

Pre-requisite Schemes (examples)

Matching

(Objects/materials – noticing when something is the same)

Counting

(Counting – in songs, rhymes, books, and counting objects)

Tallying/Recording

Grading

(By length/height to recognise increases)

Direct to addition

Matching

(Loose quantities to fixed numbers in sequence)

Sequencing

(Number symbols 1-5/1-10, etc)

Ordering/Sequencing

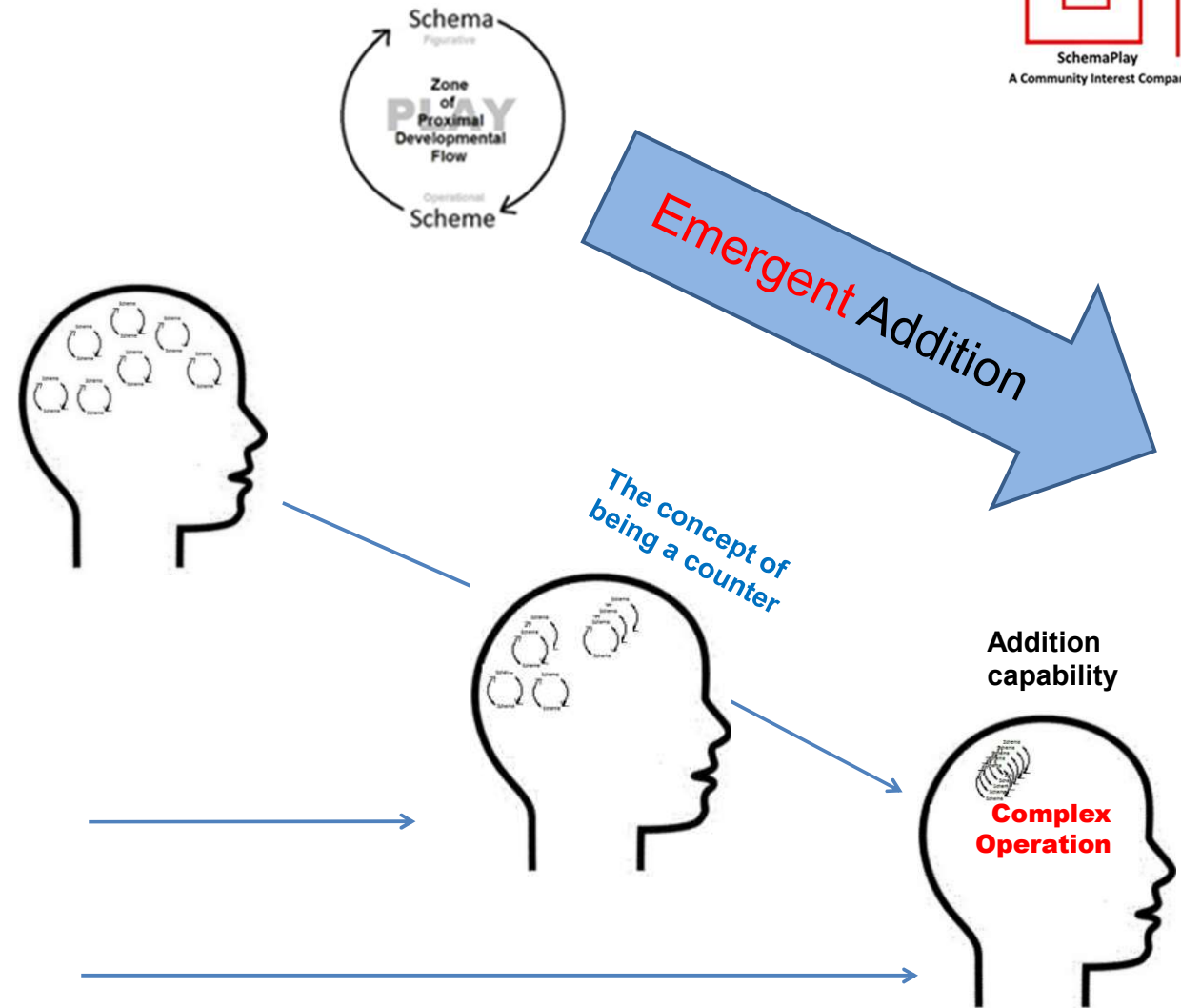
(Loose quantities to loose number symbols)

Counting-on fixed quantities

Counting-on with loose quantities

Counting on and recording answer
(written or finding number symbol)

Addition symbol recognition



An Emergent Curriculum recognises that the sophisticated cognitive operations that emerge in children are irreducible to their component parts, which nevertheless act as developmental precursors that must be drawn together in the child's mind as a unique and individual creative act (Siraj-Blatchford & Brock, 2016)