



Ticker 10 Guidance Notes

Introduces the Tickers' Marching Band Rhythm, to provide a joyful, enjoyable backcloth of music, song and movement, whilst stimulating and igniting the imagination.

Pages 3 - 4

Introduce the number 10, both as a numeral and a word, and the colours silver and red, using the character Ticker 10.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 10 and draw and colour Ticker 10.

Recognise the numeral 10 and also the word ten, when they occur in the book and also recognise them on posters, displays, in books and magazines.

Find and bring 10 objects to an adult, when asked to do so, such as 'small world' toys.

Use groups of objects to the value of 10, e.g. Ticker 10's buttons to combine two groups of objects.

Sing, chant, listen to and discuss, relevant nursery rhymes and stories that have 10 main characters, e.g. Ten green bottles.

Engage in indoor and outdoor reinforcement activities e.g. Let's find 10 Lego bricks. When shopping and outdoors find 10 apples, 6 cakes, 2 dogs, 8 parked cars.

Explore colour using a variety of media to raise awareness of the colour silver, e.g. paint, crayons, clay, dough, textiles, create Ticker 10 and other imaginative creatures.

Use everyday items and role-play for solving practical problems, e.g. 7 buttons on a dress. How many have fallen off, if 3 are left on the dress? Adult support may be needed.

EYFS

MD Begin to say and use number names in order in familiar contexts.

MD Begin to recognise numerals 1-10.

CLL Sort or match 10 objects and talk about sorting.

MD Use developing mathematical ideas and methods to solve practical problems.

UW Find out about and identify some features of living things, objects and events they observe.

UW Find out about, and identify the uses of everyday technology and use communication technology and programmable toys to support learning.

EAD Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



Pages 5 - 6

Identify the different shapes and colours.

Action tasks

Raise awareness of different shapes, i.e. circles and triangles, e.g. Ticker 10's circular buttons and the 3 sided triangles.

In real life, sort and identify other objects to the value of 10 by shape, i.e. circles.

Use other everyday objects to sort and classify by values 1 - 10 and the colours already introduced.

Explore colour using a variety of media to raise awareness of the colours red and silver.

Identify some of the shapes in the environment, i.e. buildings, trees, flowers.

Raise awareness of the shape of the numerals 1 - 10 and replicate, using paint, crayons, clay, dough, textiles.

Give support in using a pencil, paint brush and other writing tools effectively and assist in the forming of numbers and letters correctly, as these are acquired skills.

Use interactive whiteboard with clip art pictures of shapes and colours that are moved to allow recognition of similarities and differences between groups.

EYFS

CLL Describe shapes in models, pictures and patterns.

MD Experiment with a range of objects and material showing some mathematical awareness.

UW Find out about, and identify the uses of everyday technology and use communication technology and programmable toys to support learning.

EAD Represent own ideas, thought and feelings through design and technology, art, music, dance, role-play and stories.

Pages 7 - 11

Ticker 10 plans the necessary objects, clothing and colour resources needed, for when he enlists his Marching Band.

Action tasks

Use discussions and Circle Time to raise awareness of the need to share ideas and thoughts with others.

Introduce associated number language - drum, drum sticks, feather, left, right, boom.

Use clip boards or chalkboards for mark making, e.g. to draw some of the items needed for the Marching Band.

Provide opportunity to relate addition to the combining of numbers, e.g. 4 drum sticks and 2 drums. How many are there altogether?



Introduce marching steps in response to appropriate music. Extend to counting forward to 10 whilst marching.

Listen to a sequenced, rhythmically fun activity, i.e. clapping, jumping, and then predict the number of beats in each line.

Enjoy marching, separately and in different formations, using a range of musical instruments.

Use sound and movement when marching, to develop abstract mathematical thinking, i.e. count the beats of the music when counting forward to 10.

Emphasise the necessity of marching in time and to the band's correct, marching formation for the best results.

EYFS

MD Begin to relate addition to combining two groups of objects.

MD Find one more than any number from one to nine.

MD In practical activities and discussion begin to use the vocabulary in adding.

MD Use everyday words to describe position, direction and movement.

PSED Respond to significant experiences showing a range of feelings when appropriate.

MD Use developing mathematical ideas and methods to solve practical problems.

PD Move with control and co-ordination.

EAD Sing songs, make music and dance and experiment with ways of changing them.

PSED Take account of one another's ideas about how to organise an activity.

Pages 12 - 17

Introduce different living things and objects to further awareness of the similarities and differences of these. Reinforces the concept of addition to the combining of numbers.

Action tasks

Use everyday objects, to relate addition to the combining of 10 characters, i.e. 4 frogs and 6 frogs.

Sort and classify 'small world' animals, and natural objects, for sorting, matching and counting to the value of 10.

Use mathematical language of size and position, e. g, high, tall, big, small.

Use computer programs to represent relevant information pictorially, e.g. charting different animals, by species and others by colour.

Use interactive white board and clip art pictures that can be moved to show similarities and differences between different species.



Use role-play for solving practical problems, e.g. 8 hats in the tree. How many blew away, if 2 are left on the ground? May need adult support.

Explore the meaning of tired, through discussion or its use in Circle Time.

EYFS

MD Begin to count reliably to and backwards from 10.

MD In practical activities and discussion begin to use the vocabulary in addition and subtraction.

MD Respond to the vocabulary involved in addition and subtraction, in books, rhymes and games.

MD Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.

MD Use everyday words to describe position, direction and movement.

CLL Extend vocabulary, by exploring the meaning and sound of new words.

UW Find out about and identify some features of living things, objects and events they observe.

PSED Respond to significant experiences showing a range of feelings when appropriate.

EAD Sing songs make music and dance and experiment with ways of changing them.

Pages 18 - 20

Use sound and movement for enjoyment, appreciation and the development of relevant skills and also as tools to develop abstract thinking. Provide marching activities that relate and reinforce subtraction to the taking away of one object from another.

Action tasks

Use the Marching Band activity to discuss and relate subtraction to the taking away of one object.

Use the Marching Band activity to reinforce counting backwards from 10 and other subtraction activities.

Use 'small world' play and role-play for solving practical problems, e.g. 10 Tickers marching. 3 sit down to rest. How many are left marching?

Enjoy marching, separately and in formation, whilst using a range of musical instruments.

Sing songs, such as Ten green speckled frogs, and change the activity by decreasing the value from 10 to a lesser number, e.g. Six green speckled frogs.

Use sound and movement when marching, to develop abstract mathematical thinking, i.e. to think the beats of the music.

Listen to a sequenced, rhythmically activity, then predict the number of beats at the end of a line.



EYFS

MD Begin to relate subtraction to taking away.

MD Respond to the vocabulary involved in addition and subtraction in rhymes and games.

MD In practical activities and discussion begin to use the vocabulary involved in adding and subtracting.

MD Use developing mathematical ideas and methods to solve practical problems.

EAD Sing songs, make music and dance and experiment with ways of changing them.

PD Move with control and co-ordination.

PSED Continue to be interested, excited and motivated to learn.

PSED Respond to significant experiences showing a range of feelings when appropriate.

EAD Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Throughout the Book

Use appropriate words, as they are introduced, in order to extend oracy, mathematical, reading and writing capabilities. This holds their interest, gives them confidence and generally results in sustained developmental progress.

Allow opportunities to speak and listen in varied situations, using the different strands of oracy.

Assist with the recognition of appropriate, mathematical sight words, e.g. one, big, little, bottom, up, down, inside, day time, find, and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. am, It, is, up, at, of, up, on, in, red, big, can, has, ran, top, fat, cat, sun.

Raise awareness that the same higher and lower case letters are not always the same shape. e.g. The, the, Run, run.

Use the 'Hidden' QR codes, e.g. pages 5, 6, 9, 11, 13, 14, 17, 19, as appropriate mathematical extension activities. These contain early colouring, reading and writing activities.

Teach skills and techniques for increasing control of tools, such as mark making, tracing, or 'writing' a word in the sand tray, using large crayons, pencils or paint.

Give support in using a pencil effectively and forming letters correctly as these are acquired skills. Use sound and movement for enjoyment, appreciation, the development of relevant skills and as tools to abstract thinking.

Stories that include some positive and negative emotions have been introduced into the book. The use of spontaneous discussion when appropriate, or during 'Circle Time' in school, can help young children to manage feelings, understand appropriate behaviour in groups and gain confidence in their ability, e.g. page 16, line 1 - shouts!, page 18, line 1 - tired.



End Notes

These engaging books introduce the IO Tickers in their everyday lives, and follow their thoughts and adventures. The stimulating, attractive pictures are used to facilitate language and empower young children to communicate freely with those around them as they play, explore and develop positive attitudes to learning. They offer a broad range of knowledge and skills which provide the best possible start for young children as they steadily progress in their learning. Each book aims to ignite individual children's curiosity and enthusiasm for learning.

Action tasks are suggested learning experiences and activities to use along with those of your own.

The multipurpose books are intended to broadly cover and explore the seven areas of learning and development, as set out in the statutory framework for the Early Years Foundation Stage, known as EYFS.

These are: MD – Mathematics Development; UW – Understanding the World; EAD – Expressive Arts and Design; PSED – Personal, Social and Emotional; PE – Physical development and CLL – Communication and Language, incorporating Literacy.



Ten Green Speckled Frogs

Ten green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were nine
Green speckled frogs

Nine green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were eight
Green speckled frogs

Eight green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were seven
Green speckled frogs

Seven green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were six
Green speckled frogs

Six green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were five
Green speckled frogs

Five green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were four
Green speckled frogs

Four green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were three
Green speckled frogs

Three green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were two
Green speckled frogs

Two green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there was one
Green speckled frog

One green speckled frog,
Sat on a speckled log,
Eating the most delicious grub
He jumped into the pool
Where it was nice and cool
Now there were no
Green speckled frogs