



## Ticker 3 Guidance Notes

### Pages 3 - 4

Introduce the number 3, both as a numeral and a word and also the colours yellow, black and white, using the character Ticker 3.

#### Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 3 and draw and colour Ticker 3.

Recognise the numeral 3 and also the word three, 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 three main characters, e.g. Three Little Kittens.

Explore colour using a variety of media to raise awareness of the colours yellow, black, white, e.g. paint, crayons, clay, dough, textiles. Use these to create Ticker 3 and other imaginative creatures.

Use everyday tasks, e.g. Find 3 hair ribbons when brushing hair, 3 books when tidying up.

Engage in 'small world' play or role-play, e.g. Sort and classify, using house or shop activities which focus on the number 3.

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.

### Pages 5 - 6

Identify objects to the value of 3 by value and colour e.g. yellow buttons, red beads in order to reinforce the value of 3.

#### Action tasks

Use 'small world' play to sort and identify objects, by value and colour.

Use the book's illustrations as problem solving activities, e.g. Find 3 beads, 3 hats, extend the task to - find 3 blue beads.



Use role-play, e.g. house or shop activities, which focus on 3 objects, raising awareness of the value of 3.

Experiment with a variety of media, such as paint and crayons, to raise awareness of the colour yellow.

Use everyday outings to the shops in order to reinforce the value of 3, e.g. three items are selected and put into the shopping trolley to promote confidence and independence.

### EYFS

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

MD Begin to count up to 9 everyday objects.

MD Begin to recognise numerals up to 9.

### Pages 8 - 10

Recognise and count the objects and animals by value and colour to the value of 3.

### Action tasks

Recognise the different colours of flowers and animals, including the colour white.

Use clipboards or chalk boards for mark making, e.g. record the number of animals to the value of 3.

Trace, colour, draw, paint or model these objects using the correct colours.

Sculpt different coloured flowers from dough and clay. Make sets of those, each having 3 petals or leaves.

Use role-play as a focus to create a florist's shop. Sort and classify different species of flowers.

Arrange mixed species displays by colours, shapes and sizes. Sort into groups of three.

### EYFS

MD Sort or match objects and talk about sorting.

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

### Pages 11 - 14

Recognise and find the hats by their known colours.

### Action tasks

Identify and name correctly, the colour of each Ticker's hat.

Recognise a named colour in the book when asked to do so.

Use clipboards or chalk boards for mark making, e.g. draw some hats using given colours.

Use discussion to highlight the book's illustrations as problem solving activities, e.g. Find me 1 hat, extended to - find me 1 blue hat.



Use the hats to reinforce simple addition, e.g. how many hats are there altogether?

### EYFS

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

MD Begin to recognise differences in quantity when comparing sets of objects.

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

EAD Through the use of design and technology, art, music, dance, role-play and stories, represent their own ideas, thoughts and feelings.

### Pages 15 - 18

Fun time! Use the movements hop, skip and jump to raise awareness of the different movements of the body and the varying the patterns of the movement.

The sequenced movements lead to a simple dance sequence, resulting in The Ticker Dance.

### Action tasks

Practise the movements, hop, skip and jump and incorporate these elements into the final activity.

Recognise repeated sounds and sound patterns and match movements to music.

Use Circle Time and other appropriate times to raise awareness of the change in heart beat and temperature after exercise.

### EYFS

PD Begin to move with confidence, imagination and safety.

PD Begin to move with control and coordination.

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

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

### Page 19

The Ticker Dance! Fun for all! Links to self-care, when exercising, e.g. dancing.

### Action tasks

Show, discuss and demonstrate the use of a temperature thermometer and a heartbeat sensor, to raise awareness of the beneficial effects on the body of exercise.

Adult assistance is needed to help feel the pulse beating and in attempting to count the beats.

Discuss the reason for sitting down for a rest.

Link with changes in the body after exercise.

Raise awareness of the heat created by exercise and discuss the self-care needed to maintain a healthy body.



## EYFS

PD Begin to move with confidence, imagination and safety.

PD Recognise the changes that happen to their bodies when they are active.

PD Recognise the importance of keeping healthy and those things that contributes to this.

## Page 20

Sing and dance time! Together they join in The Ticker Dance. A social activity!

## Action tasks

Combine sound and movement as children sing, move and dance.

Imitate and create movement in response to music.

## EYFS

PD Begin to move with confidence, imagination and safety.

PD Begin to move with control and coordination.

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.

## Throughout the Book

Use appropriate mathematical and reading words as they are introduced, in order to extend oracy, mathematical, reading and writing capability . 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. three, how, many, time, and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. on, am, it, it, is, has, got, at, yes, hop. Children begin to realize that the same higher and lower case letter is not always the same shape, e.g. It, it.

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

Use appropriate mathematical and reading words as they are introduced, in order to extend children's mathematical and reading capability. This holds their interest, gives them confidence and generally results in sustained developmental progress.

Use sound and movement for enjoyment, appreciation, the development of relevant skills and as tools to abstract thinking.



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 20, line 6 - fun.

## 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.