



Ticker 7 Guidance Notes

Pages 3 - 4

Introduces the number 7, both as a numeral and a word, and also the colour purple, using the character Ticker 7.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 7 and draw and colour Ticker 7.

Recognise the numeral 7 and also the word seven, when they occur in the book and also recognise them on posters, displays, in books and magazines.

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

Explore colour using a variety of media to raise awareness of the colour purple, e.g. paint, crayons, clay, dough, textiles, e.g. create Ticker 7 and other imaginative creatures. Engage in indoor and outdoor reinforcement activities. E.g. find and put 7 buns on the plate, find and put 7 crayons on the desk.

Use everyday objects for problem solving activities, e.g. find 7 little green bricks that are the same size, find 7 big books that are red.

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.

Pages 5 - 6

Discuss the forthcoming visit to the zoo to stimulate discussion of wild life. Reinforce counting and addition problems. Practise sound and movement activities.

Action tasks

Share and recite number names in order 1 - 7.

Introduce one to one correspondence – match 1 Ticker to 1 coin.

Use clip boards or chalkboards for mark making, e.g. record the number of coins and some of the different animals.

Sing, chant and move to nursery rhymes, jingles, songs and listen to stories and poems about animals and zoos.



EYFS

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

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

CLL Join in with rhyming and rhythmic activities.

MD Say and use numbers names in order in familiar context.

MD Begin to count reliably up to 10 everyday objects.

MD Begin to recognise numerals 1 - 10.

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.

Page 7

Introduces one to one correspondence, using the arbitrary coin payment to the value of 7, made at the zoo entrance.

Action tasks

Discuss and count the coins used by the Tickers when entering the zoo.

Use clip boards or chalkboards for mark making, e.g. draw around the coins using one to one correspondence – 1 Ticker to 1 coin.

Discuss and raise awareness of coins used in everyday life. Extend the value of the coins, if the children demonstrate familiarity of use.

Use clipboards for mark making e.g. attempt to trace or draw the coins.

EYFS

MD Say number names in familiar contexts, such as nursery rhymes.

MD Say number names in order.

MD Begin to recognise numerals 1 - 10.

MD Begin to count reliably up to 10 everyday objects, including 1ps.



Pages 8 - 19

Raise awareness of the different species of creatures in the zoo and their differing physical appearances.

Action tasks

Sort and classify animals, and natural objects according to their properties.

Discuss and through the use of the pictures relate addition to the combining of objects/animals, e.g. the lions and subtraction to taking away, e. g the monkeys.

Find and identify the creatures that are big, little, tall, small, long.

Use clip boards or chalkboards for mark making, e.g. record the number and species of animals seen at the zoo.

Recognise the relevant sight words, such as pays, tigers, monkeys, penguins, in the book.

Use a range of media, 2D and 3D to create a zoo and 'small world' play animals for sorting, matching and counting.

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

Establish role-play that has a focus on wild creatures in the zoo.

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

Use an interactive white board and moveable clip art pictures to show similarities and differences between the species.

Provide tapes and CDs of relevant number rhymes, jingles, songs and poems for listening activities.

EYFS

MD Sort or match objects and talks about sorting.

MD Describe shapes in simple models, pictures and patterns.

MD Respond to the vocabulary involved in addition and subtraction.

MD Recognise difference in quantity when comparing sets of objects, more, less.

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

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.

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

Page 20

Discusses the zoo visit and the relevant new vocabulary. Explores the differing emotions experienced.

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. from leaving the house after breakfast to lunch, and when they leave the zoo and arrive back home - breakfast time, lunch time, home time, bed time.

Exploit the visit, to extend and explore the new vocabulary used, e.g. lions, tigers, monkeys, giraffe, penguins, elephant, bears, panda, snakes and a crocodile.

Use the ice cream purchases to raise awareness of the ordering of numbers and one to one correspondence.

Use Circle Time and other appropriate times to discuss the emotions aroused, such as fun and excitement.

EYFS

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

MD Begin to order numbers up to 10.

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.

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. seven, long, out, big, penguins, long, floating, tallest, small, altogether and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. I, am, in, hip, has, red.

Raise awareness that the same higher and lower case letters are not always the same shape, e.g. Hip, hip, Long, long.

Use the 'Hidden' QR codes, e.g. pages 4, 7, 9, 11, 12, 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.



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 5, line 1 - excited, page 15, line 3 - safe.

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.