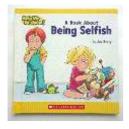# Recommended Books

Berry, J. (2005) A Book About Being Selfish, Scholastic.
Katie does not want to share her toys with Sam. Your child will
playing with selfish children, because selfish children care more

Dahl, M. (2004) One Giant Splash, Picture Window. The book u
two seals, to count down from twelve to one. Readers are invit
activity page.

Sing counting rhymes, such as:

"One potato, two potatoes, three potatoes, four…

Five potatoes, six potatoes, seven potatoes more…"

Produced by Lynnette Brock & John Siraj-Blatchford of SchemaPlay

©Copyright SchemaPlay and OMEP-UK

Emergent Numeracy Education

for Sustainable Citizenship

i-care statements

to support

The ESC Award

OMEP - UK

SILVER

The SchemaPlay Co

Suggestion	I care……	Date/Details
Collect a small bag of leaves and group them by shape.	I can notice similarities and differences.	
Collect cones, stones, leaves and make a pattern that can be copied.	I can follow a pattern.	
Provide pictures of a life-cycle of a frog or butterfly. Discuss the sequence and encourage your child to draw their own life cycle or sequence the pictures themselves.	I can sequence a life-cycle.	
When out on a walk, observe and discuss different shapes. Look at paving slabs, windows, drain covers, etc.	I can notice four shapes and name them.	
When travelling discuss traffic light sequences and that the red light means stop.	I can recognise traffic signal sequences.	

Suggestion	I care……	Date/Details
Read stories about healthy eating and the dangers of obesity.	I care and understand why it is important not to eat too much sugar.	
Talk about favourite, fruits, songs, colours. What would be their first choice? Which one comes second? Third favourite?	I can make a first, second and third choice.	
Introduce arrow shapes and play "Move the Rabbit". Where the child selects the shape to make you (the Rabbit) move by forward, back, etc.	I can use shapes to code your movement just like a computer can control a robot.	
Whilst out walking, encourage your child to look for the number 5, etc., in door numbers.	I can recognise numbers 5 -10.	
Match quantities to numbers (1-10). For example, put labels on pots for the number of seeds to be planted in each.	I can match quantities to numbers.	