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| |  |  | | --- | --- | | **SCHEMA: Description possible behaviours** | | | **Rotation** | A child may be fascinated by the spinning washing machine, love anything with wheels, roll down a hill, enjoy spinning round or being swung around. | | **Connection** | A child may distribute and collect objects to and from a practitioner, spend time joining the train trucks together, stick the masking tape across from the table to the chair. | | **Positioning** | A child may put things on their head, prefer their custard next to their sponge not over it, lie on the floor or under the table, walk around the edge of the sandpit. | | **Transforming** | A child may add juice to their mashed potato, or sand to the water tray, enjoy adding colour to cornflour or making dough. | | |  |  | | --- | --- | | **Transporting** | A child may carry all the bricks from one place to another in a bag, the sand from the tray to the home corner in a bucket, push a friend around in a toy pram. | | **Enveloping** | A child may cover themselves with their flannel when washing, wrap a doll up in a blanket, sit in the same tray and cover their legs with sand, cover their whole painting with one colour. | | **Enclosure/**  **containing** | A child may put their thumb in and out of their mouth, fill up and empty containers of all kinds, climb into large cartons, sit in the tunnel, build ‘cages’ with blocks. | | **Trajectory:**  **diagonal**  **vertical**  **horizontal** | A child may gaze at your face, drop things from their cot, make arcs in their spilt food with their hand, play with the running water in the bathroom, climb up and jump off furniture, line up the cars, bounce and kick balls, throw. | |