



## Ticker 4 Guidance Notes

### Pages 3 - 4

Introduces the number 4, both as a numeral and a word and also the colour green, using the character Ticker 4.

#### Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 4 and draw and colour Ticker 4.

Recognise the numeral 4 and also the word four, when they occur in the book and also recognise them on posters, displays, in books and magazines.

Recognise a named colour in the book when asked to do so .e.g. record the number 4 and draw and colour Ticker 4.

Sing, chant, listen to and discuss relevant nursery rhymes and stories that have shape themes.

Explore colour using a variety of media to raise awareness of the colour green, e.g. paint, crayons, clay, dough, textiles. Use these to create Ticker 4 and other imaginative creatures.

Use everyday outdoor tasks, e.g. Find 4 leaves and 4 flowers when in the garden.

Engage in 'small world' play or role-play, e.g. sorting and classifying house or shop activities, which focus on the number 4.

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 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 learning.

### Page 5

Identifies Ticker 4's green buttons by value, and also colour, in order to reinforce the value of the number 4 and recognition of the colour green.

#### Action tasks

Use collections of buttons or Lego bricks, to sort, match and count to the value of 4.

Extend to identification and grouping in 4s of any green buttons.



Recognise and identify any objects to the value of 4, by value and the 4 colours introduced.

Raise awareness of the shape of Ticker 4's buttons, i.e. circles.

Sort and identify in real life, any buttons to the value of 4 by shape, i.e. circles.

Use other everyday objects to sort and classify by values 1 - 4 and the colours previously introduced.

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

## EYFS

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

MD Begin to recognise numerals 1 - 9.

CLL Sort or match objects and talk about sorting.

## Pages 6 - 11

Extend the concept of shape, to include circles, squares and triangles, using the Tickers' buttons, and the contents of the Ticker's bedroom, i.e. the curtains and the rug.

## Action tasks

Use language to describe the flat shapes - circles, squares, triangles.

Raise awareness of the shape of Ticker 4's buttons and the bedroom furnishings, i.e. circles, squares, triangles.

Use clip boards or chalkboards for mark making, e.g. draw or draw around the shapes introduced.

Sort and identify in real life, any buttons to the value of 4 by shape, i. e. circles.

Use other everyday objects to sort and classify by values 1 - 4 and the colours previously introduced.

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

Discuss Ticker 4's feelings of having new curtains and a new rug, such as pride and happiness. Use in Circle Time and other appropriate times.

Use and discuss the bedroom curtains and rug, to raise awareness of the mathematical language of shape and colour.

Recreate Ticker 4's curtains and rug in a range of media.

Use tiles to create a range of rugs, using the known shapes.

## EYFS

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



CLL Describe shapes in models, pictures and patterns.

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

MD Talk about, recognise and recreate simple patterns.

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.

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

## Pages 12 - 15

Reinforce the concepts of shape and colour through the introduction of the Flower Hunt activity.

Reinforce awareness of the properties of a square, a triangle and a circle, using books, magazines and objects.

### Action tasks

Use and discuss mathematical language of shape and colour to raise awareness of objects around them.

Use role-play as a focus for a garden centre.

Sort and classify different species of flowers.

Arrange displays by mixed species, colours, shapes, sizes.

Use collection of buttons, 'small world' play, and Lego, to sort, match and make Ticker 4's garden.

Identify the shapes and colours of flowers and flags in Ticker 4's garden.

Use simple illustrations and pictures from magazines, to reinforce the shape and colour activities.

### EYFS

PSED Play collaboratively alongside others.

PD Begin to demonstrate fine motor control and co-ordination.

PD Begin to show appropriate control in large and small movements.

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

MD Describe shapes in models, pictures and patterns.

## Pages 16 - 19

Identify and discuss the flat and solid shapes, i.e. circle, square and triangle found in the garden. Introduce the related language, e.g. side and round.



### Action tasks

Use language such as circle, side, to describe the shape of flat and solid shapes.

Play simple games such as I Spy, Hide the shape, to motivate children.

Chant body action rhymes and use body tension activities to create relevant mathematical shapes.

### EYFS

CLL Use talk to organise sequence and clarify thinking, ideas, feelings and events.

CLL Talk about activities through reflecting on, and modifying actions.

MD Talk about, recognises and recreates simple patterns.

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

## Page 20

Enjoy the Sing and Dance time! - The Shapey, Shapey. YES!

### Action tasks

Use body tension activities and body action rhymes as the children stretch, reach, curl, twist and turn as they move to the music.

Use body tension activities, body action rhymes and the floor in order to replicate the three basic shapes.

Use the words of the song, to form the correct shapes.

### EYFS

MD Talk about, recognise and recreate simple patterns.

PD Use the body to move with confidence, imagination and safety.

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

## 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. four, circles, shapes, triangles, squares, and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. is, red, rug, got, yes.

Raise awareness that the same higher and lower case letters are not always the same shape e.g. Stretch, stretch.



Use the 'Hidden' QR codes, e.g. pages 5, 7, 9, 10, 12, 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.

Use sound and movement for enjoyment, appreciation and as tools for development of abstract thinking.

Give support in using a pencil effectively and forming letters correctly as these are acquired skills.

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 9, line 1 - interested.

## 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.