



# Planning for Schematic Learning in the Early Years: A practical guide

*Karen Constable*

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What are schemas and why should you know about them? How can schemas be identified in young children? What does schematic learning look like and how does it meet the needs of individual children?

All children are different, they look different, sound different, behave in different ways and crucially they learn differently. It is a constant challenge in Early Years settings and Reception classes to provide opportunities that are relevant and valuable for all the children. Being able to recognise and identify schemas in young children enables practitioners to plan a play-based curriculum that allows for individualised learning based around each child's interests that will support the next steps of their development.

Drawing on current research, the book clearly explains what schemas are and how they can be identified in children. Looking at how settings can plan to incorporate schemas into their schemes and topics and providing real life examples of schematic learning in practice, features include:

- Examples of schemas alongside descriptions of common behaviour patterns
- A chapter on using schemas to support children with additional needs
- Photocopiable key checklists to help identify different schemas
- Guidance on developing schemas to support children in their next steps
- Advice on using schemas to aid the transition to Key Stage 1

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Including case studies and photographs to illustrate practice, this highly practical book aims to inspire practitioners, teachers and students to be creative in the way they work with children and ensure the best for those in their care.

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