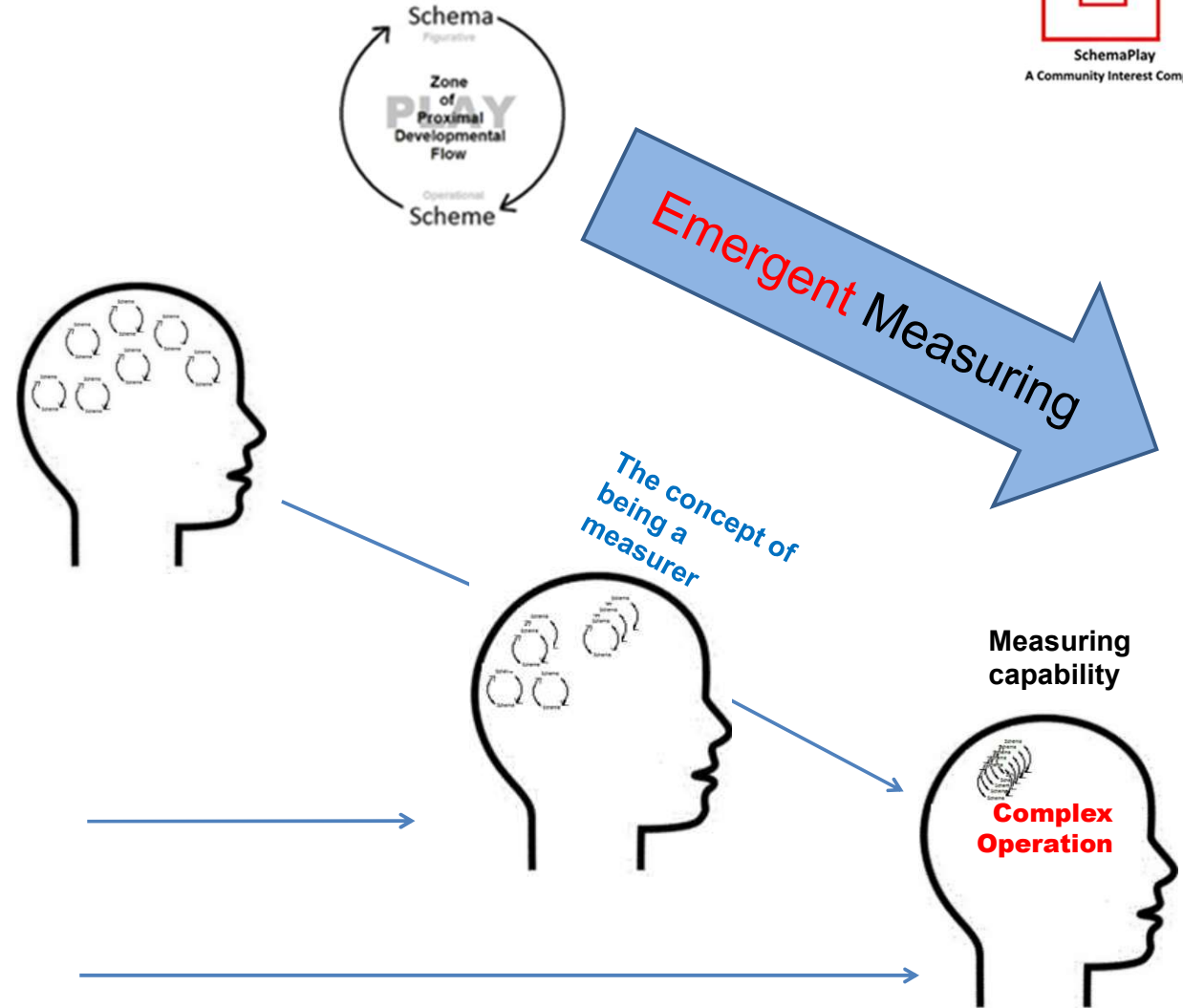


Pre-requisite Schemes (examples)

- Dynamic vertical and horizontal trajectory**
(Whole body/mark-making)
- Enclosing & containing schemes**
(Covering objects with materials, placing objects inside containers)
- One to one correspondence/Matching**
(Matching different sized objects/containers)
- Connecting, Constructing & Counting**
(Placing blocks on top of one another or in a line and counting them)
- Estimating**
(More or less/taller or smaller, wider or thinner, longer or shorter).
- Grading**
(Different lengths/heights/Dimensions/Volume)
- Tallying**
- One to one correspondence of number symbol and quantity /Recording**
- Recording**
(Differences in height, length and volume.



“The development of capability emerges as children bring together prerequisite component schemes. These schemes may be necessary, but they are not sufficient in themselves to determine the learning outcomes. They are drawn together in the child’s mind initially as a complex ‘role’, in the first unique and individual creative act of learning that extends towards and extended period of developing capability”. (Siraj-Blatchford and Brock, 2016)