursery, his key person settled him in and provided a weighing activity as part of the continuous provision .

Daniel knew about bread making (schema) and became settled in the ZPDF using a containing scheme.

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## Observe, Wait and Listen

What is the child focused on? What are they interested in? What could they be trying to tell you? The voice of the child. Facial expression, body language and non verbal communication. Leuven Scales of Wellbeing and Involvement.

Wait and pay attention. Don't interfere. Stop talking. You are looking for any interactive lead from the child. If you need to, lean forward and look expectant to encourage the child to initiate. They may be so involved and not see you. Wait 1½- 2 times your usual waiting time. Wait to see what the child is interested in and what they are aiming to achieve. Wait to see what they do, they will surprise you.

Literally listen. Your tuning in to breathing changes, sounds, unclear words, words and sentences. Indicators that demonstrate your attunement. You're aware of what they are doing, your back to those first feelings of finding something out for the first time. Use this information to allow the child lead the interaction and to make sure that you respond appropriately

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## Containing

Containing - Putting things inside and outside containers, baskets, buckets, bags, carts, boxes, etc.

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### Linking to everyday practice – the EYFS



OBSERVATION ASSESSMENT PLANNING

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### SchemaPlay pedagogy - terminology

-  Anchor
-  Seed the environment
-  Pre-requisites

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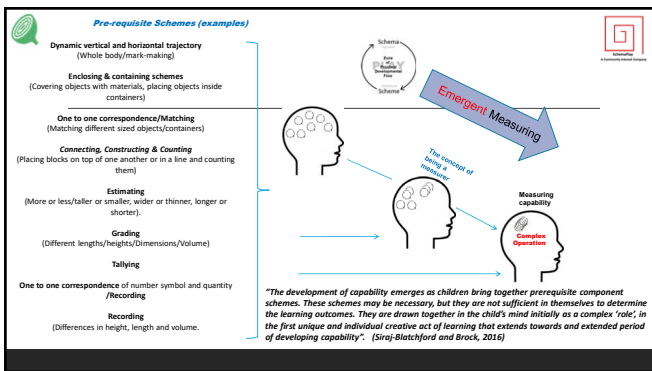
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**SchemaPlay Activity Ideas:**  
Supporting learning outcomes in free-flow play

by Lynnette Brock & John Siraj-Blatchford



*Suitable for children from 30 to 60 months.*

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### Top tips for everyday!



1. FOSTER THE CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING
2. ENCOURAGE RISK BENEFIT
3. NURTURE THROUGH HIGH QUALITY INTERACTIONS

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**SchemaPlay**  
Licensed Trainer

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# SchemaPlay EVERY DAY

Interested in  
SchemaPlay  
accreditation?  
[admin@schemaplay.com](mailto:admin@schemaplay.com)



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