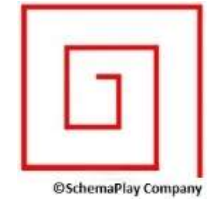
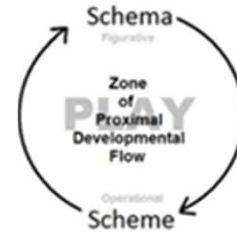
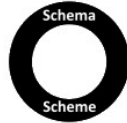
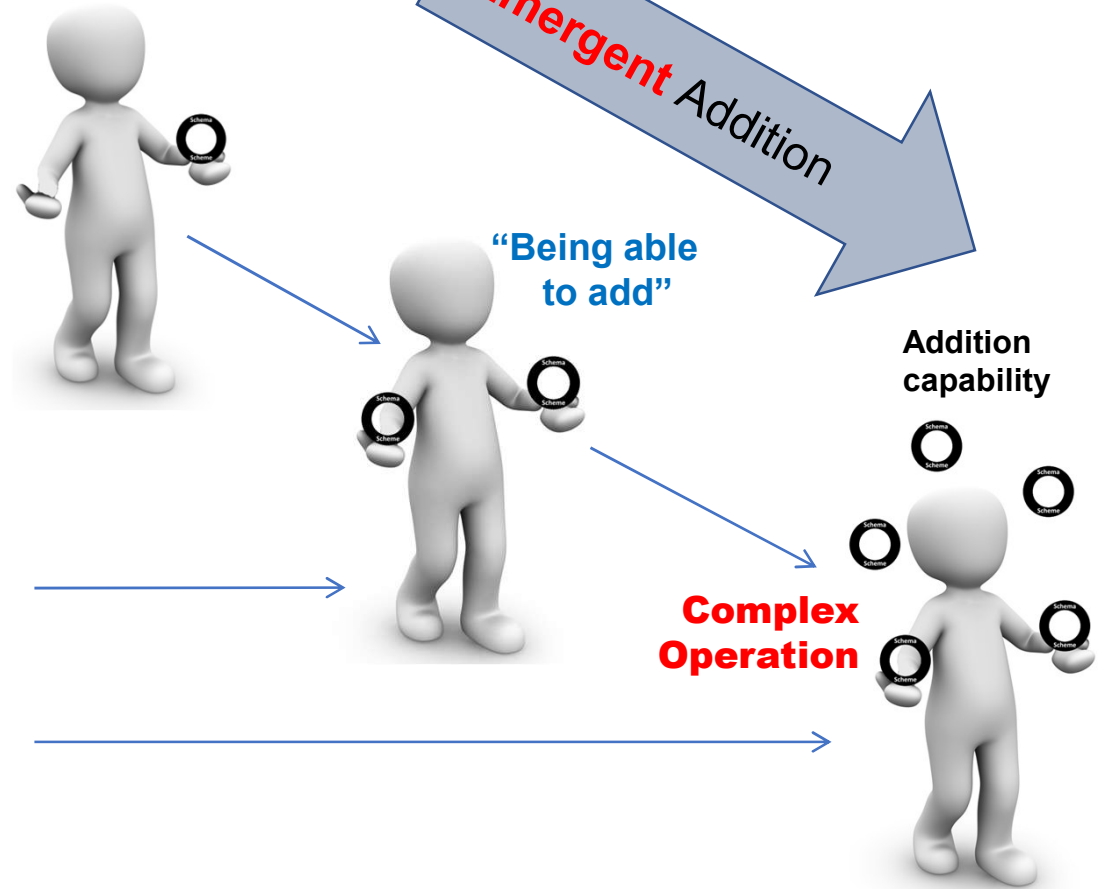


Pre-requisite Schemes (examples)



- Containing**
(Inside-Outside-Barrier, Sets)
- 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)