



Ticker 5 Guidance Notes

Uses the familiar rhyme of the five Tickers jumping on the bed, to count backwards from a given number.

Pages 3 - 4

Introduce the number 5, both as a numeral and a word and also the colour pink, using the character Ticker 5.

Action tasks

Use clipboards or chalk boards for mark making e.g. record the number 5 and draw and colour Ticker 5.

Recognise the numeral 5 and also the word five, when they occur in the book and also recognise them on posters, displays, in books and magazines.

Sing, chant, listen to, discuss, relevant nursery rhymes and stories that have five main characters, e.g. Five Little Ducks.

Explore colour using a variety of media to raise awareness of the colour pink, e.g. paint, crayons, clay, dough, textiles. Create Ticker 5 and other imaginative creatures.

Use everyday objects to make groups of 5, e.g. Lego, beads, bricks.

Engage in indoor and outdoor reinforcement activities, e.g. let's pick 5 big leaves off the ground. Put 5 pieces of pasta in the bowl.

Use everyday objects for problem solving activities, e.g. find 5 small dolls. Find 5 pink buttons.

Engage in 'small world' play or role-play, e.g. house or shop activities, which focus on the number 5.

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

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.

Page 5

Recognises and identifies any objects to the value of 5, by value, colour and character. e.g. 5 pink dresses, 5 pink ribbons, etc.

Recognises and counts the 5 toys on Ticker's bed, i.e. 4 dolls and 1 teddy.



Action tasks

Relate addition to the combining of five characters, that is, 4 dolls and 1 teddy. How many are there altogether?

Use clip boards or chalkboards for mark making, e.g. draw 5 pink dresses, 1 big teddy.

Sing, chant, listen to and discuss relevant nursery rhymes and stories that have five main characters.

Use everyday objects, such as vegetables, to combine two items, e.g. Find 2 potatoes and 3 beans. How many are there altogether, etc.

Use role-play for solving practical problems, e.g. setting 5 places for a meal for 5 people, getting 5 people their 5 coats.

Raise awareness of the concept of position, i.e. on the bed.

EYFS

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 books, rhymes and games.

Pages 6 - 7

Draw attention to the difference in the type of activities on a school day and those of the weekend.

Action tasks

Discuss the significant times of the day as they occur, so that a pattern emerges of the passing of time, e.g. breakfast time, lunchtime, school time, and bed time.

Reinforce the different times of the day, week and significant times of the year, e.g. school time, shopping time, birthday time, holiday time.

Use significant events, e.g. a summer fair, a festival, a school outing, a shopping expedition, in order to introduce the language and passage of time, e.g. yesterday, tomorrow, next week, month.

Discuss and relate addition to the combining of 1 character and 4 others, e.g. 1 Ticker and 4 other Tickers come into the room. How many Tickers are there altogether?

Use everyday objects such as toys, to combine 5 objects, e.g. Get 3 cars and 2 trains. How many are there altogether, etc.

EYFS

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.



Pages 8 - 12

Use the activity of the five Tickers jumping on the bed, to count backwards from 5.

Action tasks

Practise counting backwards from 5 to 0, whilst singing, chanting and moving to the rhythm of Five Little Tickers jumping on the bed.

Sing and move to nursery rhymes, poems and jingles, using numbers 5 and below.

Listen to a sequenced, rhythmically fun activity, then predict the end of the lines, that is, count the number of beats in each line jumping on the bed.

Respond to the nursery rhyme with accompanying relevant actions.

EYFS

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.

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

Pages 13 - 16

Relate the sequencing of everyday actions to the passing of time.

Action tasks

Discuss Ticker 5's sequenced, preparation for school, e.g. washing, eating, and cleaning of teeth after breakfast. Why clean teeth after eating? is introduced as a problem solving activity.

Discuss the mathematical idea of sequencing numbers. 1, 2, 3, 4, 5 and 5, 4, 3, 2, 1.

Highlight why Ticker 5's procedures for getting ready for school are carried out in a certain way and raise awareness of personal hygiene needs.

Discuss significant times of the day so that a pattern and understanding emerges of the regularity of the passing of time, e.g. breakfast time, school time, lunchtime, bed time.

Introduce 'small world' play in a home context, using the rooms to show what people are doing at certain times of the day, e.g. having a bath/shower, cooking a meal, watching TV, playing with toys, sleeping in bed.

EYFS

MD Use everyday words to describe the passage of time.

PSED Dress undress and manage own personal hygiene with adult support.

UW Find out about past and present events in their own lives, and those of their families and other people they know.

Page 17

Discusses the different modes of transport used to travel to school.

Action tasks

Use comics, magazines and newspapers to identify, cut out and collect a range of vehicles.

Use clip boards or chalkboards for mark making, e.g. draw different modes of transport.

Use comics, magazines and newspapers to cut out and group vehicles according to size, colour and shape.

Use recycled boxes, packaging, and bricks to build different vehicles.

Use an interactive whiteboard with clip art pictures of vehicles that are moved to allow recognition of similarities and differences between groups.

EYFS

MD Describe shapes in models, pictures and patterns.

MD Use everyday words to describe position.

MD Experiment with a range of objects and materials showing some mathematical awareness.

MD Talk about, recognises and recreates simple patterns.

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

Page 18

Uses the local environment, objects, books, and magazines, to identify different buildings, by shape, structure, colour and size.

Action tasks

Use a visit to the local environment, in order to discuss its features such as the shape, size and position of the buildings and other objects passed on the way to school.

Look for construction shapes in the environment, on bill boards, posters and road signs.

Assist with the recognition of sight words, such as, five, altogether, sometimes, day, house, hospital, shop, car, begun.

Compare sizes of buildings and discuss why some are big and some not.

Discuss why some buildings are sited where they are.

Use a walk round the local environment as a preliminary to 'mapping' the visit.

Use recycled boxes, packaging, and bricks to build structures of buildings.



Use an interactive whiteboard with clip art pictures of buildings that are moved to allow recognition of similarities and differences between groups.

Use remote control vehicles or programmable toys, with adult support, in order to replicate the route undertaken.

EYFS

MD Describe shapes in models, pictures and patterns.

MD Uses developing mathematical ideas and methods to solve problems.

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.

Pages 19 - 20

Use relevant vocabulary to raise awareness of the passage of time and the associated procedures.

Action tasks

Use the language of time to raise awareness of the pattern of the day and the passing of time.

Discuss regular pattern times in the home, e.g. getting up time, school time, lunchtime, home time, bed time.

Use a sand timer to build awareness of the duration of time. Can you get undressed before the sand runs through the timer?

EYFS

MD Use everyday words to describe position.

UW Build and construct with a wide range of objects, selecting appropriate resources, and adapt work when necessary.

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, five, altogether, sometimes, day, begun, and in the blending of frequently used letter sounds in 2 and 3 letter words, such as it, is, his, not, get, lot.

Raise awareness that the same higher and lower case letters are not always the same shape, e.g. Time, time.

Use the 'Hidden' QR codes, e.g. pages 5, 6, 9, 10, 13, 15, 16, 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 sound and movement for enjoyment, appreciation and as tools for development of 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 7, line 1 - shout.

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.