

## 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)

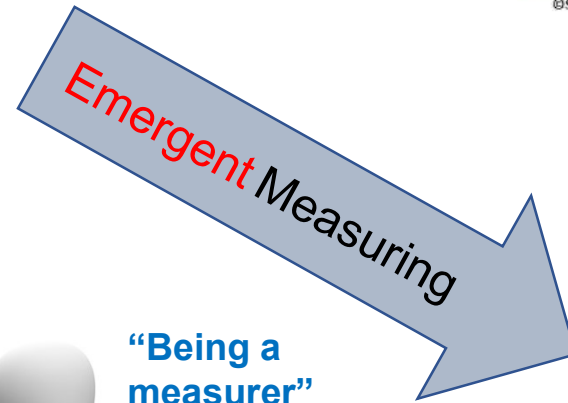
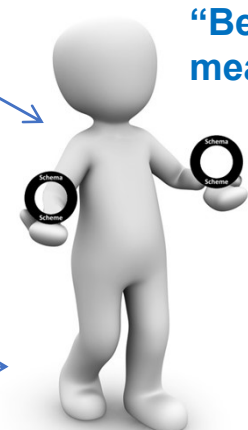
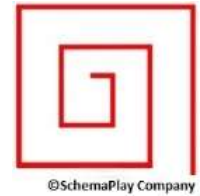
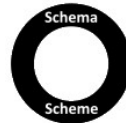
**Estimating**  
(More or less/taller or smaller, wider or thinner, longer or shorter).

**Grading**  
(Different lengths/heights/Dimensions/Volume)

**Tallying**

**One to one correspondence of number symbol and quantity /Recording**

**Recording**  
(Differences in height, length and volume.



“Being a measurer”

Measuring capability

**Complex Operation**

*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)*