



Ticker 8 Guidance Notes

Uses Ticker 8's birthday to introduce the necessary sequencing of number, shape, time, and colour activities, when planning birthday festivities

Pages 3 - 4

Introduce the number 8, both as a numeral and a word and also the colour brown, using the character Ticker 8.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 8 and draw and colour Ticker 8.

Recognise the numeral 8 and also the word eight, 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 brown e.g. paint, crayons, clay, dough, textiles, e.g. create Ticker 8 and other imaginative creatures.

Engage in indoor and outdoor reinforcement activities e.g. Let's go to the shop and find 4 bags of flour.

Use everyday objects for problem solving activities, e.g. Find 8 eggs in the fridge. I need 3 for the cake. How many left?

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

EYFS

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

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.

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 - 7

Discuss and sequence the necessary number, shape, time, and colour activities, when planning an outdoor party and whilst baking a birthday cake.

Action tasks

Introduce the language of time in the sequencing of the party activities, - yesterday, today, tomorrow.

Use Circle Time to raise awareness of the need to share ideas, e.g. in the planning of the garden party.

Raise awareness and reinforce the concept of position, i.e. outside in the garden, inside the house.



Introduce cookery recipe number language, e.g. Please will you get me 4 eggs, 6 cherries?

Use role-play as a bakery, equipped with appropriate tools, such as simple balance scales, measuring spoons and jugs and baking ingredients.

Emphasise the necessity of keeping to the order of the recipe for the best results and also the necessity for food hygiene and health and safety.

Use adult supervision and assistance to explore the workings of an oven and other electrical kitchen equipment.

Discuss the passage of time the cake has taken to cook, e.g. 10 minutes, 20 minutes, 30 minutes. Is that a long or short time for a cake to bake?

Use as a problem solving activity, i.e. which other kinds of cakes would take longer to cook? Why do you think that is?

EYFS

MD Begin to count reliably to and backwards from 10.

MD Begin to relate addition to combining two groups of objects and subtraction to taking away.

MD Use everyday words to describe position, direction and movement.

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

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.

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

PSED Take account of one another's ideas about how to organise an activity.

Page 8

Practises singing as a solo or as a group activity, - Pat a cake, Pat a cake.

Action tasks

Sing Pat a Cake, Pat a Cake, and move spontaneously to the music.

Exploit and vary this activity as long as interest remains, by introducing relevant musical instruments, relevant tapes and CDs.

Listen to, and interpret the rhythm in own imaginative way.

Use Circle Time and other appropriate times to discuss the emotions arouse when singing and dancing, e.g. fun, joy, happiness.



EYFS

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

CLL Join in with rhyming and rhythmic activities.

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

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

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

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

Pages 9 - 10

Use the birthday cake candles to count to 8 and to raise awareness of the body's five senses.

Action tasks

Recognise and count the candles by value and colour to the value of 8.

Use clip boards or chalkboards for mark making, e.g. record the number 8 and draw and colour the 8 candles.

Discuss the time the cake has taken to cook, e.g. 30 minutes can be a long time for a cake to bake.

Use as a problem solving activity, i.e. which other kinds of cakes could take longer to cook? Why do you think that is?

Use everyday activities that afford the opportunity to explore the 5 senses, such as, snack times, lunch times, a visit to the kitchen, the outdoors.

Sculpt different coloured cake decorations from dough and clay and assemble on a cake.

EYFS

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

MD Begin to count reliably up to 10 everyday objects.

UW Respond in a variety of ways to what is seen, heard, smelt, touched and felt.

MD Use developing mathematical ideas and methods to solve problems.

Pages 11 - 13

Raise awareness of time, e.g. time of the party, the school day, dinner time, bed time. Discuss the use of, and benefits of, having rules, e.g. in party games, in school and at home.



Action tasks

Use a picture of a clock to show the time of the party and count to 4.

Find and count the 8 hidden presents.

Discuss the rules and conduct needed in order to play the three games, i.e. Pass the Parcel, Musical Chairs, Hide and Seek.

Discuss in Circle Time or other appropriate time, what being happy feels like and the feeling of excitement felt by Ticker 8

EYFS

MD Use everyday language to talk about measurement, position, distance, and money to compare quantities and to solve problems.

MD Begin to count reliably up to 8 everyday objects.

PSED Work as part of a group, taking turns and sharing fairly.

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

Pages 14 - 18

Relate illustrations of addition to the combining of objects and subtraction to taking away of objects, through the use of the party food. Relevant vocabulary is introduced.

Action tasks

Recognise and count the different foods by value and colour.

Use clip boards or chalkboards for mark making, e.g. draw and colour some of the party food.

Use computer programs to represent information pictorially, e.g. sandwiches, sausage roll, jellies, ice creams.

Through the use of the pictures, relate addition to the combining of objects, e.g. tuna sandwiches, sausage rolls, and subtraction to taking away of objects, e.g. 8 sausages on the plate. Extend to problem solving activities, e.g. Ticker 2 eats 1 sausage. How many are left on the plate?

Introduce the relevant sight words in the book, such as ingredients, self-raising, DELICIOUS, touch, bowls, make, take away.

Sculpt, using a variety of media, e.g. paint, crayons, clay, dough, home-made dough, textiles, e.g. to create party food.

Use role-play to reinforce 1-1 correspondence such as set the table for the 8 party Tickers.

Discuss open-ended problem solving activities, e.g. If 3 Tickers go home, how shall we share the food they have left?



EYFS

MD Begin to relate addition to combining two groups of objects and subtraction to taking away.

MD In practical activities and discussion begin to use the vocabulary in addition and subtraction.

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

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.

Pages 19 - 20

Discuss what being happy feels like. Ticker 8 blows out the candles and sings!

Action tasks

Point and count to the 8 candles, using the correct 1 -1 correspondence.

Sing and move spontaneously to the music, Happy Birthday to You.

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

Discuss and act out, the feeling of happiness and joy experienced.

EYFS

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

MD Begin to recognise numerals 1 - 10.

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

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

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. tomorrow, yesterday, today, minutes, o'clock, take away, altogether, make, left, and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. it, is, am, on, can, put, mix, cup.

Raise awareness that the same higher and lower case letters are not always the same shape. e.g. Now, now, Happy, happy.



Use the 'Hidden' QR codes, e.g. pages 5, 7, 8, 9, 11, 12, 15, 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.

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 11, line 1 - excited.

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.