



Scheme	Definition/What the scheme might look like in practice.
Classifying	A child might develop a fascination for organising and classifying objects. For example, classifying small world animals or pictures of animals by their status as herbivores, carnivores or omnivores, for example.
Connecting	Materials/paper/card, etc., may be glued, sewn or fastened into lines. String, rope or wool used to tie objects together. The opposite to this scheme may be seen in separation where an interest is shown in disconnecting assembled or attached parts.
Containing	Putting things inside and outside containers, baskets, buckets, bags, carts, boxes, etc.
Counting	A child might say number names in sequence, supporting the counting scheme which is to find the number of elements of a finite set.
DAB	A graphic scheme used in paintings, randomly or systematically, to form patterns or to represent for example, eyes, flowers or buttons.
Enclosing	A child may build enclosures with blocks, Lego or large crates; perhaps naming them as 'boats', 'fields', swimming pools, etc. The enclosure is sometimes left empty, or sometimes carefully filled in. An enclosing line often surrounds paintings and drawings while a child is exploring this scheme. The child might draw circles, squares, triangles, heads, bodies, eyes, wheels, flowers, etc.
Enveloping	This is often an extension of enclosure. Objects, space or the child is completely covered. S/he may wrap things in paper, enclose them in pots or boxes with covers or lids, wrap self in a blanket or creep under a rug. Painting are sometimes covered with a wash of

	colour or scrap collages glued with layers of paper or fabric.
Estimating	A rough calculation of length, height or size. A child might demonstrate their estimation using their arms or positioning their hand either low to the ground or higher up. They may use language 'bigger', 'smaller', 'taller', 'shorter', 'wider', 'thinner', or numbers to quantify their rough calculation.
Exchanging	A child might transfer ownership of an object for some other goods (or money).
Grading	A child may grade coloured objects from dark to light, or grade wooden prisms/blocks by height or length.
Grouping	A child might create groups of objects based upon their characteristics.
Horizontal & Vertical Trajectory	<p>VERTICAL (up and down) and HORIZONTAL (side to side)</p> <p>A fascination with things moving or flying through the air – balls, aeroplanes, rockets, catapults, Frisbees, etc. (Things that can be thrown.) When expressed through a child's own body movements, this often becomes large arm and leg movements, kicking or punching, for example.</p> <p>DIAGONALITY</p> <p>Usually explored later, A child might construct ramps, slides, and sloping walls. Drawings begin to contain diagonal lines, forming roofs, hands, triangles and zig-zags.</p>
Matching	Putting identical objects into pairs. Matching by shape, colour, texture, weight, etc.
Ordering	A child might produce paintings and drawings with ordered lines or dabs; collages or constructions with objects carefully glued in sequence. S/he may place blocks, vehicles or animals in lines and begin to show interest in grading (e.g. identifying 'largest' and 'smallest').

Orientation	This scheme is shown by interest in a different view point, for example, when a child hangs upside down or turns objects upside down.
Positioning	A child may be interested in placing objects in particular positions, for example on top of something, around the edge, behind. Paintings and drawings also often show evidence of this.
Predicting	A child might say that (a specified thing) will happen in the future or will be a consequence of something:
Recording	A child will make marks for a purpose. The marks are significant to the child as they represent a meaning.
Role-playing/pretending	A child might pretend to be a shopkeeper, recycler, chef, etc., and totally immerse themselves in the role/the job. Or, Children may engage in small-world play – animating characters and/or developing a narrative.
Rotation	A child may become absorbed by things which turn – taps, wheels, cogs and keys. She may roll cylinders along, or roll herself. She may rotate her arms, or construct objects with rotating parts in wood or scrap materials.
Sequencing	Organising objects/pictures by how something happened. A child might put pictures of events in the order that they took place, or recall and re-tell a story using props/pictures.
Sorting	A child might start to note similarities and differences. For example, sorting leaves or shells by shape.
Tallying	Recording a score or quantity by a number of lines. A child might record the number of birds visiting the garden by drawing a line every time they see a particular bird.
Transporting	A child may move objects or collections of objects from one place to another, perhaps using a bag, pram or truck.