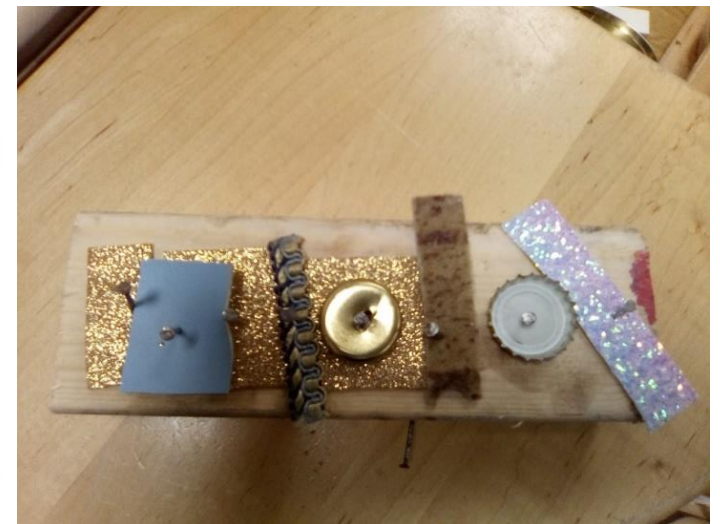
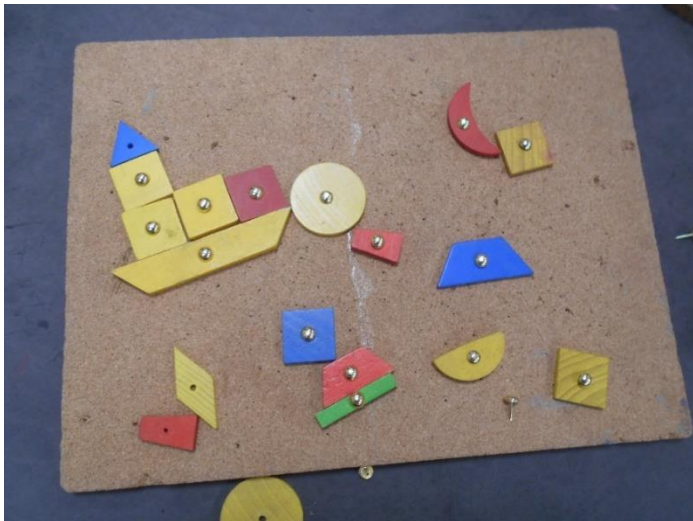


Connecting and Disconnecting Schema Project Autumn 2022



Where it started

Many of the children have been showing schematic play in the form of connecting and disconnecting. Schemas are behaviours that children go through when they are exploring the world and trying to find out how things work. Understanding schemas can help us to provide what children need for their learning.

We noticed there has been lots of interest in building with the bricks and loose parts, this includes outdoor play connecting tubes on the hill. When we were building our collaborative model we noticed the interest again in connecting with glue and tape.

Over the next few weeks we introduced different ways to further develop this schema using various construction kits. Children were able to explore freely and find new ways to connect and join resources together. In addition we re-introduced woodwork where the children attached materials to their pieces of wood using real tools.

Links to the EYFS

Expressive Arts and Design- Creating with Materials

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Use their imagination as they consider what they can do with different materials.

Make simple models which express their ideas.

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Create collaboratively sharing ideas, resources and skills.

Mathematics- Numerical Patterns

Build with a range of resources.

Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Combine shapes to make new ones – an arch, a bigger triangle etc.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Physical Development- Fine Motor

Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. OCP

Develop manipulation and control.

Explore different materials and tools. OCP

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.



A is building a tower using the bricks, he spends a long time here carefully selecting where he wants to put the bricks.



H and E have connected the road in different ways
for the cars to go on.



A-R is playing with the threading. He selects all the blue blocks and stacks them up.

"Build a tower" he comments as he builds.

A-R holds up the brick **"square"** he comments.

A-R then finds some triangles in the box. **"Got triangles"** he says.

"Would you like some more here". I point and then pass one to A-R, he then lines the triangles next to each other.

He then continues to build using the blue cubes again.

"More nee more" He says as he looks for more blue blocks.

We began our collaborative model this week, first we started gluing different sized boxes to the model and then we decorated it with paints and other materials.





Z dips his brush into the “**orange**” and “**red**” paint and then using his right hand he carefully paints the tops of the boxes.

Here are A-R, E and I using the glue stick a variety of materials such as matchsticks, glitter and feathers to make our model look even more wonderful!



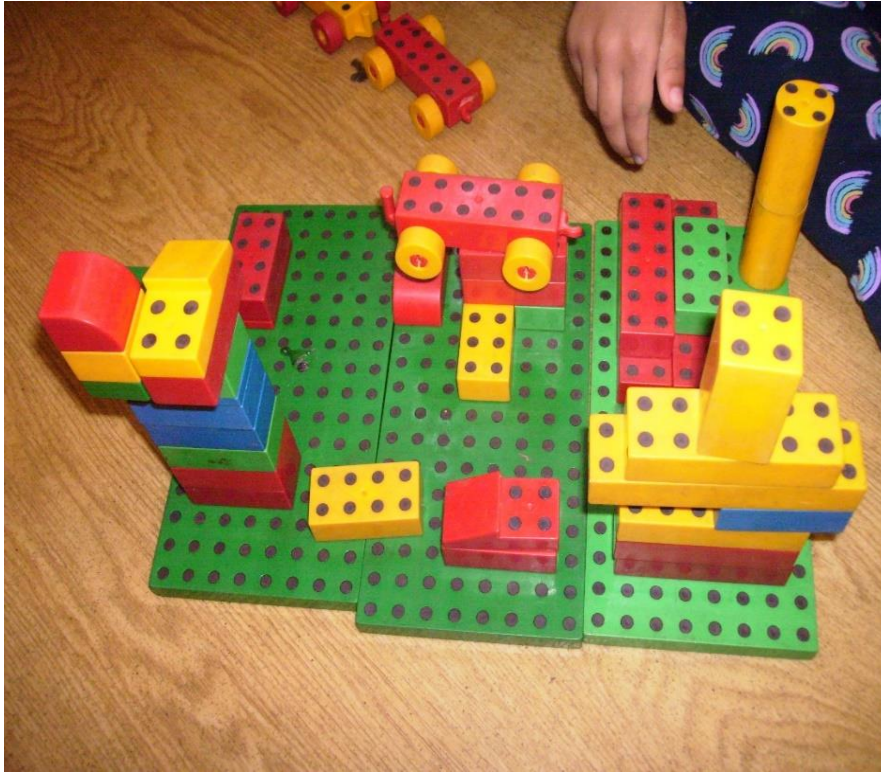


A spent most of the morning session playing here with the bricks. To begin with she selects a string and a brick. I showed her how to thread it through and after a few attempts she was able to then thread them independently. She held up her string and flapped her hands excitedly. **“Look”**.

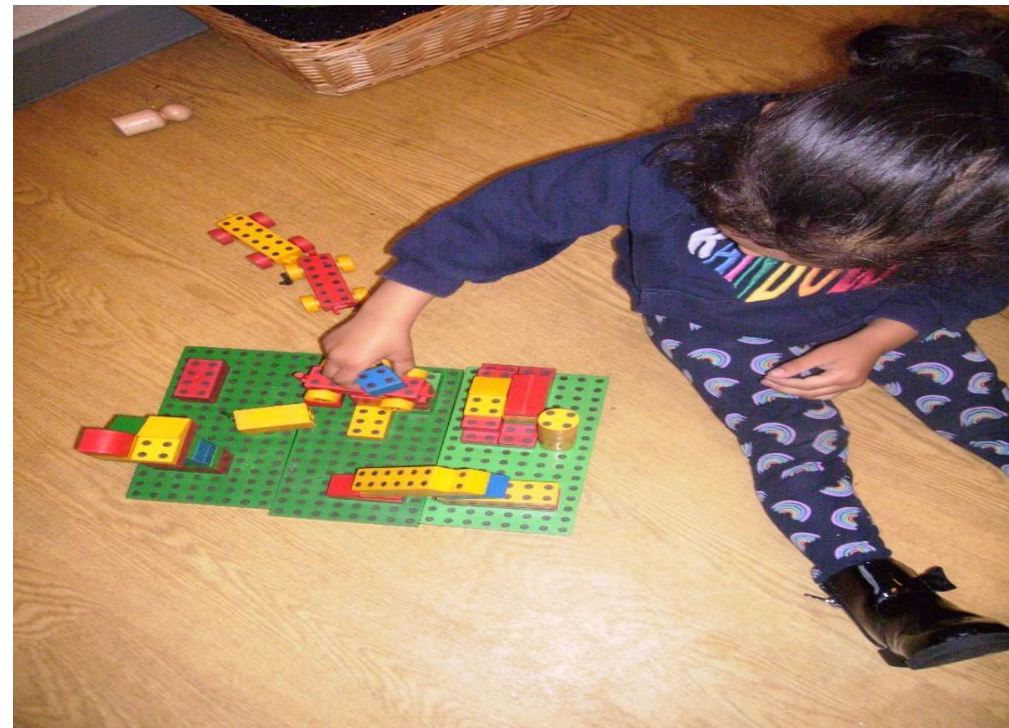
“Wow it’s nearly full”

A then continued until she could not fit any more on. She then began to stack the blocks on the rug. A selected the **“Triangle”** and placed it on top of a brick. **“House”**.

A repeated this again **“two houses”**, **“three houses”**.



K used her right hand to collect the magnetic blocks from the plastic container. She then connected the magnetic blocks together and commented “Zahila ... **I made train**”.





R and K worked together to make a train track. They spend time problem solving what they need to do before connecting the pieces together. R then commented **“I made a railway track”**.



F was busy building a tower at the construction area. She used different size hollow blocks for her model and commented **“I’m building my house”**. The adult then commented “How many window do you have at your house?” F commented **“I have two window, one door and a garden”**, pointing to the different blocks on her model.





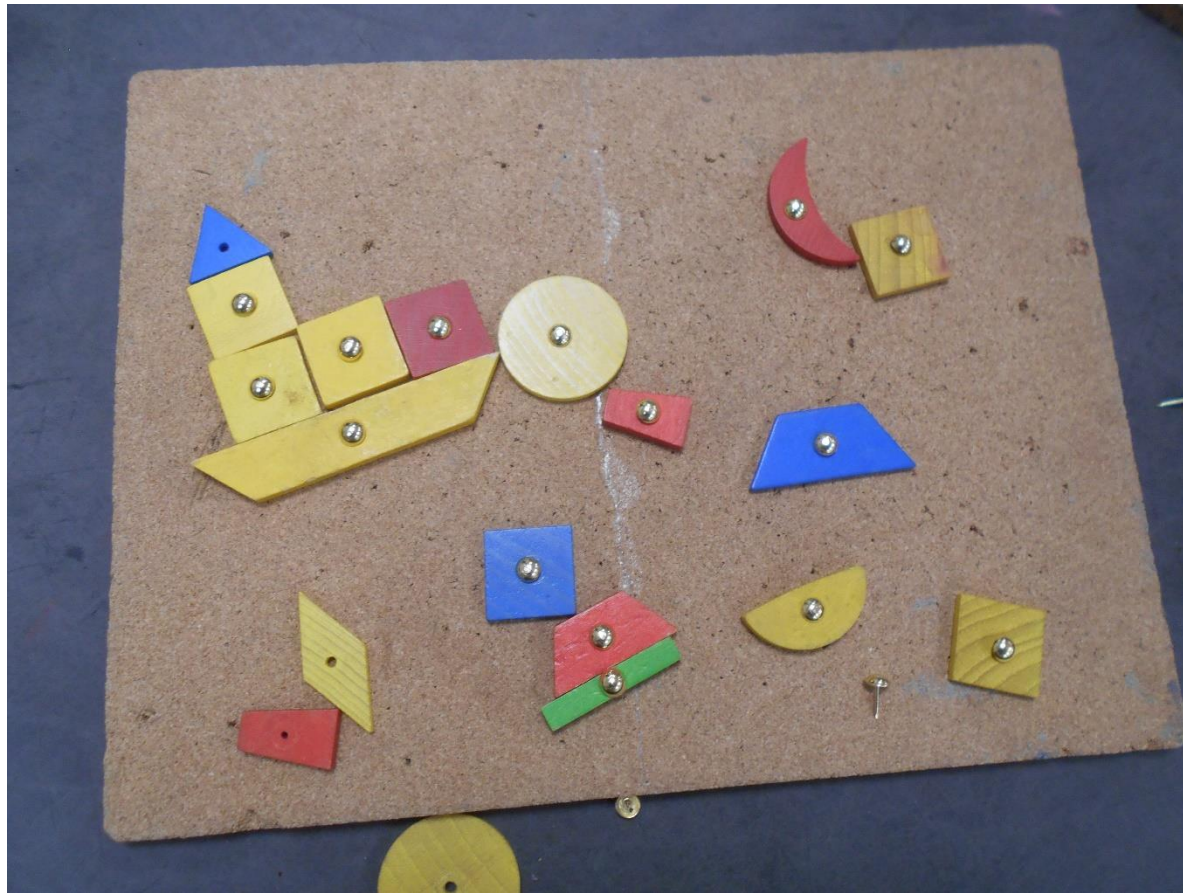
R was looking at the display of building around Keighley. She then commented to Child K, **"We need to build it like that"**, pointing at the mosque picture on the wall. The adult asked her what she will need to build the mosque with. R then chose one big and two small hollow wooden brick from the shelf and commented **"We need these first"**, as she placed the wooden bricks on the floor. Another child then join in with the building and R commented **"It's mine"**. The adult then talked and modelled working together as a team. R then carefully stacks different shapes and size to her building and commented to herself **"I needs triangle roof"**. Whilst R was building she constantly checks the photo and commented **"I made my mosque." My dad read at mosque.... daddy said it's special"**. The adult commented "What **does your daddy read at the mosque?"** R commented **"He reads dua... daddy said only daddy's go mosque"**





This week we were exploring different tools and further ways to connect and make arrangements.

A and A spent a long time carefully putting in the pins and using the hammer to then connect the shape to the cork board.



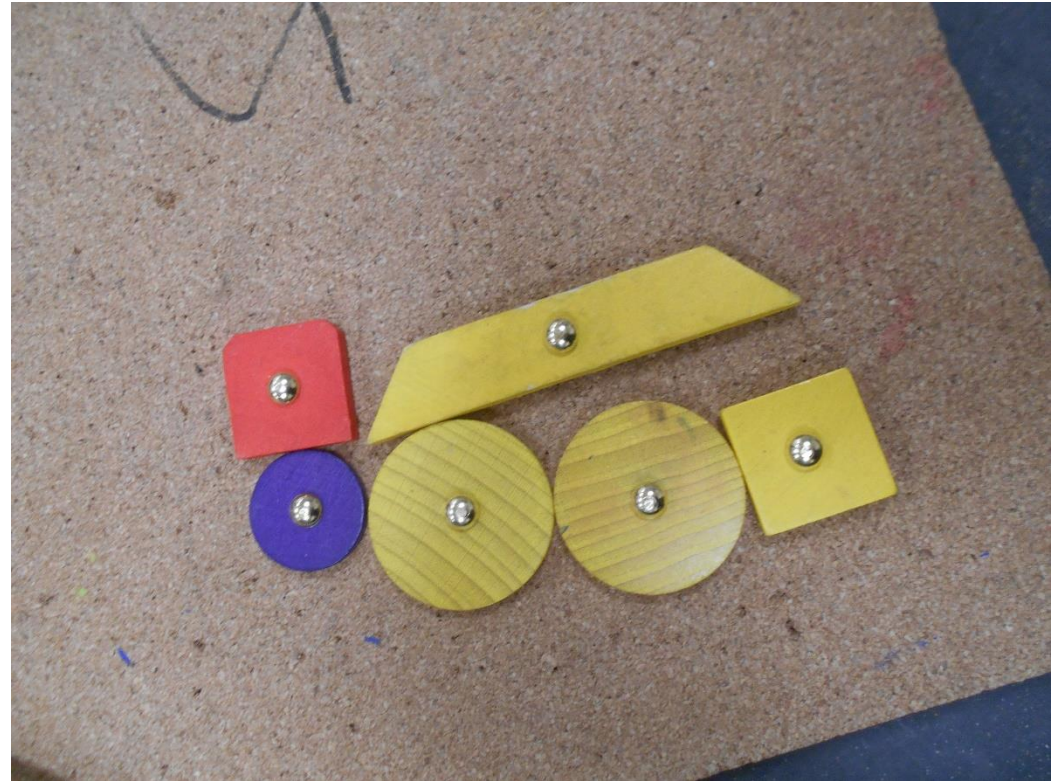
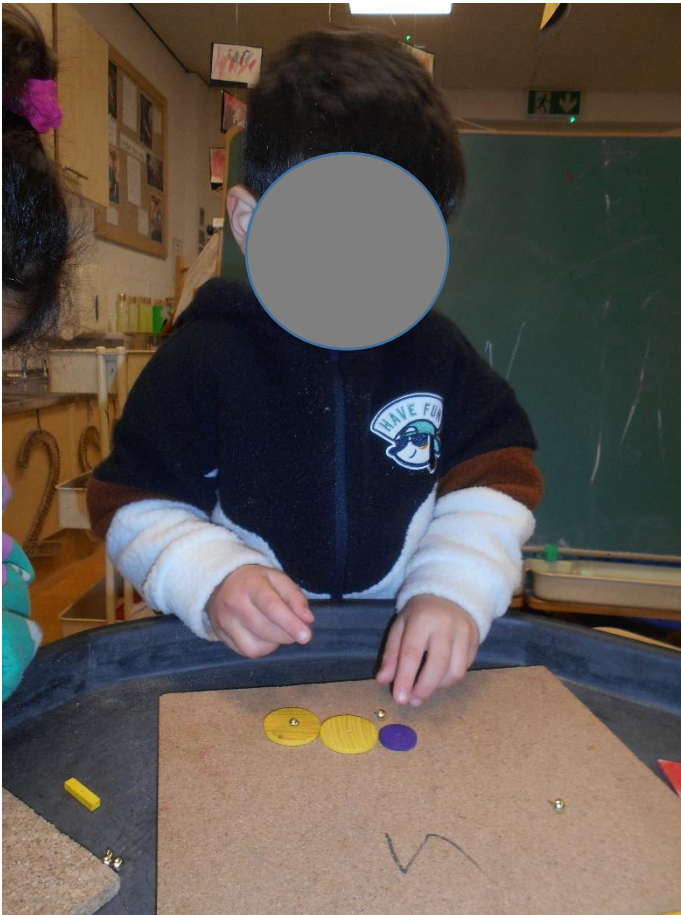
A selected different shapes to make his wonderful arrangement.

“What are you making?” I ask.

“I’m making my house, it doesn’t usually have yellow on”.

“What is your house make out of?”

“Bricks”.



Z names the different shapes as he arranges them on his board. He chooses a pin, puts it in the middle of the shape and then uses the hammer (r.hand) to tap it in.

“Circle, square”

“This is the slide and that’s the roundabout”. “I’m gonna make a swing”.

Z adds another square. **“That’s Daddy’s house”.**



N is exploring the Tap Tap, he selects a nail and puts it in the middle of his shape then uses the hammer to push the nail into the cork board.

“Do Daddy’s house”.

He points to the circle shape **“That’s the wheel round and round”**.

“That’s the door- tap, tap”.

N selects a square **“Baffoom (bath room)window”**.



I approached me whilst I was supporting another child screwing their bolt. Iliana asked me,

"Can I do it?"

Would you like to do some screwing?

I replied, **"Yes!"**

I then reached for a screwdriver and a bolt and started to screw the bolt twisting the bolt using her left hand.

I tapped my knee and said **"I'm fixing!"**

"What are you fixing I?"

"A car"

"Whose car is it?"

"Your pink car, big car!"

F worked in the loose parts area outside, first she took out the cardboard tubes and places them all over the material which she has laid on the floor.

As she did this she began to count 1,2,3,4,5. Once she has used up all the tubes she took out the small square tiles which she then placed on top of the tiles. Once F had finished she sorted all the materials back into the correct boxes and clears them all away.

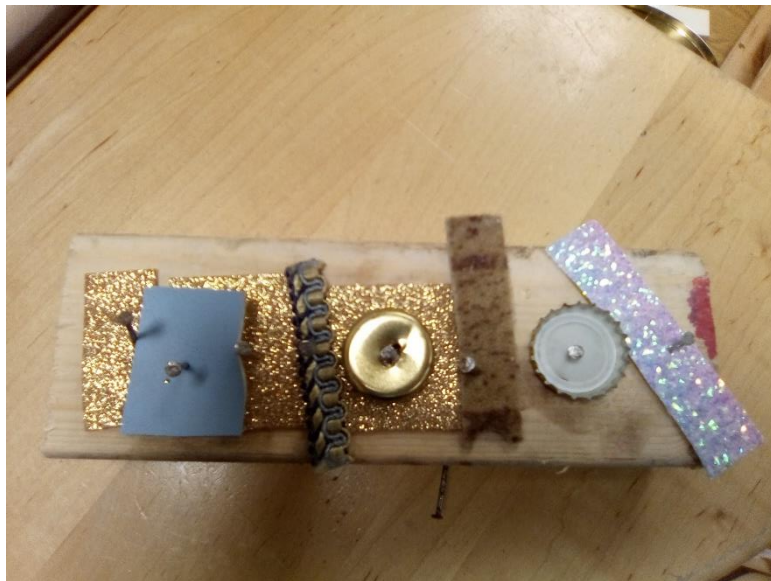


This week we moved onto woodwork. The children have been learning how to use the tools safely and why it is important. Firstly, we started off just using the hammer and nails and then as the week progressed we added materials and bottle tops to extend the children's learning and for them to make their own wonderful creations.

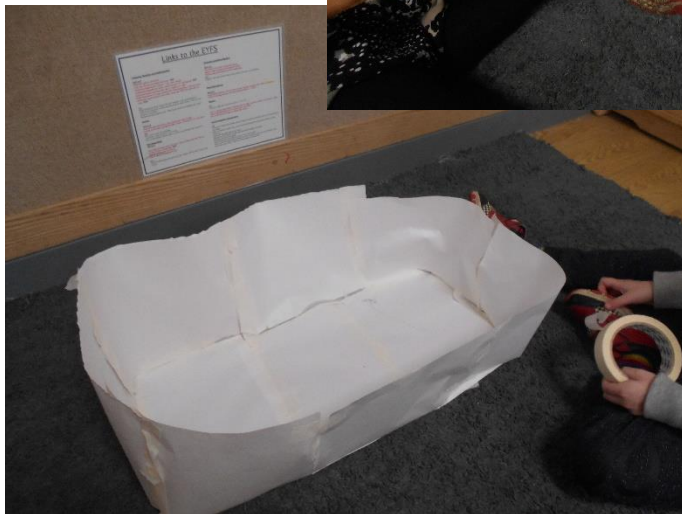
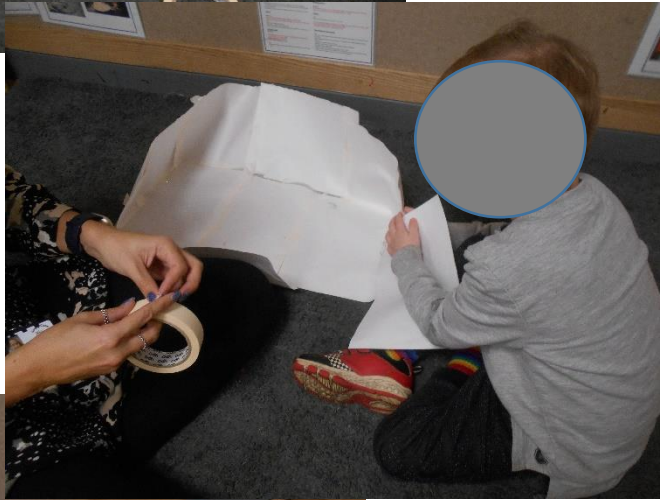
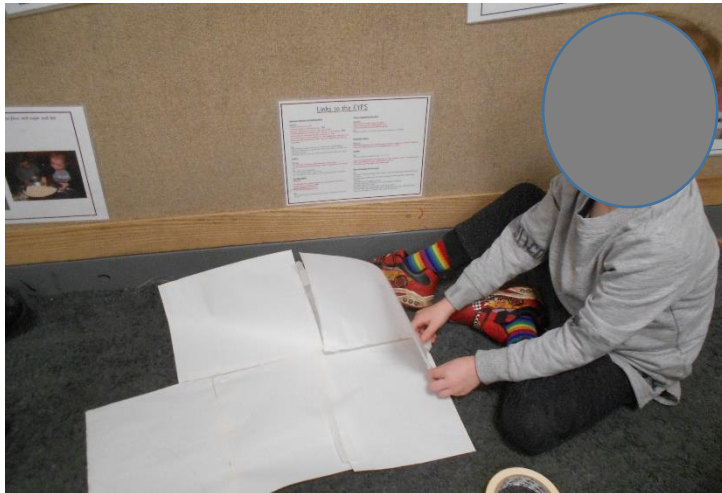




A-R is been supported to hammer the nails into the wood. He is then able to independently tap the nail further into the wood. **“Tap, tap, tap”**, he repeats. Then he counts the nails **“one, two.”**



B selects a piece of wood and uses a hammer independently to attach various materials such as braid and sparkly fabric onto it. She is able to hold the nail in one hand and use the hammer to get it started. Next she adds a metal bottle top and then had the idea to add another bottle top onto a nail she had already hammered in. The adult supported her to make a large hole in the bottle top that would fit over the head of the nail. After this B wanted to add another bottle top and we repeated the process of making a hole big enough to go over the existing bottle top and nail. B turned the top like a wheel and remarked **“I made a boat”**.



"I want to make a boat; we need masking tape".

I sit down with H who lays pieces of paper together on the floor. I watch as he arranges them.

"Can I have some tape?" "Sure how long?" I stretch out the tape for H.

"That long" he replies. I give H the tape and he connects the tape to the paper. Once he has connected all the paper he goes to the mark making area and gets some more paper. H stands the paper up on its side and uses the tape to create sides.

"Can you hold that there for me?" I support H where possible to help him attach the tape to the paper. It gets to the end of the morning sessions and I explain to H that we can carry on with the boat this afternoon. H accepts and puts the boat on the unit to keep it safe.

"Put it up there so it doesn't break"

"Good idea". In the afternoon H remembers and asks to finish the boat. He stands in it and laughs **"We need to take our shoes off to stand inside so it doesn't break."**

"That's a good idea because paper is fragile". Huss finishes his boat which he is so proud of and he cannot wait to show his Mummy at the end of the day.