



Ticker 0 Guidance Notes

Ticker 0 introduces related concepts such as zero, empty, nothing, none, not one, in the indoor and outdoor activities.

Pages 3 - 5

Introduce the number 0, both as a numeral and a word and also the colour silver, using the character Ticker 0.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 0 and draw and colour Ticker 0.

Recognise the numeral 0 and also the word zero, when they occur in the book and also recognise them on posters, displays, in books and magazines.

Allow opportunities to speak and listen in varied situations, using the different strands of oracy, i.e. the physical, social, emotional, linguistic and cognitive aspects of learning.

Use the mathematical language introduced regularly, and encourage use of it in everyday situations.

Raise awareness of the numeral 0 and also the word zero, when they occur in the book, e.g. Ticker 0, Ticker Zero, and other relevant words, such as empty, nothing, none, not one.

Use posters, displays and books and magazines to reinforce the recognition of the numeral 0 and the associated words.

Explore colour using a variety of media to reinforce awareness of the colour silver, e.g. paint, crayons, clay, dough, textiles, create Ticker 0 and other imaginative creatures.

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

Introduce and discuss the meaning of the characteristic words relating to Ticker 0's personality, e.g. likeable, loveable, full of fun, mischievous.

EYFS

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

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

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

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

EAD Explore colour, texture, shape, form, space, in two or three dimensions.

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

PSED Talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable.



Pages 6 - 7

On a hot sunny day, Ticker 0 plans a garden party!

Action tasks

Discuss and sequence the necessary number, shape, time, and colour activities, when planning a garden party.

Introduce the language of time in the sequencing of the party activities.

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 related language, e.g. clouds, shining, hot, right time.

EYFS

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

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.

Pages 8 - 9

Introduce the concept 0 through discussion and activities relating to the meaning of the word empty.

Action tasks

Use the concept 0 both as the numeral and the word.

Use the picture of the empty nest and a variety of practical activities to demonstrate the meaning of empty and other related words, e.g. nothing, none, zero, not one, 0.

Exploit everyday classroom activities, e.g. snacks and drinks times to demonstrate before and after consuming, e.g. when the beakers and the plates are full, then empty.

Use computer programs to enable information to be represented pictorially, e.g. charting the original numbers and the subsequent subtraction of the objects, leaving 0, e.g. pictures of the birds, toys, bottles and other objects.

Use an interactive whiteboard with clip art pictures that can be moved easily to show the value difference between each of the numbers 1 - 10 and zero.

Use everyday objects, such as fruit, vegetables, to reinforce the value of 0. Take all the apples out of the dish. How many are left?



EYFS

MD Begin to count reliably to and backwards from 10.

CLL Extend the vocabulary, exploring the meaning and sounds of new words, e.g. nothing, none, zero, not one, 0.

MD Begin to relate to subtraction to taking away.

Pages 10 - 15

Use relevant vocabulary and activities to reinforce that when all objects are taken away, there is nothing left, 0, zero, nothing, not one.

Action tasks

Use the concept 0 as a numeral and a word, e.g. zero, nothing, no, 0, not one.

Use computer programs to enable information to be represented pictorially, e.g. charting the original numbers and the subsequent subtraction of the objects, leaving 0.

Use everyday objects, posters, magazines, to demonstrate the value of 0.

Reinforce the concept zero, using the disappearance of the toys, bottles and cakes as examples.

Continue to use an interactive whiteboard with clip art pictures that can be moved easily, to show the value of zero.

EYFS

MD Begin to count reliably to and backwards from 10.

MD In practical activities and discussion begin to use the vocabulary involved.

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 16

Discusses in detail the shapes of the presents, to reinforce the concept of shape.

Action tasks

Discuss the shape and colour of the wrapped presents to raise awareness of the mathematical language of shape and colour.

Use shapes in the environment to look for common shapes.

Use tracing and painting programs on a desktop computer.

Recreate the presents in a range of media.

Use an interactive whiteboard with a variety of clip art pictures that can be moved about to show the similarities and differences between shapes.



EYFS

MD Talk about, recognise and recreate simple patterns.

MD Describe shapes in models, pictures and patterns.

MD Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

MD Sort or match objects and talk about sorting.

MD Describe shapes in models, pictures and patterns.

CD. Explore colour, texture, shape, form, space, in two or three dimensions.

Pages 17 - 19

Explore the feelings and emotions of happiness. Everyone is happy!

Action tasks

Share, recite and encourage joining in with relevant rhymes, songs and jingles and stories using games and books.

Respond to the rhyme with relevant actions, respond and dance in time to the rhythm, e.g. clap hands in time.

Work in pairs, count and predict the beats of the music and clap partner's hands at the correct time.

Use Circle Time and other appropriate times to explore the feelings and emotions of the Tickers' happiness.

Create happy pictures using a range of art media.

EYFS

MD Begin to count reliably to and backwards from 10.

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

PSED Express needs and feelings in appropriate ways.

PSED Build relationships through gesture and talk.

Page 20

Reinforces that the subtraction of one group of objects from another is taking away. Opportunity to extend the singing of One Green Bottle, to that of Ten Green Bottles, i.e. subtraction from 10 to 0.

Action tasks

Extend singing activity, Ten green bottles, to include numbers from 10 to 0.

Share, recite and encourage joining in with relevant number rhymes, songs and jingles and stories.

Practise counting backwards from 10 to 0, whilst singing, chanting and moving to the rhythm of the rhyme, e.g. Ten green bottles.



Listen to this sequenced, rhythmically fun activity, and then predict the end of the lines, e.g. There'd be one green bottle.

Respond to the rhyme with relevant actions, e.g. use fingers, standing in a line of 10 and sit down on relevant number.

Sing and move to nursery rhymes, poems and jingles, numbers 10 to 0.

EYFS

CLL Join in with rhyming and rhythmic activities.

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 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.

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

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

EAD Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.

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.

Use the mathematical language introduced, regularly, and encourage use of it in everyday situations.

Assist with the recognition of appropriate, mathematical sight words, e.g. altogether, more, left, make, count, and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. it, is, fun, not, of.

Raise awareness that the same higher and lower case letters are not always the same shape, e.g. Along, along, Do, do.

Use the 'Hidden' QR codes, e.g. pages 5, 6, 9, 11, 13, 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 5 line 1 - likeable, page 5, line 1 - loveable, page 5, line 1 – fun, page 5 line 2 - mischievous, page 18, lines 2/3 - happy, page 19, lines 1/3 - happy.

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.