



Ticker 2 Guidance Notes

Pages 3 - 4

Introduce the number 2, both as a numeral and a word, and also the colour blue, using the character Ticker 2.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 2 and draw and colour Ticker 2.

Recognise the numeral 2 and also the word two, 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 blue, e.g. paint, crayons, clay, dough, textiles.

Use the media to create Ticker 2 and other imaginative creatures.

Sing, chant, listen to and discuss relevant nursery rhymes and stories that have two main characters, e.g. Two Little Dicky Birds.

Use everyday tasks, e.g. Find 2 favourite toys when clearing up, 2 plates 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 2.

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.

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 2's body, e.g. 2 arms, 2 eyes, 2 legs, in order to reinforce the value of 2.

Action tasks

Use I Spy games to identify parts of Ticker 2's body, e.g. 2 arms, 2 eyes, 2 legs.

Recognise and find other specific parts of the body.



Use clipboards or chalk boards for mark making, e.g. record the number 2, draw and colour Ticker 2.

Use the book's illustrations as problem solving activities, in order to recognise the numeral 2 and the word 2, e.g. Find 2 eyes, find two eyes.

In everyday tasks, e.g. find 2 items of clothing when dressing, 2 spoons when setting the table.

Engage in role-play, e.g. house or shop activities which focus on 2 objects.

EYFS

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

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

MD Say and use number names in order in familiar contexts.

Page 7

Introduces a second Ticker, to give the opportunity to relate addition to the addition of one more. Another Ticker comes to play. How many Tickers are there altogether?

Action tasks

Use everyday objects, such as fruit, to combine 2 objects, e.g. Get 1 orange and 1 banana. How many are there altogether, etc.

Use role-play for solving practical problems, e.g. setting places for a meal for two people.

EYFS

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

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

Page 8

Introduces the mathematical concept of Time, through simple, regular events that children experience, e.g. playtime and other significant times of the day, which are meaningful to young children, such as home time, night time, bed time, singing time.

Use Circle Time and other appropriate times to discuss the emotions aroused, such as fun and happiness by Ticker 1 and 2 when playing together in the garden.

Action tasks

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?

Sequence photographs of school attendance, a past summer fair, a past shopping expedition, a future festival, to reinforce the awareness of the duration of time.

Use the language of time in everyday conversation, e.g. now, then, today, tomorrow, yesterday, past, present.



Discuss why there is light in the daytime and the darkness at night time. If appropriate, discuss very simply, the rotation of the earth.

EYFS

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

UW Find out about past and present events in their own lives, and those of their families and other people they know.

UW Observe, find out about, and identify features in the place they live and the natural world.

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

Pages 9 - 10

Raise awareness of movement and position, i.e. the see-saw's movements and the positional words, up, down.

Action tasks

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

Use everyday words to describe position, e.g. when following paths and using outdoor apparatus.

Use clipboards or chalk boards for mark making, such as, draw 1 heavy animal and 1 light animal on the see-saw, showing their respective positions correctly.

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

EYFS

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

CLL Use everyday words to describe position.

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

Page 11

Raises awareness of the function of parts of the body, through Tickers 1 and 2's rest after playing on the see-saw.

Use Circle Time and other appropriate times to raise awareness of the change in heartbeat and temperature after exercise.

Action tasks

Use everyday words to describe position.

Reinforce the concept of position e.g. up, down. Discuss the reason for sitting down for a rest.

Link with changes in the body after exercise.



EYFS

PD Recognise the changes that happen to bodies when they are active.

PD Recognise the importance of keeping healthy and those actions that contribute to this.

Pages 12 - 13

Identify and select plants, creatures and objects in Ticker 1's garden, by value and colour, e.g. two bushes, two blue flowers.

Action tasks

Explore and observe the environment to find plants and objects. Put them in twos.

Find similarities, differences and patterns in the shapes and colours of flowers and leaves.

Raise awareness of the five senses, e.g. sight, sound, smell, hearing, touch and taste.

Use role-play that has a focus on the number 2, e.g. a shoe shop that has pairs of shoes, a greengrocer's shop that has a variety of fruit.

EYFS

MD Recognise the difference in quantity when comparing sets of objects.

UW Observe, find out about and identify features in the place they live and the natural world.

Pages 14 - 15

Use mathematical language of size, and position, e.g. big, little, inside, outside. Recognise some of the related sight words in the text.

Use Circle Time and other appropriate times to raise awareness of the change in heartbeat and temperature after exercise.

Action tasks

Use everyday words to describe position, e.g. when following routes and using large outdoor play equipment.

Identify objects, both in the garden in daylight and in the night sky.

Use clipboards or chalk boards for mark making, e.g. 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.



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

Pages 16 - 17

Identify objects in the sky and recognise the associated words, e.g. moon, sky, stars, yellow, white.

Introduce time through the use of significant times of the day which are meaningful to young children, e.g. night time, bed time.

Associated words are gradually introduced, e.g. night time, dark, moon, stars, bed time.

Action tasks

Discuss the significant times of the day, as they occur during a day, of the passing of time, e.g. breakfast time, lunchtime, school time, and bed time.

Use events, such as a summer fair, a festival, a school outing, a shopping expedition, in order to introduce the language / longer passage of time, e.g. yesterday, tomorrow, next week, month.

Use computer programs to investigate the sky at night.

EYFS

UW Observe, find out about and identify features in the place they live and the natural world.

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

Pages 18 - 19

Use Circle Time and other appropriate times to explore the feelings and emotions of Ticker 1 and Ticker 2, e.g. happiness.

Action tasks

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

Create happy pictures using a range of art media.

EYFS

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.

Page 20

Singing time! Uses the well-known nursery rhyme, Twinkle, Twinkle, Little Star to reinforce the learning activities in the book and provide opportunities to sing and create movement in response to sound.

Action tasks

Build up a repertoire of nursery rhymes, jingles and stories that have two main characters, e.g. Two Little Dicky Birds.



Pretend to be a bumble bee, using imaginative movement and relevant sound.

Use simple, home-made and commercial instruments to create different sounds to convey feelings and emotions, e.g. light, darkness, fun, happiness.

EYFS

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 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. two, another, inside, outside, night-time, high, and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. at, of, in, and, and, fun, sit, bed. 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. on pages 5, 7, 8, 11, 13, 14, 16, 18, 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 8, line 2 - fun, page 18, line 3 - happy.

End Notes

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.