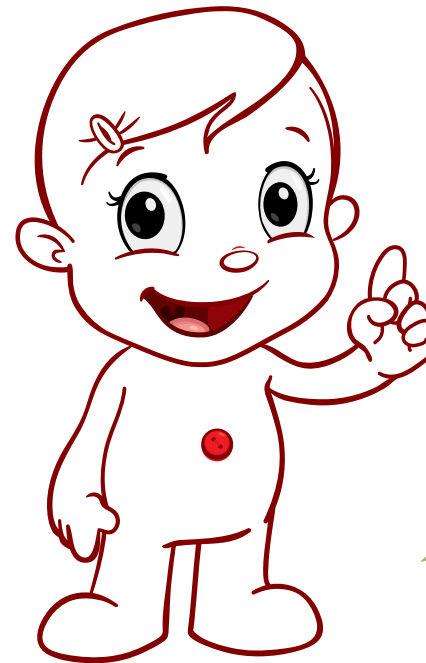




- Use when your child is interested.
- Re-visit when needed.
- Use your own ideas to extend learning.

- Number, Shape, Space and Measure broadly in line with EYFS curriculum.
- Concepts taught as they appear in the Ticker Books and mathematical worksheets alongside reading and writing.

- Initially activities will need adult support and supervision, e.g. in reading, handwriting, cutting, measuring.



Children will have experienced the Early Years important pre-mathematical activities, along with valuable experiences, to enrich their mathematical language development across the EYFS seven areas of learning. It is intended that they will continue to do so, both in their freely chosen and structured play, alongside the Ticker Books and mathematical worksheets. These unique worksheets are intended to provide a wide range of progressive mathematical activities in line with the content of each page of each Ticker Book. They should provide meaningful mastery of relevant, ongoing mathematical skills alongside the pre-mathematical activities and promote the key skills that children need in order to develop and learn effectively.

The overarching aim is to promote children's mathematical confidence as they explore, find out and learn about the world around them. In the Ticker Books and worksheets, mathematics is taught through themes which broadly reflect the seven areas of learning. It is intended that both indoors and outdoors children will be supported by a wide range of practical activities.

The Ticker Worksheets offer structured opportunities to explore the different aspects of number, shape, space and measures, as they progress to their individual goals.

Every child is individual and the time it takes a child to master a mathematical concept and attempts to use a worksheet varies. Some worksheets can be folded or cut in half, to ensure the appropriate teaching or learning. Stop when interest wanes. Re-visit the books and worksheets as often as necessary. Use your own ideas to reinforce and extend the suggested tasks. Make haste slowly!



THE TICKER MATHEMATICAL WORKSHEET ACTIVITIES.

ARE WE READY?

It is assumed that there will have been meaningful opportunities for children to use practical resources introduced to support children's understanding of numbers, before they embark on more formal, written recording tasks. The mathematics worksheets aim to be fun and engaging to foster early maths understanding through their themed activities which are linked to the seven areas of learning.

The Ticker mathematical worksheets use some familiar characters, objects and items to introduce concepts that children have already met in the reading books. They are intended to inspire confidence when children begin to attempt more formal tasks and to reinforce key processes and skills. The Ticker characters, their house, garden and adventures are reflected in the worksheets' illustrations and activities. Familiar animals, birds, frogs, the space travel characters, Ticker finger puppets and the delights of Ticker 8's birthday are reacquainted.

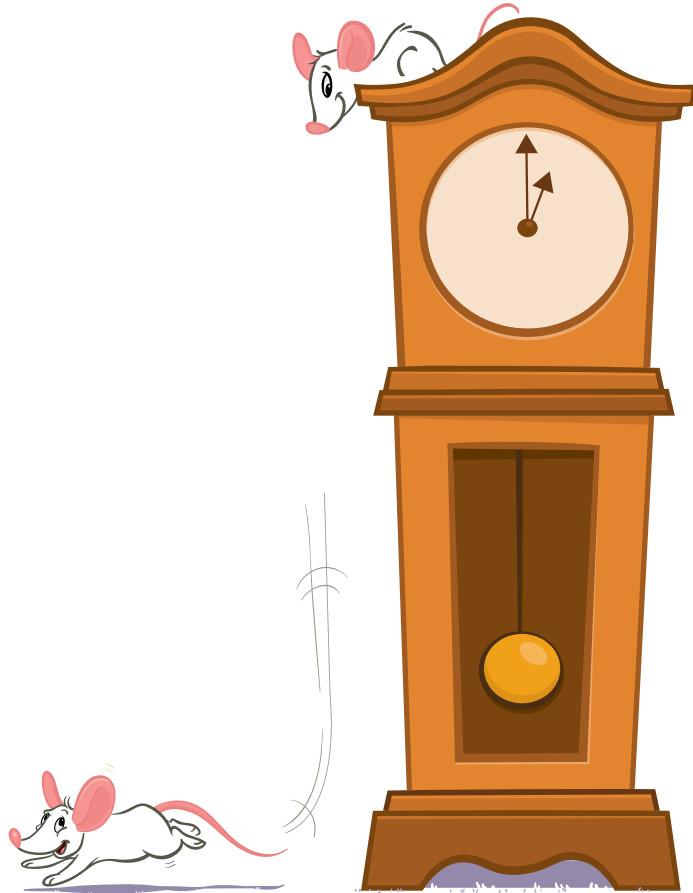
Mathematical concepts, i.e. Number, Shape, Space and Measure, are introduced sequentially and broadly reflect the EYFS curriculum. It is stressed that counting, numeral recognition and the additive composition of number are prerequisites for future learning. Activities such as counting, ordering, adding on and taking away 1 object, positional vocabulary, and problem solving are included, along with opportunities to compare objects, recognise patterns and use arbitrary measure to solve simple problems.

Also included is the use of practical activities and equipment, alongside daily routines built into the school day which help to reinforce and consolidate children's learning, e.g. lining up to go out at breaks to a specific instruction - cardinal order i.e. 1 2 3 or ordinal order – i.e. 1st, 2nd, 3rd.

HAVE FUN TOGETHER!

Copying permission: you can freely print and copy unlimited copies of these worksheets for use in the classroom and home. The links or worksheets must not be distributed nor sold on a website or in any publication.

1 little mouse at the top of the clock.
Colour it in red.

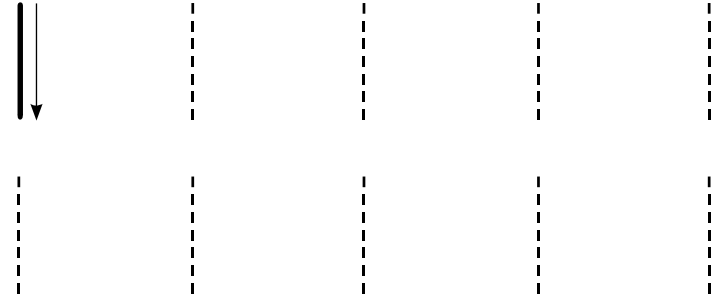


1 little mouse at the bottom of the clock.
Colour it in blue.

Hold up 1 finger.



Join the dots.



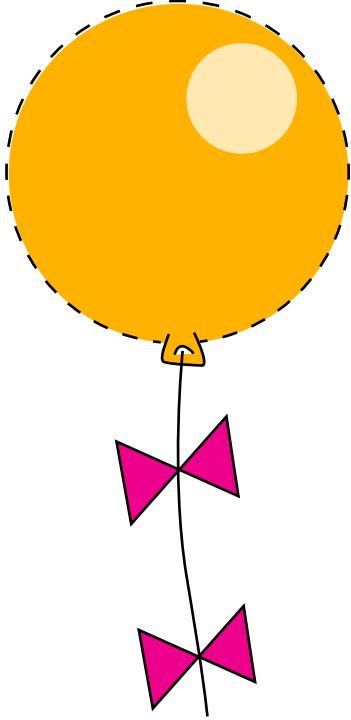
Draw 1 moon.

Draw 1 flower.

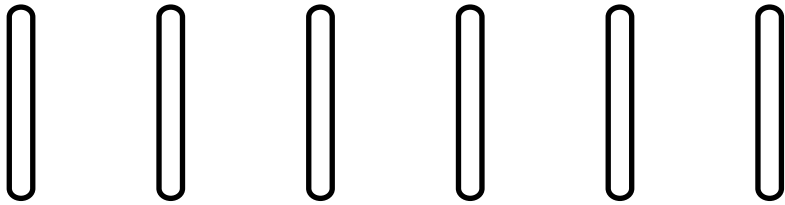
Draw 1 star.

Colour them.

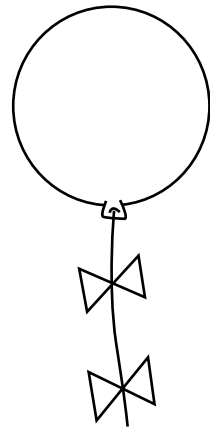
Look at the big balloon.
Join the dots.



1 big balloon.

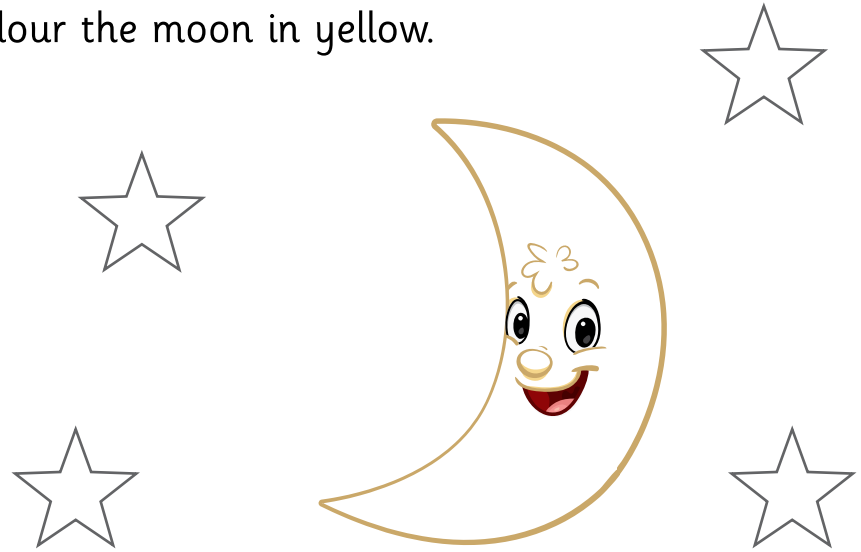


Colour number 1 in red.



Colour the little balloon.

Colour the moon in yellow.



Colour the stars in blue.

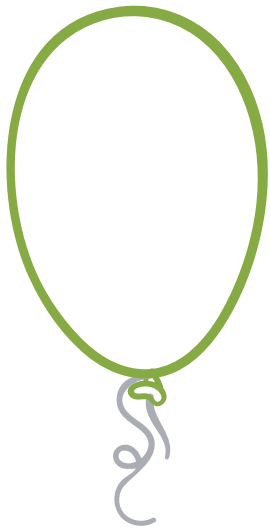


1 blue star.

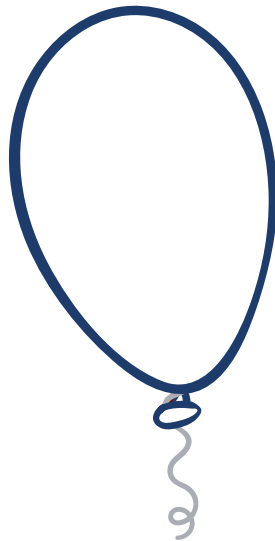
Join the dots.

Can you sing Twinkle, Twinkle Little Star?

Ticker 2 is counting the balloons.
Count with Ticker 2.
As you say each number colour a balloon.

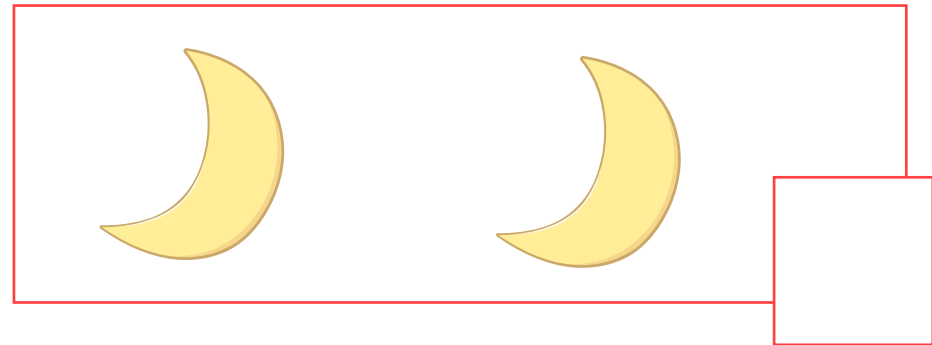
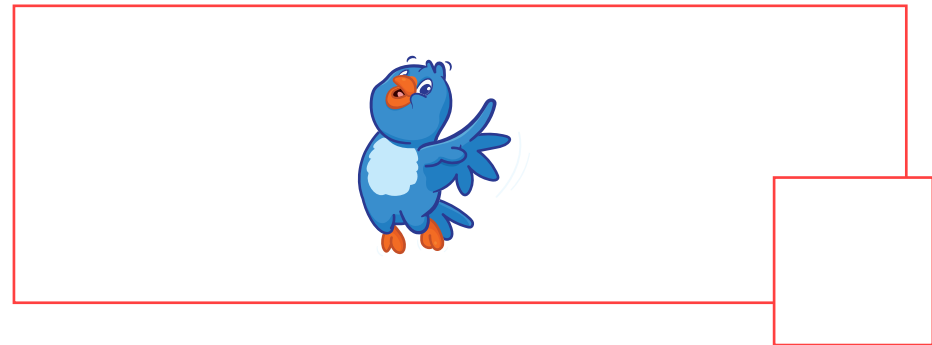
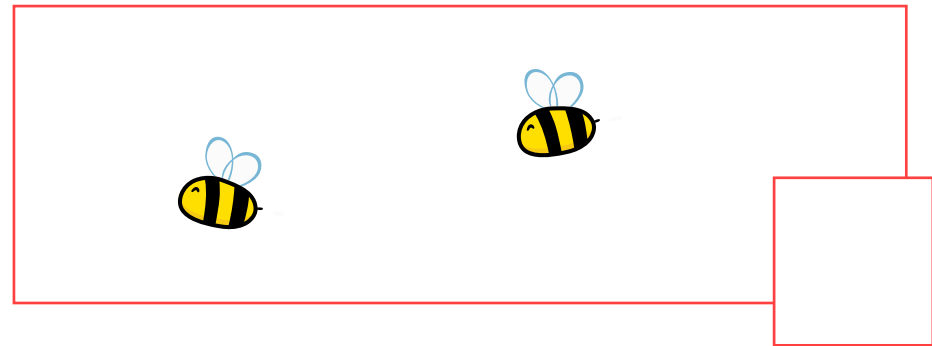


1

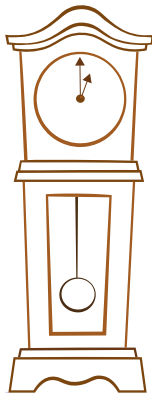
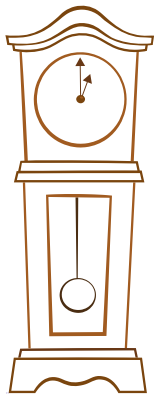


2

Count how many.



Draw a line to match.



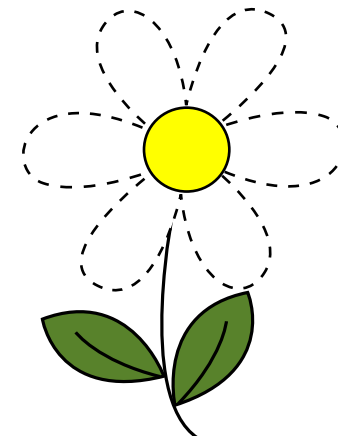
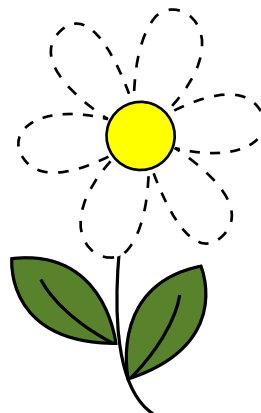
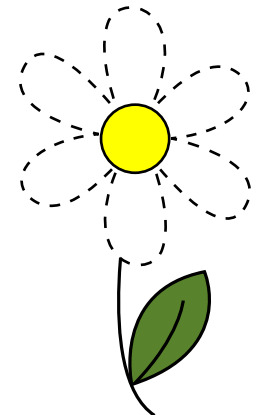
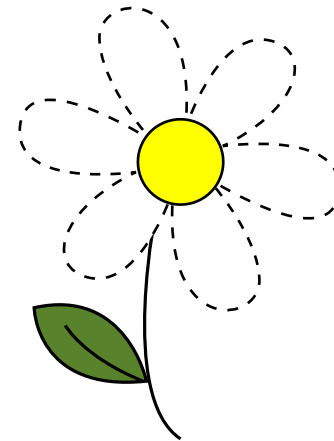
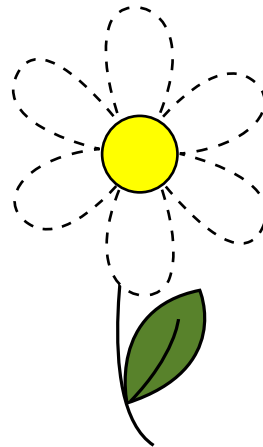
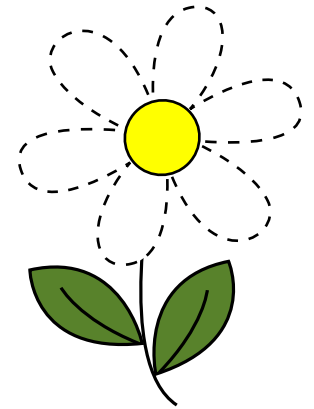
Colour them.

Join the dots and colour the flowers.

2 red flowers

2 blue flowers

2 yellow flowers



Colour the number 2 to get to the end of the maze.

| | | | | | |
|-------|---|---|---|-----|---|
| Start | | 1 | 1 | 1 | 1 |
| 1 | 2 | 1 | 1 | 1 | 1 |
| 1 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 2 |
| 1 | 1 | 1 | 1 | 1 | 2 |
| 1 | 1 | 1 | 1 | End | |

Colour the bigger number.

Colour the smaller number.

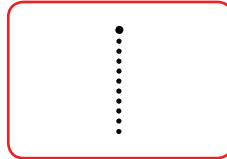
Write a number bigger than 1.

Write a number smaller than 2.

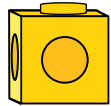


Make the cube tower.

How many?



Add 1 more cube.



How many now?



Count the counters.



How many counters?



Add one more counter.

How many now?



Count the beads on the string.

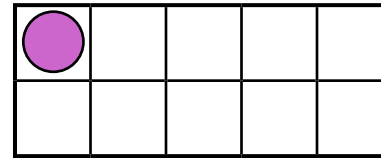


How many beads?



Add one more bead.

How many now?



How many?



What is 1 more?



How many?



What is one more?

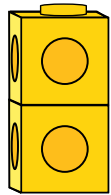


Make the cube tower.

How many?



Take away 1 cube.



How many now?



Count the counters.



How many counters?



Take away one counter.

How many now?



Count the beads on the string.

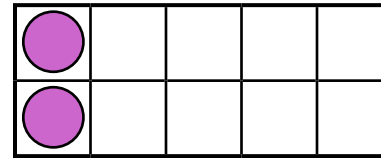


How many beads?



Take away one bead.

How many now?



How many?



What is 1 less?



How many?



What is one less?



Ticker 3 has
3 beads
3 flowers
3 buttons.



Colour the
3 beads in red
3 flowers in blue
3 buttons in yellow.

Join the dots.



How many circles are green?

How many triangles are yellow?

How many squares are red?



Colour number 3 in yellow.

Ticker 3 is counting the birds.

Count with Ticker 3.

As you say each number colour a bird.

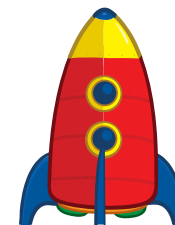
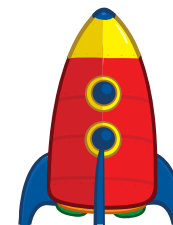
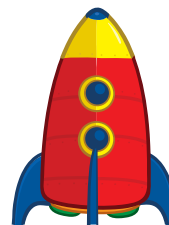


1

2

3

Count how many.



Colour the number 3 to get to the end of the maze.

| | | | | | |
|-------|---|---|---|-----|---|
| Start | 3 | 3 | 1 | 2 | |
| 2 | 1 | 2 | 3 | 2 | 1 |
| 2 | 1 | 1 | 3 | 1 | 2 |
| 3 | 3 | 3 | 3 | 2 | 2 |
| 3 | 2 | 1 | 2 | 2 | 1 |
| 3 | 3 | 3 | 3 | End | |

Colour the bigger number.

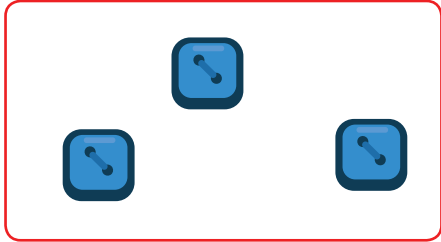
Colour the smaller number.

Write a number bigger than 1.

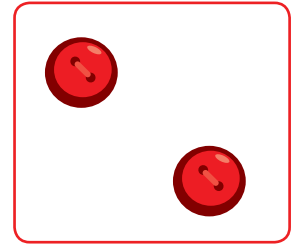
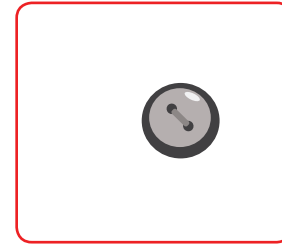
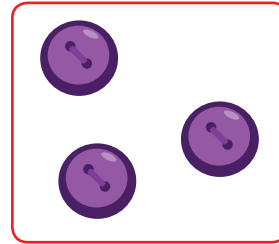
Write a number smaller than 3.



How many buttons?

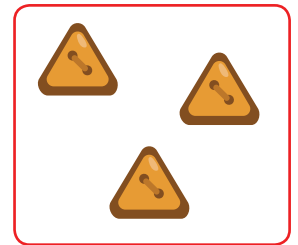
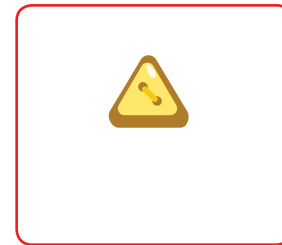
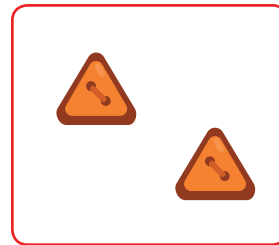


Colour the box with the biggest number of buttons.



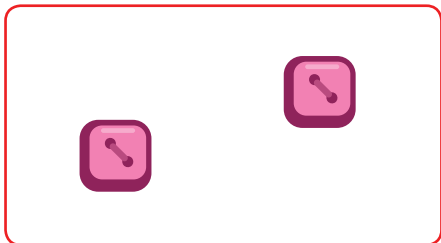
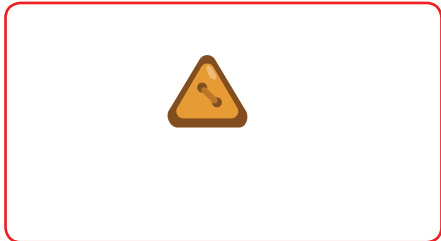
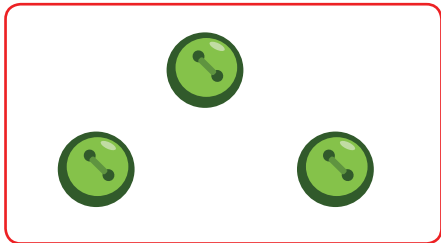
Colour the biggest number.

Colour the box with the smallest number of buttons.



Colour the smallest number.

Match the number of buttons.

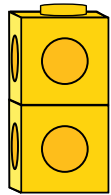


Make the cube tower.

How many?



Add 1 more cube.



How many now?



Count the counters.



How many counters?



Add one more counter.

How many now?



Count the beads on the string.

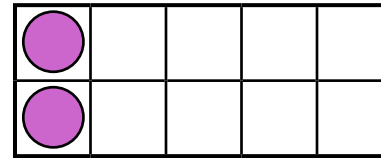


How many beads?



Add one more bead.

How many now?



How many?



What is 1 more?



How many?

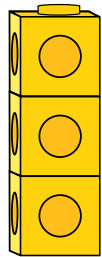


What is one more?



Make the cube tower.

How many?



Take away 1 cube.

How many now?

Count the counters.



How many counters?

Take away one counter.

How many now?



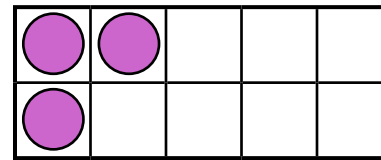
Count the beads on the string.



How many beads?

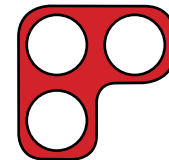
Take away one bead.

How many now?



How many?

What is 1 less?

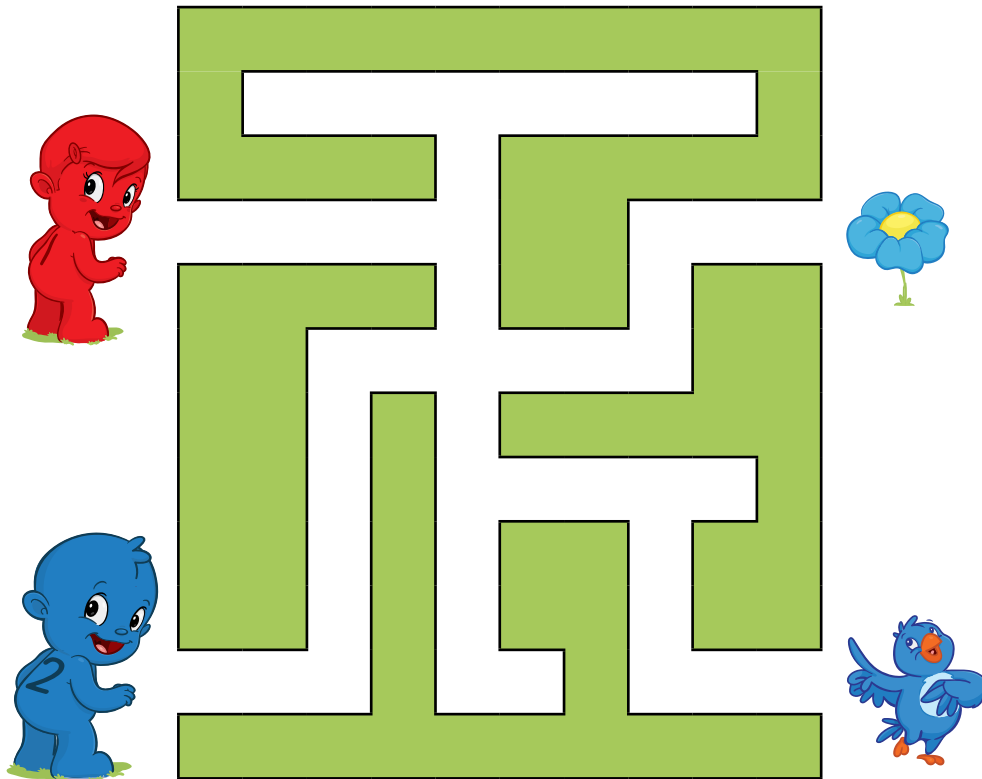


How many?

What is one less?



Draw a path to get Ticker 1 to the bird.



Draw a path to get Ticker 2 to the flower.

1 black cat and 1 white cat.



How many cats are there?

Join the dots.

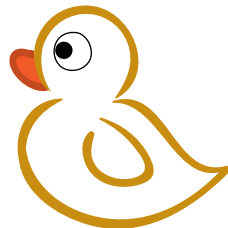
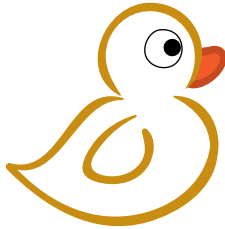
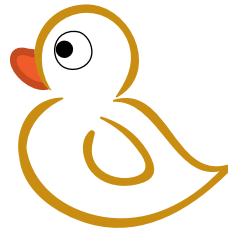
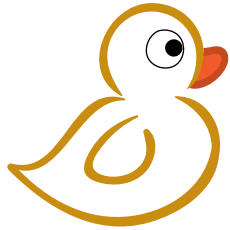


1 yellow hat
and 1 red hat
and 1 blue hat.



How many hats are there?

Ticker 4 is counting the ducks.
Count with Ticker 4.
As you say each number colour a duck.



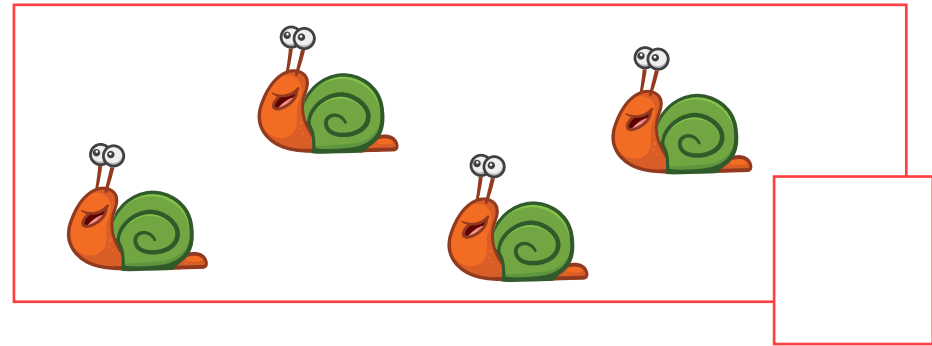
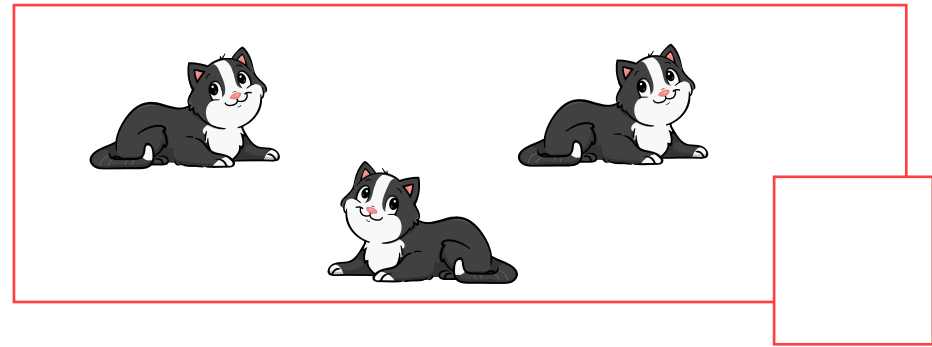
1

2

3

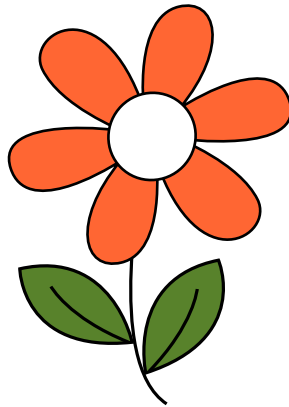
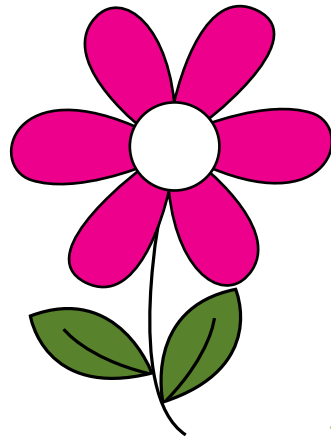
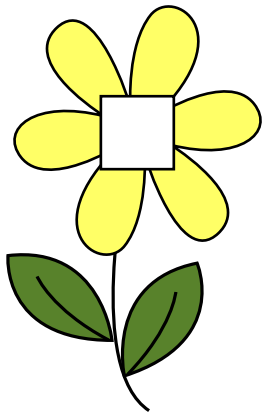
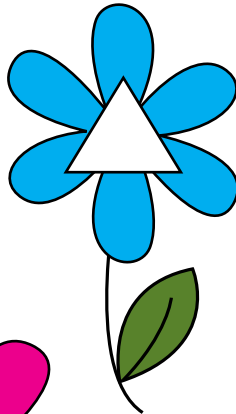
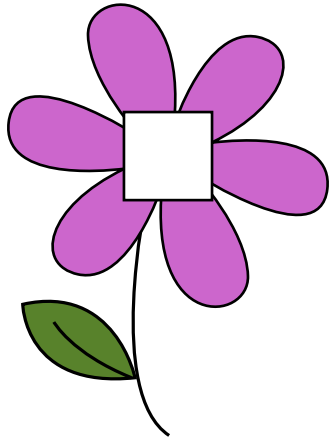
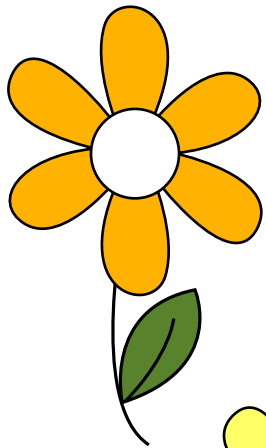
4

Count how many.

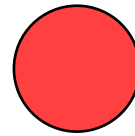


Can you find

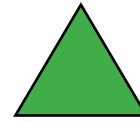
- 1 triangle
- 2 squares
- 3 circles?



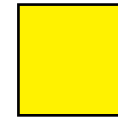
Colour them.



Here is a red circle.



Here is a green triangle.

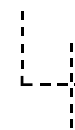
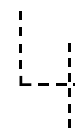
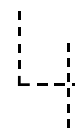
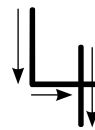


Here is a yellow square.

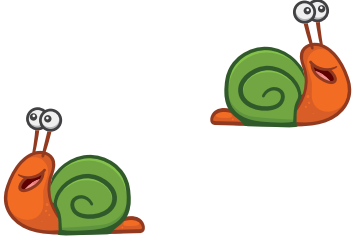
Draw and colour

- 3 circles
- 2 triangles
- 4 squares.


Join the dots.



Circle the number that shows the correct number of snails.



1 2 3




1 2 3



1 2 3

Write one more than the numbers below.




2 \longrightarrow 1 more

1 \longrightarrow 1 more


3 \longrightarrow 1 more

1 2 3 4 5

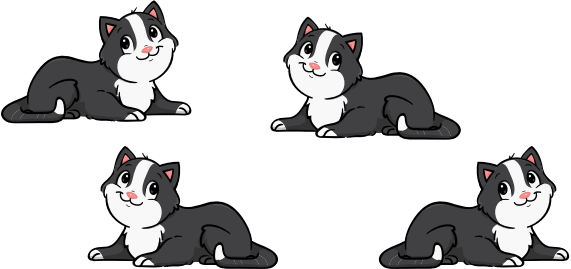
Circle the number name that shows the correct number of cats.



one
two
three



two
three
four



one
four
three

Write one less than the numbers below.


1 less



2



1 less



4


1 less



3




1 2 3 4 5

Colour the number 4 to get to the end of the maze.

| | | | | | |
|-------|---|---|---|-----|---|
| Start | 1 | 3 | 2 | 3 | |
| 4 | 2 | 3 | 1 | 3 | 2 |
| 4 | 4 | 4 | 4 | 4 | 1 |
| 1 | 3 | 2 | 1 | 4 | 4 |
| 3 | 1 | 2 | 3 | 2 | 4 |
| 1 | 3 | 1 | 2 | End | |

Colour the bigger number.

2

4

Colour the smaller number.

4

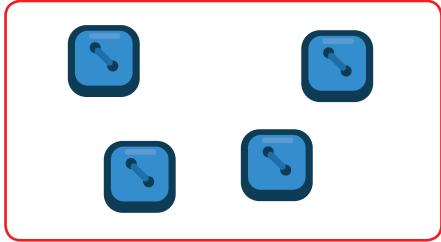
3

Write a number bigger than 2.

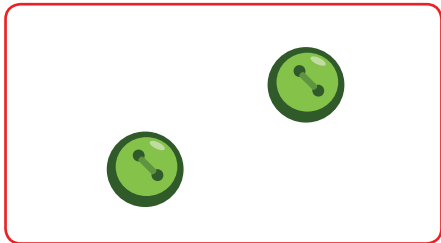
Write a number smaller than 4.



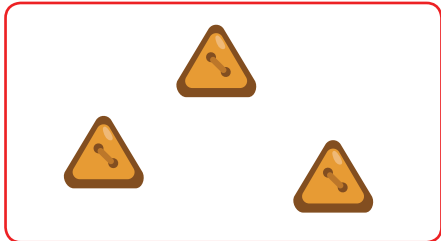
How many buttons?



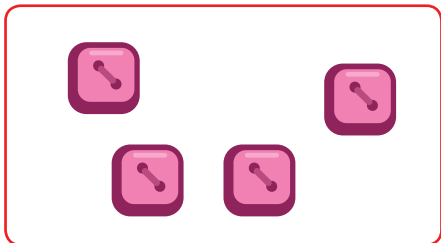
Match the number of buttons.



4

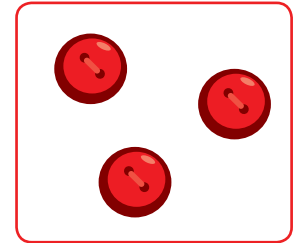
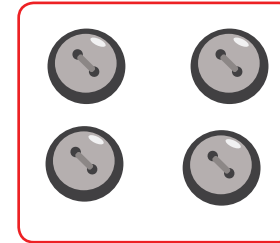
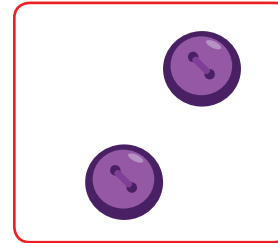


2



3

Colour the box with the biggest number of buttons.



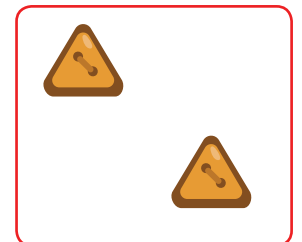
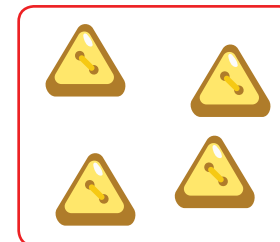
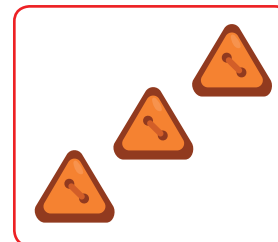
Colour the biggest number.

4

3

2

Colour the box with the smallest number of buttons.



Colour the smallest number.

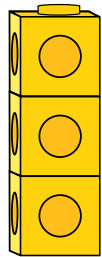
4

2

3

Make the cube tower.

How many?



Add 1 more cube.

How many now?

Count the counters.



How many counters?

Add one more counter.

How many now?



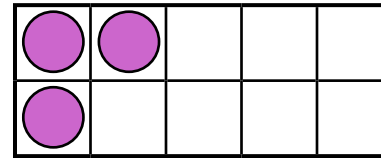
Count the beads on the string.



How many beads?

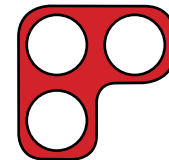
Add one more bead.

How many now?



How many?

What is 1 more?

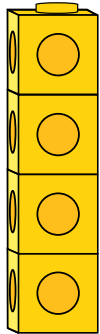


How many?

What is one more?



Make the cube tower.



How many?

Take away 1 cube.

How many now?

Count the counters.



How many counters?

Take away one counter.

How many now?



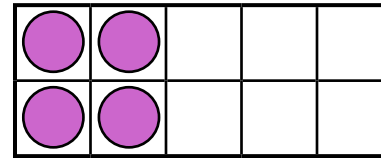
Count the beads on the string.



How many beads?

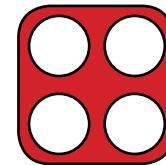
Take away one bead.

How many now?



How many?

What is 1 less?



How many?

What is one less?



Ticker 5 is counting the cats.
Count with Ticker 5.
As you say each number colour a cat.



1

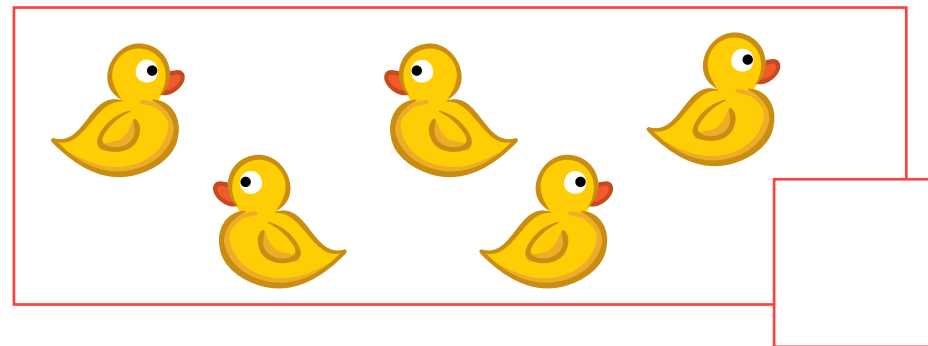
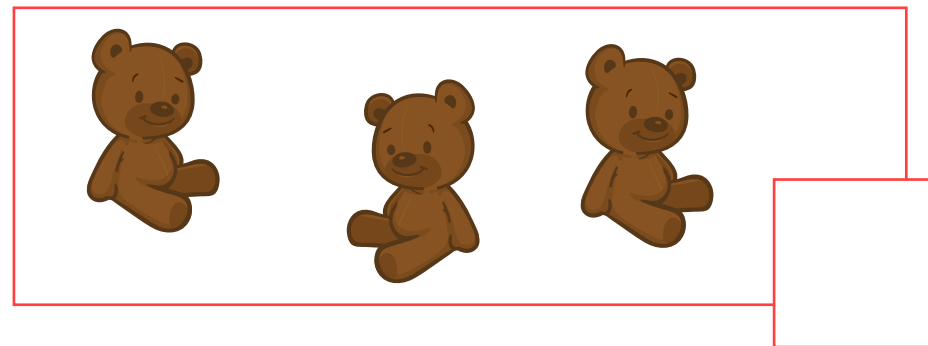
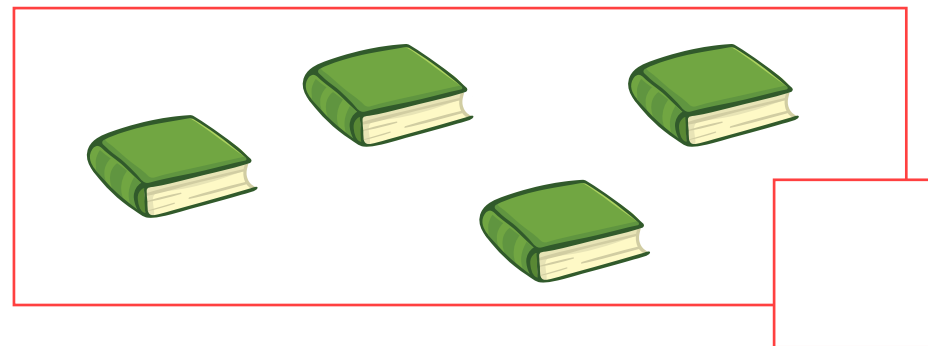
2

3

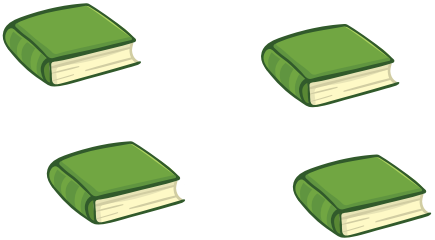
4

5

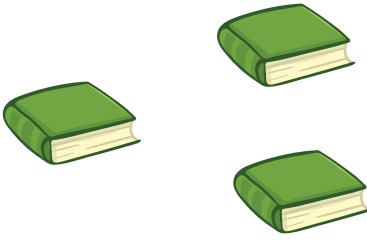
Count how many.



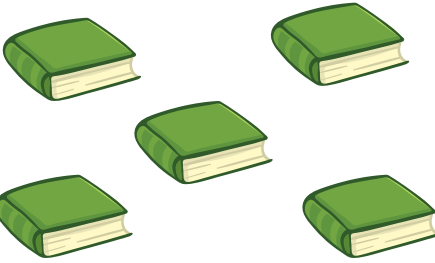
Circle the number that shows the correct number of books.



2 3 4



3 4 5



2 5 4

Write one more than the numbers below.

4 \longrightarrow 1 more

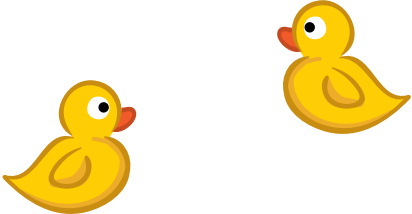
2 \longrightarrow 1 more

3 \longrightarrow 1 more

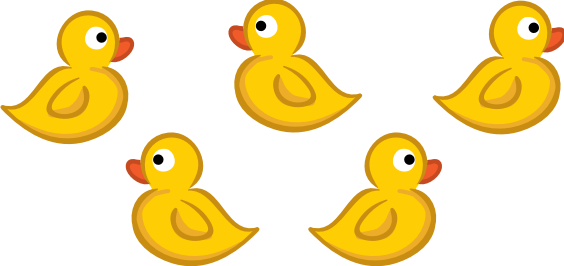


1 2 3 4 5

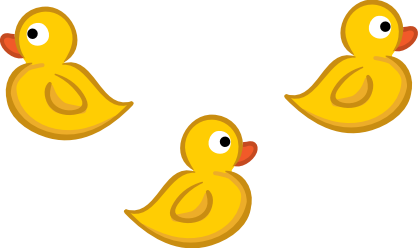
Circle the number name that shows the correct number of ducks.



two
three
four



three
four
five



five
three
four

Write one less than the numbers below.



1 less



4



1 less



5



1 less



3



1

2

3

4

5

Write one more and one less than the numbers below.

1 less

2



1 more

1 less

4



1 more

1 less

3



1 more

1

2

3

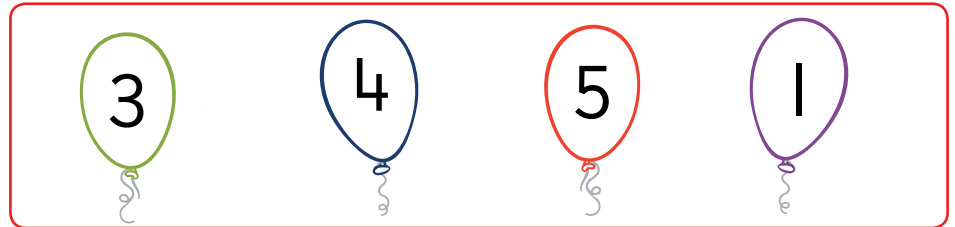
4

5

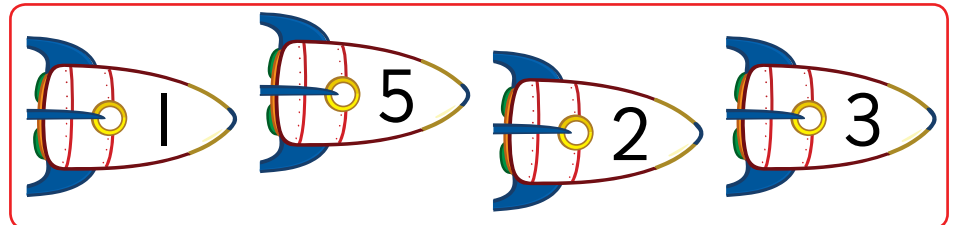
Colour the star which is 1 more than 2.



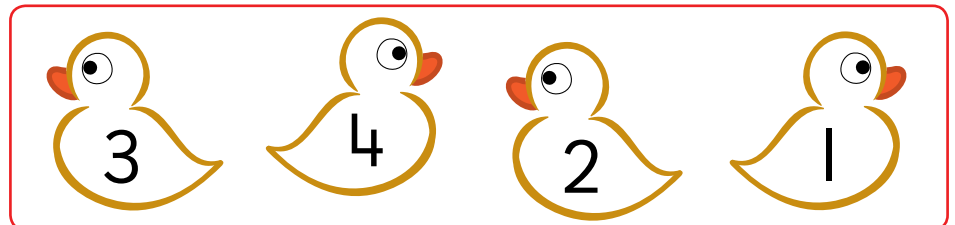
Colour the balloon which is 1 less than 2.



Colour the rocket which is 1 more than 4.



Colour the duck which is 1 less than 5.



Colour the number 5 to get to the end of the maze.

| | | | | | |
|-------|---|---|---|-----|---|
| Start | | 5 | 5 | 1 | 2 |
| 1 | 3 | 4 | 5 | 4 | 1 |
| 4 | 5 | 5 | 5 | 1 | 2 |
| 1 | 5 | 2 | 3 | 2 | 4 |
| 3 | 5 | 5 | 5 | 1 | 3 |
| 2 | 1 | 3 | 5 | End | |

Colour the bigger number.

3

5

Colour the smaller number.

2

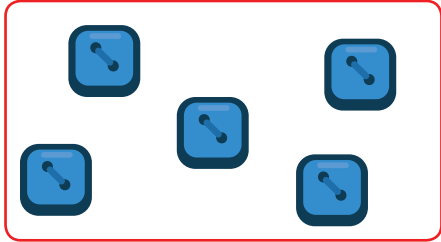
4

Write a number bigger than 3.

Write a number smaller than 5.

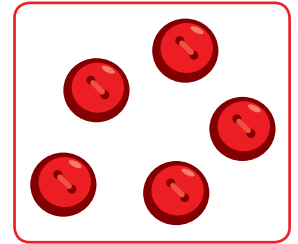
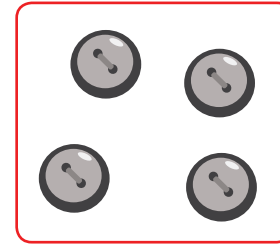
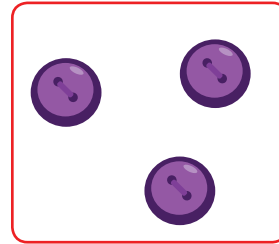


How many buttons?



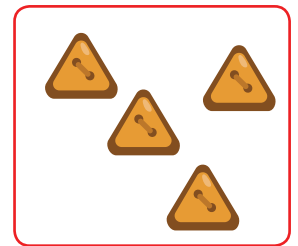
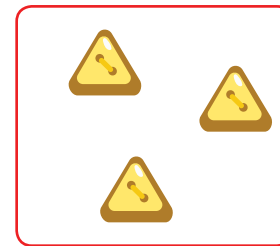
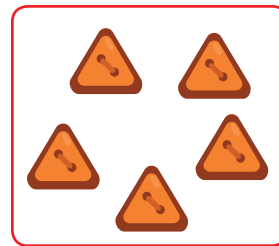


Colour the box with the biggest number of buttons.



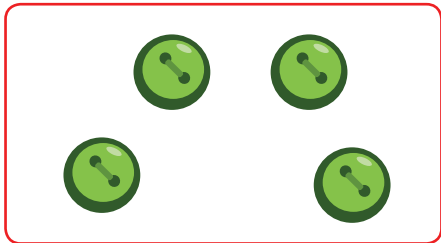
Colour the biggest number.

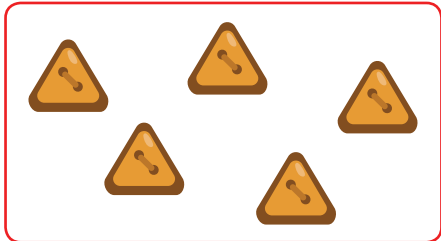
Colour the box with the smallest number of buttons.

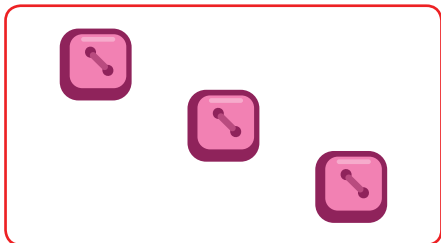


Colour the smallest number.

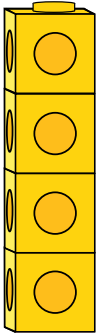
Match the number of buttons.







Make the cube tower.



How many?

Add 1 more cube.

How many now?

Count the counters.



How many counters?

Add one more counter.

How many now?



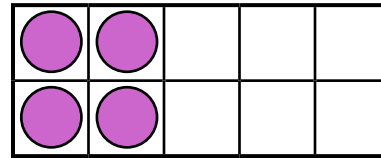
Count the beads on the string.



How many beads?

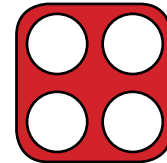
Add one more bead.

How many now?



How many?

What is 1 more?

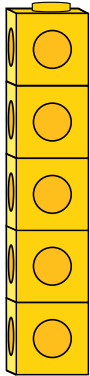


How many?

What is one more?



Make the cube tower.



How many?

Take away 1 cube.

How many now?

Count the counters.



How many counters?

Take away one counter.

How many now?



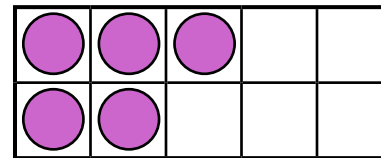
Count the beads on the string.



How many beads?

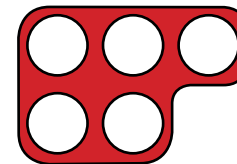
Take away one bead.

How many now?



How many?

What is 1 less?



How many?

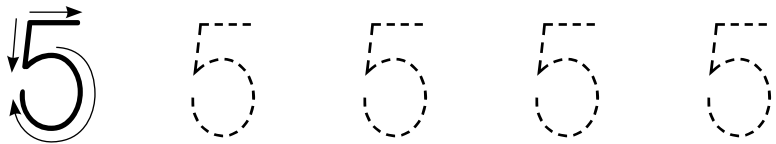
What is one less?

Ticker 5 is in bed.



There are 4 dolls and 1 teddy.

How many toys are there altogether?



4 and 1 more is how many?

Ticker 5 is in bed.



2 dolls fell off the bed.

How many toys are left on the bed?

Ticker 5 is in bed.



1 teddy fell off the bed.

How many dolls are left on the bed?



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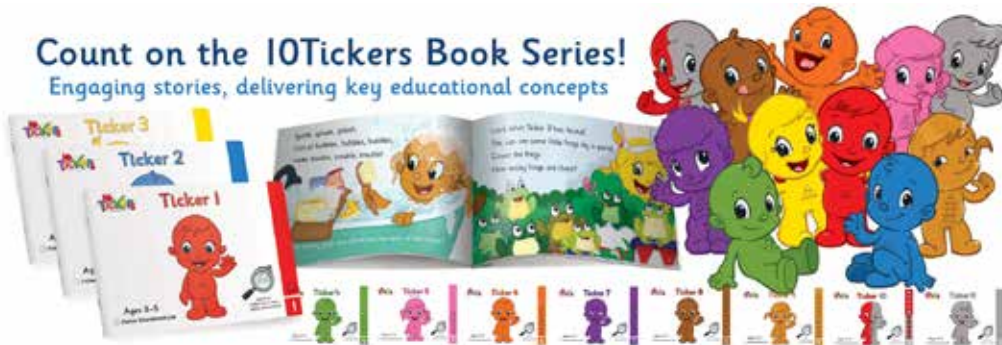
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About the authors

Jik is a writing team. Jean Fisher is a former head teacher, university and PGCE lecturer, and Ofsted Inspector. Ian Fisher is a former maths teacher who set up the ground breaking 10ticks maths websites. Between them they have over 100 years of experience in education.

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