



Ticker 9 Guidance Notes

Throughout the Ticker 9 book, objects in the indoor and outdoor environments are used to introduce non-standard (arbitrary) measurement of weight, length and capacity and the associated vocabulary.

Pages 3 - 4

Introduce the number 9, both as a numeral and a word, and also the colour gold, using the character Ticker 9.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 9 and draw and colour Ticker 9.

Recognise the numeral 9 and also the word nine, 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 include non-standard measurement themes.

Explore colour using a variety of media to raise awareness of the colour gold, e.g. paint, crayons, clay, dough, textiles, e.g. create Ticker 9 and other imaginative creatures.

Engage in indoor and outdoor reinforcement activities e.g. let's find 9 Lego bricks. Find 9 crayons.

Use everyday objects for problem solving activities, e.g. Find 9 big brushes. I need 2. How many brushes will be left?

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

Introduce non-standard measurement of weight and the associated vocabulary through the use of see-saw play.

Action tasks

Use sand, objects and books to raise awareness of the non-standard measurement of weight, through active exploration.

Use the book's illustrations of various animals on the see-saw, to raise awareness of the differences in their weight and associated vocabulary, i.e. heavier and lighter.



Exploit outdoor activities and on play equipment to compare weight, e.g. use of a see-saw whilst varying the number of children on each side.

Use computer programs to enable information to be represented pictorially, e.g. differing weight, size, volume of favourite foods and creatures.

Use an interactive whiteboard with clip art pictures that can be moved to show the similarities and differences between groups.

Sing, chant, listen to and discuss relevant nursery rhymes and stories that can be related to measurement, e.g. See-Saw, Marjorie Daw.

Select and use relevant technology to demonstrate related non-standard measurement.

EYFS

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

MD Use language, such as greater, smaller, heavier, lighter, to compare quantities.

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

PD Handle tools and equipment effectively, including pencils for writing.

Pages 8 - 13

Introduce non-standard measurement of length and the associated vocabulary through the use of hand and foot spans.

Action tasks

Illustrate how to make a hand and foot span and demonstrate and supervise the careful use of scissors.

When introducing measurement, tools and equipment are to be handled effectively. Supervise the use of scissors, when cutting out the hand and foot span. (Use left handed scissors if required).

Engage in activities which challenge children to estimate quantities and check the number by counting, e.g. how many hand spans from the floor to the table?

Chant relevant nursery rhymes, jingles, and stories and poems to reinforce mathematical and reading understanding.

Use real life experiences, such as a visit to a commercial kitchen, in which children observe and assist in weighing and measuring. This is a good preparation for introduction to standard measure.

Select and use relevant technology to demonstrate related non-standard measurement.

EYFS

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

MD Use language such as greater, smaller, heavier, lighter, to compare quantities.



PD Handle tools and equipment effectively, including pencils for writing.

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

KUW Recognise the importance of keeping healthy and those things that contribute to this.

Pages 14 - 18

Use containers of varying sizes and shapes to introduce non-standard measurement of capacity and the associated vocabulary.

Action tasks

Provide water play equipment so that children are able to experiment and assess the differing volume.

Use transparent containers of differing sizes, sieves, plastic jugs and cups for enjoyable water play and non-standard measuring.

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

Discuss, empathise and act out, the feeling of trouble when experienced.

Select and use relevant technology to demonstrate related non-standard measurement.

EYFS

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

MD Use language such as full, empty, to compare quantities.

MD Use everyday words to describe position.

PD Handle tools, objects, construction and malleable materials safely and with increasing control.

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

Pages 19 - 20

Use bed time to reflect on the events that have caused Ticker 9 to be happy.

Action tasks

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

Discuss, and act out, the feeling of fun and happiness where and when experienced.

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

EYFS

MD Use everyday language related to time. Order and sequence familiar events.

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



MD Measure short periods of time with a sand timer.

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

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. high, weighs, lighter, low, heavier, measure over and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. am, it, is, in, of, His, cut, can, not, get.

Raise awareness that the same higher and lower case letters are not always the same shape. e.g. His, his, Must, must.

Use the 'Hidden' QR codes, e.g. pages 4, 7, 9, 11, 13, 14, 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 14, line 2 - happy, page 1, line 3 - trouble, page 19, line 1 - enjoys, page 11, line 1 - 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.