



Ticker 1 Guidance Notes

Pages 3 - 4

Introduce the number 1, both as a numeral and a word, and also the colour red, using the character Ticker 1.

Action tasks

Use clipboards or chalk boards for mark making e.g. record the number 1 and draw and colour Ticker 1.

Recognise the numeral 1 and also the word one, 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 red, e.g. paint, crayons, clay, dough and textiles.

Use the media to create Ticker 1 and other imaginative creatures.

Sing, chant, listen to and discuss relevant nursery rhymes and stories that have one main character, e.g. Little Bo Peep.

Use everyday tasks, e.g. Find 1 item of clothing when dressing, 1 spoon when setting the table.

Engage in 'small world' play or role-play, e.g. Sort and classify using house or shop activities which focus on the number 1.

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 their 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.

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

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.

Pages 5 - 6

Recognise and identify parts of Ticker 1's body, e.g. 1 nose, 1 mouth, 1 head, in order to reinforce the value of 1.

Action tasks

Recognise the parts of Ticker 1's body in the book.



Find and name other specific parts of the body.

Sing, chant and move to the song, Put your right arm in, etc.

EYFS

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

MD Begin to use developing mathematical ideas and methods to solve practical problems.

CLL Join in with rhyming and rhythmic activities.

Pages 7 - 8

Recognise and identify parts of Ticker 1's house, e.g. chimney, door, letter box.

The concept of size is introduced, i.e. big.

Action tasks

Sort and classify groups according to specific criteria. Recognise and cut out from magazines, pictures of houses, chimneys, doors, etc. of varying sizes and shapes.

Find and bring 1 object to an adult when asked to do so, e.g. find me 1 book. Extend to - find me 1 big book.

I Spy games provide variation.

Use everyday outings to reinforce the value of 1. Children select different single items and put them into the shopping trolley, which helps to promote confidence and independence.

Use the environment to raise awareness of the numeral 1 and the word one, on posters/displays, and in magazines.

EYFS

MD Use language such as circle or bigger to describe the shape and size of solids and flat shapes.

MD Describe shapes in models, pictures and patterns.

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

PSED Be confident to try new activities, initiate ideas and speak in a familiar group.

Pages 9 - 11

Raise awareness of size, e.g. big or little and also position.

Action tasks

Identify the words for the correct size of the house and clock, and the position of the mouse.

Use mathematical language of size, position and movement, in order to identify other everyday objects, e.g. the little box is on top of the clock, the little mouse ran down.



Engage in 'small world' play activities to extend opportunities to use everyday language, e.g. on top, at the bottom.

Use computer activities to extend learning.

Recreate positional objects, by drawing, colouring, painting, or modelling.

Identify people and objects according to their position, e.g. objects on shelves/furniture, people on buses, ladders.

Create an imaginative dance, using a range of positions, including up and down.

EYFS

MD Use everyday words to describe position.

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

MD Use mathematical ideas to solve practical problems.

Page 12

Sings, chants and claps to the musical rhythm of Hickory, Dickory, Dock.

Raises awareness of the number of beats in a line and anticipates the end of lines, e.g. Hickory, Dickory, Dock, The mouse ran up the clock. Uses listening and moving to rhythm as an introduction to the recognition of auditory phonic sounds and the development of abstract thinking.

Action tasks

Use the language of clocks in rhymes and stories e.g. Baby Bear's Day, The Little Porcelain Clock, Tick Tock, Tick Tock, Merrily sings the clock.

Introduce nursery rhymes and stories that have one main character, e.g. Little Jack Horner, Little Bo Peep.

Sing, move and mime to familiar nursery rhymes, jingles and songs.

Pretend to be - Ticker I, a mouse, a bird, in role-play and informal dance, using imaginative movement.

EYFS

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

CLL Join in with rhyming and rhythmic activities.

CLL Show some awareness of rhyme and alliteration.

EAD Sing simple songs from memory.

EAD Recognise and explore how sounds can be changed.

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



Pages 13 - 16

Identify and select the number of plants, animals and objects in Ticker 1's garden of the value 1, by colour, size and position.

Action tasks

Use clipboards or chalk boards for mark making some of the species of items found.

To reinforce the value of one, find different creatures, plants and objects, in the garden, park and other environments.

In everyday life, investigate the similarities, differences and patterns in the shapes and colours of flowers, trees and leaves.

In everyday life, use the senses, such as sight, sound, smell, hearing, touch and taste (if appropriate), e.g. Can you see a big tree? Can you hear the birds singing? Taste 1 apple.

EYFS

MD Say some numbers in familiar contexts.

UW Investigate objects and materials by using all their senses as appropriate.

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.

MD Use language such as circle or bigger to describe the shape and size of solids and flat shapes.

CLL Use everyday words to describe position.

Pages 17 - 19

Introduce significant times of the day, that are meaningful to young children, e.g. day time, night time, singing time and home time.

Associated words are introduced, such as, light, sky, sun, cloud, shines.

Action tasks

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

Use clipboards or chalk boards for mark making, e.g. draw what you see in the night sky.

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

EYFS

MD Say some numbers in familiar contexts.

MD Begin to use developing mathematical ideas and methods to solve practical problems.



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

CLL Join in with rhyming and rhythmic activities.

PSED Continue to be interested, excited and motivated to learn.

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

Page 20

Fun time! Time to enjoy, sing and create movement together. Uses jingles to convey the feelings and emotions of happiness.

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

Action tasks

Build up a repertoire of nursery rhymes and jingles involving the number 1.

Sing together - The sun has got a hat on!

Use music as an aid to recognition of repeated sounds and sound patterns.

Use a range of everyday sounds, as a valuable introduction to hearing and recognising phonic sounds, e.g. recognising the sound of a telephone, birds singing, kettle boiling, dog barking.

Use the language of clocks in rhymes and stories e.g. Hickory, Dickory, Dock.

Introduce nursery rhymes and stories that have one main character, e.g. Little Jack Horner.

EYFS

MD Say some numbers in familiar contexts.

MD Begin to use developing mathematical ideas and methods to solve practical problems.

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

CLL Join in with rhyming and rhythmic activities.

PSED Continue to be interested, excited and motivated to learn.

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



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. one, big, little, bottom, up, down, inside, day time, find, and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. am, it, is, up, at, of, up, on, in, red, big, can, has, ran, top, fat, cat, sun.

Raise awareness that the same higher and lower case letters are not always the same shape, e.g. The, the; Run, run.

Use the 'Hidden' QR codes e.g. pages 5, 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. 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 19, line 3 - like, page 20, line 5 - 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.



Ticker 2 Guidance Notes

Pages 3 - 4

Introduce the number 2, both as a numeral and a word, and also the colour blue, using the character Ticker 2.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 2 and draw and colour Ticker 2.

Recognise the numeral 2 and also the word two, 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 blue, e.g. paint, crayons, clay, dough, textiles.

Use the media to create Ticker 2 and other imaginative creatures.

Sing, chant, listen to and discuss relevant nursery rhymes and stories that have two main characters, e.g. Two Little Dicky Birds.

Use everyday tasks, e.g. Find 2 favourite toys when clearing up, 2 plates when setting the table.

Engage in 'small world' play, or role-play, e.g. Sort and classify, using house or shop activities which focus on the number 2.

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 their 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 their learning.

Pages 5 - 6

Recognise and identify parts of Ticker 2's body, e.g. 2 arms, 2 eyes, 2 legs, in order to reinforce the value of 2.

Action tasks

Use I Spy games to identify parts of Ticker 2's body, e.g. 2 arms, 2 eyes, 2 legs.

Recognise and find other specific parts of the body.



Use clipboards or chalk boards for mark making, e.g. record the number 2, draw and colour Ticker 2.

Use the book's illustrations as problem solving activities, in order to recognise the numeral 2 and the word 2, e.g. Find 2 eyes, find two eyes.

In everyday tasks, e.g. find 2 items of clothing when dressing, 2 spoons when setting the table.

Engage in role-play, e.g. house or shop activities which focus on 2 objects.

EYFS

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

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

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

Page 7

Introduces a second Ticker, to give the opportunity to relate addition to the addition of one more. Another Ticker comes to play. How many Tickers are there altogether?

Action tasks

Use everyday objects, such as fruit, to combine 2 objects, e.g. Get 1 orange and 1 banana. How many are there altogether, etc.

Use role-play for solving practical problems, e.g. setting places for a meal for two people.

EYFS

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

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

Page 8

Introduces the mathematical concept of Time, through simple, regular events that children experience, e.g. playtime and other significant times of the day, which are meaningful to young children, such as home time, night time, bed time, singing time.

Use Circle Time and other appropriate times to discuss the emotions aroused, such as fun and happiness by Ticker 1 and 2 when playing together in the garden.

Action tasks

Use a sand timer to build awareness of the duration of time. Can you get changed for PE, before the sand runs through the timer?

Sequence photographs of school attendance, a past summer fair, a past shopping expedition, a future festival, to reinforce the awareness of the duration of time.

Use the language of time in everyday conversation, e.g. now, then, today, tomorrow, yesterday, past, present.



Discuss why there is light in the daytime and the darkness at night time. If appropriate, discuss very simply, the rotation of the earth.

EYFS

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

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

UW Observe, find out about, and identify features in the place they live and the natural world.

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

Pages 9 - 10

Raise awareness of movement and position, i.e. the see-saw's movements and the positional words, up, down.

Action tasks

Identify people and objects according to their position, e.g. objects on shelves/furniture, people on buses, ladders.

Use everyday words to describe position, e.g. when following paths and using outdoor apparatus.

Use clipboards or chalk boards for mark making, such as, draw 1 heavy animal and 1 light animal on the see-saw, showing their respective positions correctly.

Create an imaginative dance, using a range of positions, including up and down.

EYFS

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

CLL Use everyday words to describe position.

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

Page 11

Raises awareness of the function of parts of the body, through Tickers 1 and 2's rest after playing on the see-saw.

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

Action tasks

Use everyday words to describe position.

Reinforce the concept of position e.g. up, down. Discuss the reason for sitting down for a rest.

Link with changes in the body after exercise.



EYFS

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

PD Recognise the importance of keeping healthy and those actions that contribute to this.

Pages 12 - 13

Identify and select plants, creatures and objects in Ticker 1's garden, by value and colour, e.g. two bushes, two blue flowers.

Action tasks

Explore and observe the environment to find plants and objects. Put them in twos.

Find similarities, differences and patterns in the shapes and colours of flowers and leaves.

Raise awareness of the five senses, e.g. sight, sound, smell, hearing, touch and taste.

Use role-play that has a focus on the number 2, e.g. a shoe shop that has pairs of shoes, a greengrocer's shop that has a variety of fruit.

EYFS

MD Recognise the difference in quantity when comparing sets of objects.

UW Observe, find out about and identify features in the place they live and the natural world.

Pages 14 - 15

Use mathematical language of size, and position, e.g. big, little, inside, outside. Recognise some of the related sight words in the text.

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

Action tasks

Use everyday words to describe position, e.g. when following routes and using large outdoor play equipment.

Identify objects, both in the garden in daylight and in the night sky.

Use clipboards or chalk boards for mark making, e.g. recreate positional objects, by drawing, colouring, painting, or modelling.

Identify people and objects according to their position, e.g. objects on shelves/furniture, people on buses, ladders.

Create an imaginative dance, using a range of positions, including up and down.

EYFS

MD Use everyday words to describe position.

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



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

Pages 16 - 17

Identify objects in the sky and recognise the associated words, e.g. moon, sky, stars, yellow, white.

Introduce time through the use of significant times of the day which are meaningful to young children, e.g. night time, bed time.

Associated words are gradually introduced, e.g. night time, dark, moon, stars, bed time.

Action tasks

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

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

Use computer programs to investigate the sky at night.

EYFS

UW Observe, find out about and identify features in the place they live and the natural world.

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

Pages 18 - 19

Use Circle Time and other appropriate times to explore the feelings and emotions of Ticker 1 and Ticker 2, e.g. happiness.

Action tasks

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

Create happy pictures using a range of art media.

EYFS

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

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

Page 20

Singing time! Uses the well-known nursery rhyme, Twinkle, Twinkle, Little Star to reinforce the learning activities in the book and provide opportunities to sing and create movement in response to sound.

Action tasks

Build up a repertoire of nursery rhymes, jingles and stories that have two main characters, e.g. Two Little Dicky Birds.



Pretend to be a bumble bee, using imaginative movement and relevant sound.

Use simple, home-made and commercial instruments to create different sounds to convey feelings and emotions, e.g. light, darkness, fun, happiness.

EYFS

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

CLL Join in with rhyming and rhythmic activities.

PSED Continue to be interested, excited and motivated to learn.

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

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. two, another, inside, outside, night-time, high, and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. at, of, in, and, and, fun, sit, bed. Raise awareness that the same higher and lower case letters are not always the same shape, e.g. The, the, Run, run.

Use the 'Hidden' QR codes, e.g. on pages 5, 7, 8, 11, 13, 14, 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, 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 8, line 2 - fun, page 18, line 3 - happy.

End Notes

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.

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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.

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Ticker 4 Guidance Notes

Pages 3 - 4

Introduces the number 4, both as a numeral and a word and also the colour green, using the character Ticker 4.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 4 and draw and colour Ticker 4.

Recognise the numeral 4 and also the word four, when they occur in the book and also recognise them on posters, displays, in books and magazines.

Recognise a named colour in the book when asked to do so .e.g. record the number 4 and draw and colour Ticker 4.

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

Explore colour using a variety of media to raise awareness of the colour green, e.g. paint, crayons, clay, dough, textiles. Use these to create Ticker 4 and other imaginative creatures.

Use everyday outdoor tasks, e.g. Find 4 leaves and 4 flowers when in the garden.

Engage in 'small world' play or role-play, e.g. sorting and classifying house or shop activities, which focus on the number 4.

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.

Page 5

Identifies Ticker 4's green buttons by value, and also colour, in order to reinforce the value of the number 4 and recognition of the colour green.

Action tasks

Use collections of buttons or Lego bricks, to sort, match and count to the value of 4.

Extend to identification and grouping in 4s of any green buttons.



Recognise and identify any objects to the value of 4, by value and the 4 colours introduced.

Raise awareness of the shape of Ticker 4's buttons, i.e. circles.

Sort and identify in real life, any buttons to the value of 4 by shape, i.e. circles.

Use other everyday objects to sort and classify by values 1 - 4 and the colours previously introduced.

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

EYFS

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

MD Begin to recognise numerals 1 - 9.

CLL Sort or match objects and talk about sorting.

Pages 6 - 11

Extend the concept of shape, to include circles, squares and triangles, using the Tickers' buttons, and the contents of the Ticker's bedroom, i.e. the curtains and the rug.

Action tasks

Use language to describe the flat shapes - circles, squares, triangles.

Raise awareness of the shape of Ticker 4's buttons and the bedroom furnishings, i.e. circles, squares, triangles.

Use clip boards or chalkboards for mark making, e.g. draw or draw around the shapes introduced.

Sort and identify in real life, any buttons to the value of 4 by shape, i. e. circles.

Use other everyday objects to sort and classify by values 1 - 4 and the colours previously introduced.

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

Discuss Ticker 4's feelings of having new curtains and a new rug, such as pride and happiness. Use in Circle Time and other appropriate times.

Use and discuss the bedroom curtains and rug, to raise awareness of the mathematical language of shape and colour.

Recreate Ticker 4's curtains and rug in a range of media.

Use tiles to create a range of rugs, using the known shapes.

EYFS

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



CLL Describe shapes in models, pictures and patterns.

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

MD Talk about, recognise and recreate simple patterns.

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

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

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

Pages 12 - 15

Reinforce the concepts of shape and colour through the introduction of the Flower Hunt activity.

Reinforce awareness of the properties of a square, a triangle and a circle, using books, magazines and objects.

Action tasks

Use and discuss mathematical language of shape and colour to raise awareness of objects around them.

Use role-play as a focus for a garden centre.

Sort and classify different species of flowers.

Arrange displays by mixed species, colours, shapes, sizes.

Use collection of buttons, 'small world' play, and Lego, to sort, match and make Ticker 4's garden.

Identify the shapes and colours of flowers and flags in Ticker 4's garden.

Use simple illustrations and pictures from magazines, to reinforce the shape and colour activities.

EYFS

PSED Play collaboratively alongside others.

PD Begin to demonstrate fine motor control and co-ordination.

PD Begin to show appropriate control in large and small movements.

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

MD Describe shapes in models, pictures and patterns.

Pages 16 - 19

Identify and discuss the flat and solid shapes, i.e. circle, square and triangle found in the garden. Introduce the related language, e.g. side and round.



Action tasks

Use language such as circle, side, to describe the shape of flat and solid shapes.

Play simple games such as I Spy, Hide the shape, to motivate children.

Chant body action rhymes and use body tension activities to create relevant mathematical shapes.

EYFS

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

CLL Talk about activities through reflecting on, and modifying actions.

MD Talk about, recognises and recreates simple patterns.

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

Page 20

Enjoy the Sing and Dance time! - The Shapey, Shapey. YES!

Action tasks

Use body tension activities and body action rhymes as the children stretch, reach, curl, twist and turn as they move to the music.

Use body tension activities, body action rhymes and the floor in order to replicate the three basic shapes.

Use the words of the song, to form the correct shapes.

EYFS

MD Talk about, recognise and recreate simple patterns.

PD Use the body to move with confidence, imagination and safety.

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

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. four, circles, shapes, triangles, squares, and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. is, red, rug, got, yes.

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



Use the 'Hidden' QR codes, e.g. pages 5, 7, 9, 10, 12, 14, 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.

Use sound and movement for enjoyment, appreciation and as tools for development of abstract thinking.

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 9, line 1 - interested.

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.

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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.

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Ticker 6 Guidance Notes

The Tickers venture into space!

Pages 3 - 4

Introduce the number 6, both as a numeral and a word, and also the colour orange, using the character Ticker 6 in his space capsule.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 6 and draw and colour Ticker 6.

Recognise the numeral 6 and also the word six, when they occur in the book and also recognise them on posters, displays, in books and magazines.

Identify the shapes and colours of the Tickers' buttons and space suits.

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

Use simple illustrations and pictures from magazines, to reinforce the shape and colour activities, e.g. counting and colouring activities.

Engage in indoor and outdoor reinforcement activities, e.g. Give me 6 sweets. Put 6 books on the table.

Use everyday objects for problem solving activities, e.g. Let's find 6 cars. If 2 drive away, how many will be left? Find 6 big books.

Explore colour, using a variety of media to raise awareness of the colours, orange and silver, e.g. paint, crayons, clay, dough, textiles.

Use the media to create Ticker 6 and the other astronauts, in their relevant colours, e.g. sculpt models of the Tickers to form a collection.

EYFS

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

MD Begin to recognise numerals 1 - 9.

MD Describe shapes in models, pictures and patterns.

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 their learning.



Pages 5 - 6

Introduce concepts, associated vocabulary and relevant technology relating to space travel.

Action tasks

Use clip boards or chalkboards for mark making, e.g. record the number of astronauts and the view from the window.

Identify the shapes and colours on the Ticker 6's helmet.

Engage in 'small world' play, or role-play, e.g. sort, match and count, using space activities, which focus on the number 6.

Use the language of space in everyday life and in relevant rhymes and stories.

Recognise and identify the space uniforms and equipment and the associated vocabulary, e.g. astronaut, helmet, launch, rocket, ground control, blast off, zero.

Sing, chant and move to nursery rhymes, jingles, songs and listen to stories and poems about space flight.

Pretend to be an astronaut, in role-play and informal dance, using imaginative movements.

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

EYFS

MD Begin to recognise numerals 1 - 9.

EAD Represent their 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.

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

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.

MD Begin to use developing mathematical ideas and methods to solve practical problems.

Pages 7 - 8

Raise awareness of the vastness of space and the feelings experienced on the journey through space.

Action tasks

Discuss the vastness of space and how little we know at the present time.

Discuss Ticker 1's feelings of fear and anxiety whilst travelling in the rocket.



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

Create 2D and 3D models of rockets and astronauts, using a wide range of materials.

Establish role-play role, the focus being on space travel.

EYFS

PSED Express needs and feelings in appropriate ways.

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

PSED Build relationships through gesture and talk.

MD Talk about, recognise and recreate simple patterns.

MD Describe shapes in models, pictures and patterns.

MD Sort or match objects and talk about sorting.

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

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

Pages 9 - 13

Identify the Tickers' helmets and space suits, by number, shape and colour.

Action tasks

Identify the pictures of the helmets by number, shape and colour.

Use clip boards or chalkboards for mark making e.g. draw some of the Tickers' helmets, using the correct colours and number of shapes on them.

Use other everyday objects to sort and classify by values 1 - 6 and all the 6 colours already introduced.

Use mosaic pieces, plastic shapes, paper and textiles to recreate the Ticker helmets.

Use simple illustrations and pictures from magazines, to reinforce the shape and colour activities.

Use everyday outings to recognise objects to the value of 6, e.g. 6 parked cars, 6 children in the playground.

Use computer programs to represent information pictorially, e.g. the colour of the helmets, buttons.

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



EYFS

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

MD Begin to recognise numerals 1 - 9.

MD Sort or match objects and talk about sorting.

MD Describe shapes in models, pictures and patterns.

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

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

Pages 14 - 19

Use the pictures of the stars to reinforce the concept of subtraction to taking away.

Action tasks

Use an interactive whiteboard, with clip art pictures of views of space that can be moved, to show the patterns of the constellations of the night sky.

Discuss the jingle Six little stars travelling in the sky, and relate subtraction to the taking away of one object, e.g. one flew past, and then there were five.

Use clip boards or chalkboards for mark making, e.g. draw 6 stars and cross 1 out. How many stars are left?

Use everyday objects in the home to reinforce subtraction activities, e.g. Put 6 apples in the basket. Take out 2 apples. How many apples are there left in the basket?

Use role-play for solving practical problems, e.g. set 6 places for a meal for 6 people. Take 2 away because 2 people are not coming. How many places are left?

EYFS

MD Begin to relate 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.

MD Begin to use developing mathematical ideas and methods to solve practical problems.

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



Page 20

Discusses the feelings that would be involved, when the Tickers return safely back to earth.

Action tasks

Using 'small world' play or own paintings and models of the 6 Tickers, to recognise, count and order to the value of 6.

Use relevant songs, jingles, movement and dance to express happiness, e.g. Twinkle, twinkle little star, If you're happy and you know it, clap your hands.

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

Use role-play activities which focus on the space suit outfits.

Use simple cameras to record the event.

EYFS

MD Recognise, count and order numbers to 9.

PD Move spontaneously, showing some control and coordination.

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

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.

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

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, six, count, one, none and the blending of frequently used 2 and 3 letter words, such as, am, put, on and, big, red, has, it.

Raise awareness that the same higher and lower case letters are not always the same shape. e.g. Two, two, Four, four, Look, look.

Use the 'Hidden' QR codes, e.g. pages 4, 6, 8, 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.

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 8, line 1 - take care, page 20, line 4 , - Hooray!

End Notes

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Action tasks are suggested learning experiences and activities to use along with those of your own.

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Ticker 7 Guidance Notes

Pages 3 - 4

Introduces the number 7, both as a numeral and a word, and also the colour purple, using the character Ticker 7.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 7 and draw and colour Ticker 7.

Recognise the numeral 7 and also the word seven, 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 Zoo themes.

Explore colour using a variety of media to raise awareness of the colour purple, e.g. paint, crayons, clay, dough, textiles, e.g. create Ticker 7 and other imaginative creatures. Engage in indoor and outdoor reinforcement activities. E.g. find and put 7 buns on the plate, find and put 7 crayons on the desk.

Use everyday objects for problem solving activities, e.g. find 7 little green bricks that are the same size, find 7 big books that are red.

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

Discuss the forthcoming visit to the zoo to stimulate discussion of wild life. Reinforce counting and addition problems. Practise sound and movement activities.

Action tasks

Share and recite number names in order 1 - 7.

Introduce one to one correspondence – match 1 Ticker to 1 coin.

Use clip boards or chalkboards for mark making, e.g. record the number of coins and some of the different animals.

Sing, chant and move to nursery rhymes, jingles, songs and listen to stories and poems about animals and zoos.



EYFS

PSED Continue to be interested, excited and motivated to learn.

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

CLL Join in with rhyming and rhythmic activities.

MD Say and use numbers names in order in familiar context.

MD Begin to count reliably up to 10 everyday objects.

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.

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

Page 7

Introduces one to one correspondence, using the arbitrary coin payment to the value of 7, made at the zoo entrance.

Action tasks

Discuss and count the coins used by the Tickers when entering the zoo.

Use clip boards or chalkboards for mark making, e.g. draw around the coins using one to one correspondence – 1 Ticker to 1 coin.

Discuss and raise awareness of coins used in everyday life. Extend the value of the coins, if the children demonstrate familiarity of use.

Use clipboards for mark making e.g. attempt to trace or draw the coins.

EYFS

MD Say number names in familiar contexts, such as nursery rhymes.

MD Say number names in order.

MD Begin to recognise numerals 1 - 10.

MD Begin to count reliably up to 10 everyday objects, including 1ps.



Pages 8 - 19

Raise awareness of the different species of creatures in the zoo and their differing physical appearances.

Action tasks

Sort and classify animals, and natural objects according to their properties.

Discuss and through the use of the pictures relate addition to the combining of objects/animals, e.g. the lions and subtraction to taking away, e. g the monkeys.

Find and identify the creatures that are big, little, tall, small, long.

Use clip boards or chalkboards for mark making, e.g. record the number and species of animals seen at the zoo.

Recognise the relevant sight words, such as tigers, monkeys, penguins, in the book.

Use a range of media, 2D and 3D to create a zoo and 'small world' play animals for sorting, matching and counting.

Use mathematical language of size and position, e.g. high, tall, big, small, in, out.

Establish role-play that has a focus on wild creatures in the zoo.

Use computer programs to represent relevant information pictorially, e.g. charting different animals, by species and others by colour.

Use an interactive white board and moveable clip art pictures to show similarities and differences between the species.

Provide tapes and CDs of relevant number rhymes, jingles, songs and poems for listening activities.

EYFS

MD Sort or match objects and talks about sorting.

MD Describe shapes in simple models, pictures and patterns.

MD Respond to the vocabulary involved in addition and subtraction.

MD Recognise difference in quantity when comparing sets of objects, more, less.

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

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.

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

Page 20

Discusses the zoo visit and the relevant new vocabulary. Explores the differing emotions experienced.

Action tasks

Discuss key events and significant times of the day as they occur, so that a pattern and understanding of the passing of time emerges, e.g. from leaving the house after breakfast to lunch, and when they leave the zoo and arrive back home - breakfast time, lunch time, home time, bed time.

Exploit the visit, to extend and explore the new vocabulary used, e.g. lions, tigers, monkeys, giraffe, penguins, elephant, bears, panda, snakes and a crocodile.

Use the ice cream purchases to raise awareness of the ordering of numbers and one to one correspondence.

Use Circle Time and other appropriate times to discuss the emotions aroused, such as fun and excitement.

EYFS

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

MD Begin to order numbers up to 10.

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.

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. seven, long, out, big, penguins, long, floating, tallest, small, altogether and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. I, am, in, hip, has, red.

Raise awareness that the same higher and lower case letters are not always the same shape, e.g. Hip, hip, Long, long.

Use the 'Hidden' QR codes, e.g. pages 4, 7, 9, 11, 12, 14, 17, 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 5, line 1 - excited, page 15, line 3 - safe.

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.



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.

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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 than 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.

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Ticker 10 Guidance Notes

Introduces the Tickers' Marching Band Rhythm, to provide a joyful, enjoyable backcloth of music, song and movement, whilst stimulating and igniting the imagination.

Pages 3 - 4

Introduce the number 10, both as a numeral and a word, and the colours silver and red, using the character Ticker 10.

Action tasks

Use clipboards or chalk boards for mark making, e.g. record the number 10 and draw and colour Ticker 10.

Recognise the numeral 10 and also the word ten, when they occur in the book and also recognise them on posters, displays, in books and magazines.

Find and bring 10 objects to an adult, when asked to do so, such as 'small world' toys.

Use groups of objects to the value of 10, e.g. Ticker 10's buttons to combine two groups of objects.

Sing, chant, listen to and discuss, relevant nursery rhymes and stories that have 10 main characters, e.g. Ten green bottles.

Engage in indoor and outdoor reinforcement activities e.g. Let's find 10 Lego bricks. When shopping and outdoors find 10 apples, 6 cakes, 2 dogs, 8 parked cars.

Explore colour using a variety of media to raise awareness of the colour silver, e.g. paint, crayons, clay, dough, textiles, create Ticker 10 and other imaginative creatures.

Use everyday items and role-play for solving practical problems, e.g. 7 buttons on a dress. How many have fallen off, if 3 are left on the dress? Adult support may be needed.

EYFS

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

MD Begin to recognise numerals 1-10.

CLL Sort or match 10 objects and talk about sorting.

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.

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



Pages 5 - 6

Identify the different shapes and colours.

Action tasks

Raise awareness of different shapes, i.e. circles and triangles, e.g. Ticker 10's circular buttons and the 3 sided triangles.

In real life, sort and identify other objects to the value of 10 by shape, i.e. circles.

Use other everyday objects to sort and classify by values 1 - 10 and the colours already introduced.

Explore colour using a variety of media to raise awareness of the colours red and silver.

Identify some of the shapes in the environment, i.e. buildings, trees, flowers.

Raise awareness of the shape of the numerals 1 - 10 and replicate, using paint, crayons, clay, dough, textiles.

Give support in using a pencil, paint brush and other writing tools effectively and assist in the forming of numbers and letters correctly, as these are acquired skills.

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

EYFS

CLL Describe shapes in models, pictures and patterns.

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

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

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

Pages 7 - 11

Ticker 10 plans the necessary objects, clothing and colour resources needed, for when he enlists his Marching Band.

Action tasks

Use discussions and Circle Time to raise awareness of the need to share ideas and thoughts with others.

Introduce associated number language - drum, drum sticks, feather, left, right, boom.

Use clip boards or chalkboards for mark making, e.g. to draw some of the items needed for the Marching Band.

Provide opportunity to relate addition to the combining of numbers, e.g. 4 drum sticks and 2 drums. How many are there altogether?



Introduce marching steps in response to appropriate music. Extend to counting forward to 10 whilst marching.

Listen to a sequenced, rhythmically fun activity, i.e. clapping, jumping, and then predict the number of beats in each line.

Enjoy marching, separately and in different formations, using a range of musical instruments.

Use sound and movement when marching, to develop abstract mathematical thinking, i.e. count the beats of the music when counting forward to 10.

Emphasise the necessity of marching in time and to the band's correct, marching formation for the best results.

EYFS

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

MD Find one more than any number from one to nine.

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

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

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

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

PD Move with control and co-ordination.

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

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

Pages 12 - 17

Introduce different living things and objects to further awareness of the similarities and differences of these. Reinforces the concept of addition to the combining of numbers.

Action tasks

Use everyday objects, to relate addition to the combining of 10 characters, i.e. 4 frogs and 6 frogs.

Sort and classify 'small world' animals, and natural objects, for sorting, matching and counting to the value of 10.

Use mathematical language of size and position, e. g, high, tall, big, small.

Use computer programs to represent relevant information pictorially, e.g. charting different animals, by species and others by colour.

Use interactive white board and clip art pictures that can be moved to show similarities and differences between different species.



Use role-play for solving practical problems, e.g. 8 hats in the tree. How many blew away, if 2 are left on the ground? May need adult support.

Explore the meaning of tired, through discussion or its use in Circle Time.

EYFS

MD Begin to count reliably to and backwards from 10.

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 books, rhymes and games.

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.

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

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

Pages 18 - 20

Use sound and movement for enjoyment, appreciation and the development of relevant skills and also as tools to develop abstract thinking. Provide marching activities that relate and reinforce subtraction to the taking away of one object from another.

Action tasks

Use the Marching Band activity to discuss and relate subtraction to the taking away of one object.

Use the Marching Band activity to reinforce counting backwards from 10 and other subtraction activities.

Use 'small world' play and role-play for solving practical problems, e.g. 10 Tickers marching. 3 sit down to rest. How many are left marching?

Enjoy marching, separately and in formation, whilst using a range of musical instruments.

Sing songs, such as Ten green speckled frogs, and change the activity by decreasing the value from 10 to a lesser number, e.g. Six green speckled frogs.

Use sound and movement when marching, to develop abstract mathematical thinking, i.e. to think the beats of the music.

Listen to a sequenced, rhythmically activity, then predict the number of beats at the end of a line.



EYFS

MD Begin to relate 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.

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

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

PD Move with control and co-ordination.

PSED Continue to be interested, excited and motivated to learn.

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

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

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. one, big, little, bottom, up, down, inside, day time, find, and the blending of frequently used letter sounds in 2 and 3 letter words, e.g. am, It, is, up, at, of, up, on, in, red, big, can, has, ran, top, fat, cat, sun.

Raise awareness that the same higher and lower case letters are not always the same shape. e.g. The, the, Run, run.

Use the 'Hidden' QR codes, e.g. pages 5, 6, 9, 11, 13, 14, 17, 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. 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 16, line 1 - shouts!, page 18, line 1 - tired.



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.



Ten Green Speckled Frogs

Ten green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were nine
Green speckled frogs

Nine green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were eight
Green speckled frogs

Eight green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were seven
Green speckled frogs

Seven green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were six
Green speckled frogs

Six green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were five
Green speckled frogs

Five green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were four
Green speckled frogs

Four green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were three
Green speckled frogs

Three green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there were two
Green speckled frogs

Two green speckled frogs,
Sat on a speckled log,
Eating the most delicious grub
One jumped into the pool
Where it was nice and cool
Now there was one
Green speckled frog

One green speckled frog,
Sat on a speckled log,
Eating the most delicious grub
He jumped into the pool
Where it was nice and cool
Now there were no
Green speckled frogs



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.

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