



Ticker 6 Guidance Notes

The Tickers venture into space!

Pages 3 - 4

Introduce the number 6, both as a numeral and a word, and also the colour orange, using the character Ticker 6 in his space capsule.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 6 and draw and colour Ticker 6.

Recognise the numeral 6 and also the word six, when they occur in the book and also recognise them on posters, displays, in books and magazines.

Identify the shapes and colours of the Tickers' buttons and space suits.

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

Use simple illustrations and pictures from magazines, to reinforce the shape and colour activities, e.g. counting and colouring activities.

Engage in indoor and outdoor reinforcement activities, e.g. Give me 6 sweets. Put 6 books on the table.

Use everyday objects for problem solving activities, e.g. Let's find 6 cars. If 2 drive away, how many will be left? Find 6 big books.

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

Use the media to create Ticker 6 and the other astronauts, in their relevant colours, e.g. sculpt models of the Tickers to form a collection.

EYFS

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

MD Begin to recognise numerals 1 - 9.

MD Describe shapes in models, pictures and patterns.

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 their learning.



Pages 5 - 6

Introduce concepts, associated vocabulary and relevant technology relating to space travel.

Action tasks

Use clip boards or chalkboards for mark making, e.g. record the number of astronauts and the view from the window.

Identify the shapes and colours on the Ticker 6's helmet.

Engage in 'small world' play, or role-play, e.g. sort, match and count, using space activities, which focus on the number 6.

Use the language of space in everyday life and in relevant rhymes and stories.

Recognise and identify the space uniforms and equipment and the associated vocabulary, e.g. astronaut, helmet, launch, rocket, ground control, blast off, zero.

Sing, chant and move to nursery rhymes, jingles, songs and listen to stories and poems about space flight.

Pretend to be an astronaut, in role-play and informal dance, using imaginative movements.

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

EYFS

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.

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

Pages 7 - 8

Raise awareness of the vastness of space and the feelings experienced on the journey through space.

Action tasks

Discuss the vastness of space and how little we know at the present time.

Discuss Ticker 1's feelings of fear and anxiety whilst travelling in the rocket.



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

Create 2D and 3D models of rockets and astronauts, using a wide range of materials.

Establish role-play role, the focus being on space travel.

EYFS

PSED Express needs and feelings in appropriate ways.

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

PSED Build relationships through gesture and talk.

MD Talk about, recognise and recreate simple patterns.

MD Describe shapes in models, pictures and patterns.

MD Sort or match objects and talk about sorting.

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 9 - 13

Identify the Tickers' helmets and space suits, by number, shape and colour.

Action tasks

Identify the pictures of the helmets by number, shape and colour.

Use clip boards or chalkboards for mark making e.g. draw some of the Tickers' helmets, using the correct colours and number of shapes on them.

Use other everyday objects to sort and classify by values 1 - 6 and all the 6 colours already introduced.

Use mosaic pieces, plastic shapes, paper and textiles to recreate the Ticker helmets.

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

Use everyday outings to recognise objects to the value of 6, e.g. 6 parked cars, 6 children in the playground.

Use computer programs to represent information pictorially, e.g. the colour of the helmets, buttons.

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.

MD Sort or match objects and talk about sorting.

MD 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.

Pages 14 - 19

Use the pictures of the stars to reinforce the concept of subtraction to taking away.

Action tasks

Use an interactive whiteboard, with clip art pictures of views of space that can be moved, to show the patterns of the constellations of the night sky.

Discuss the jingle Six little stars travelling in the sky, and relate subtraction to the taking away of one object, e.g. one flew past, and then there were five.

Use clip boards or chalkboards for mark making, e.g. draw 6 stars and cross 1 out. How many stars are left?

Use everyday objects in the home to reinforce subtraction activities, e.g. Put 6 apples in the basket. Take out 2 apples. How many apples are there left in the basket?

Use role-play for solving practical problems, e.g. set 6 places for a meal for 6 people. Take 2 away because 2 people are not coming. How many places are left?

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

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



Page 20

Discusses the feelings that would be involved, when the Tickers return safely back to earth.

Action tasks

Using 'small world' play or own paintings and models of the 6 Tickers, to recognise, count and order to the value of 6.

Use relevant songs, jingles, movement and dance to express happiness, e.g. Twinkle, twinkle little star, If you're happy and you know it, clap your hands.

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

Use role-play activities which focus on the space suit outfits.

Use simple cameras to record the event.

EYFS

MD Recognise, count and order numbers to 9.

PD Move spontaneously, showing some control and coordination.

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.

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

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

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, such as, six, count, one, none and the blending of frequently used 2 and 3 letter words, such as, am, put, on and, big, red, has, it.

Raise awareness that the same higher and lower case letters are not always the same shape. e.g. Two, two, Four, four, Look, look.

Use the 'Hidden' QR codes, e.g. pages 4, 6, 8, 11, 12, 14, 17, 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.

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 1 - take care, page 20, line 4 , - Hooray!

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.