



Ticker 1 Guidance Notes

Pages 3 - 4

Introduce the number 1, both as a numeral and a word, and also the colour red, using the character Ticker 1.

Action tasks

Use clipboards or chalk boards for mark making e.g. record the number 1 and draw and colour Ticker 1.

Recognise the numeral 1 and also the word one, when they occur in the book and also recognise them on posters, displays, in books and magazines.

Explore colour using a variety of media to raise awareness of the colour red, e.g. paint, crayons, clay, dough and textiles.

Use the media to create Ticker 1 and other imaginative creatures.

Sing, chant, listen to and discuss relevant nursery rhymes and stories that have one main character, e.g. Little Bo Peep.

Use everyday tasks, e.g. Find 1 item of clothing when dressing, 1 spoon when setting the table.

Engage in 'small world' play or role-play, e.g. Sort and classify using house or shop activities which focus on the number 1.

Listen to tapes and CDs of relevant number rhymes and stories.

EYFS

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

MD Begin to recognise numerals 1 - 9.

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

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

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

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 their learning.

Pages 5 - 6

Recognise and identify parts of Ticker 1's body, e.g. 1 nose, 1 mouth, 1 head, in order to reinforce the value of 1.

Action tasks

Recognise the parts of Ticker 1's body in the book.



Find and name other specific parts of the body.

Sing, chant and move to the song, Put your right arm in, etc.

EYFS

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

MD Begin to use developing mathematical ideas and methods to solve practical problems.

CLL Join in with rhyming and rhythmic activities.

Pages 7 - 8

Recognise and identify parts of Ticker I's house, e.g. chimney, door, letter box.

The concept of size is introduced, i.e. big.

Action tasks

Sort and classify groups according to specific criteria. Recognise and cut out from magazines, pictures of houses, chimneys, doors, etc. of varying sizes and shapes.

Find and bring 1 object to an adult when asked to do so, e.g. find me 1 book. Extend to - find me 1 big book.

I Spy games provide variation.

Use everyday outings to reinforce the value of 1. Children select different single items and put them into the shopping trolley, which helps to promote confidence and independence.

Use the environment to raise awareness of the numeral 1 and the word one, on posters/displays, and in magazines.

EYFS

MD Use language such as circle or bigger to describe the shape and size of solids and flat shapes.

MD Describe shapes in models, pictures and patterns.

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

PSED Be confident to try new activities, initiate ideas and speak in a familiar group.

Pages 9 - 11

Raise awareness of size, e.g. big or little and also position.

Action tasks

Identify the words for the correct size of the house and clock, and the position of the mouse.

Use mathematical language of size, position and movement, in order to identify other everyday objects, e.g. the little box is on top of the clock, the little mouse ran down.



Engage in 'small world' play activities to extend opportunities to use everyday language, e.g. on top, at the bottom.

Use computer activities to extend learning.

Recreate positional objects, by drawing, colouring, painting, or modelling.

Identify people and objects according to their position, e.g. objects on shelves/furniture, people on buses, ladders.

Create an imaginative dance, using a range of positions, including up and down.

EYFS

MD Use everyday words to describe position.

MD Use language such as smaller, heavier, lighter to compare quantities.

MD Use mathematical ideas to solve practical problems.

Page 12

Sings, chants and claps to the musical rhythm of Hickory, Dickory, Dock.

Raises awareness of the number of beats in a line and anticipates the end of lines, e.g. Hickory, Dickory, Dock, The mouse ran up the clock. Uses listening and moving to rhythm as an introduction to the recognition of auditory phonic sounds and the development of abstract thinking.

Action tasks

Use the language of clocks in rhymes and stories e.g. Baby Bear's Day, The Little Porcelain Clock, Tick Tock, Tick Tock, Merrily sings the clock.

Introduce nursery rhymes and stories that have one main character, e.g. Little Jack Horner, Little Bo Peep.

Sing, move and mime to familiar nursery rhymes, jingles and songs.

Pretend to be - Ticker I, a mouse, a bird, in role-play and informal dance, using imaginative movement.

EYFS

CLL Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own songs, rhymes and poems.

CLL Join in with rhyming and rhythmic activities.

CLL Show some awareness of rhyme and alliteration.

EAD Sing simple songs from memory.

EAD Recognise and explore how sounds can be changed.

EAD Recognise repeated sounds and sound patterns and match movements to music.



Pages 13 - 16

Identify and select the number of plants, animals and objects in Ticker 1's garden of the value 1, by colour, size and position.

Action tasks

Use clipboards or chalk boards for mark making some of the species of items found.

To reinforce the value of one, find different creatures, plants and objects, in the garden, park and other environments.

In everyday life, investigate the similarities, differences and patterns in the shapes and colours of flowers, trees and leaves.

In everyday life, use the senses, such as sight, sound, smell, hearing, touch and taste (if appropriate), e.g. Can you see a big tree? Can you hear the birds singing? Taste 1 apple.

EYFS

MD Say some numbers in familiar contexts.

UW Investigate objects and materials by using all their senses as appropriate.

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

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

MD Use language such as circle or bigger to describe the shape and size of solids and flat shapes.

CLL Use everyday words to describe position.

Pages 17 - 19

Introduce significant times of the day, that are meaningful to young children, e.g. day time, night time, singing time and home time.

Associated words are introduced, such as, light, sky, sun, cloud, shines.

Action tasks

Discuss key events and significant times of the day as they occur, so that a pattern and understanding of the passing of time emerges e.g. breakfast time, lunchtime, school time, home time and bed time .

Use clipboards or chalk boards for mark making, e.g. draw what you see in the night sky.

Use a sand timer to build awareness of the duration of time. Can you get changed for PE before the sand runs through the timer?

EYFS

MD Say some numbers in familiar contexts.

MD Begin to use developing mathematical ideas and methods to solve practical problems.



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

CLL Join in with rhyming and rhythmic activities.

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

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

Page 20

Fun time! Time to enjoy, sing and create movement together. Uses jingles to convey the feelings and emotions of happiness.

Discuss in Circle Time or other appropriate time, what being happy feels like.

Action tasks

Build up a repertoire of nursery rhymes and jingles involving the number 1.

Sing together - The sun has got a hat on!

Use music as an aid to recognition of repeated sounds and sound patterns.

Use a range of everyday sounds, as a valuable introduction to hearing and recognising phonic sounds, e.g. recognising the sound of a telephone, birds singing, kettle boiling, dog barking.

Use the language of clocks in rhymes and stories e.g. Hickory, Dickory, Dock.

Introduce nursery rhymes and stories that have one main character, e.g. Little Jack Horner.

EYFS

MD Say some numbers in familiar contexts.

MD Begin to use developing mathematical ideas and methods to solve practical problems.

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

CLL Join in with rhyming and rhythmic activities.

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

EAD Represent their 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, 7, 9, 11, 13, 14, 16, 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 19, line 3 - like, page 20, line 5 - happy.

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.