

Observation prompts: eyfs.ma.number.1

eyfs.ma.number.1 Have a deep understanding of numbers to 10, including the composition of each number.

Look for

- Builds a tower of 10 cubes and splits it into two parts in different ways, for example 6 and 4, without recounting from 1 each time
- Fills a ten frame to show 10 counters, then takes some away and can say how many are left and how many are gone
- Uses fingers to show 10, then hides some fingers and knows how many are hidden without being told
- Matches two amounts to 10 using objects, such as 3 conkers and 7 conkers in the mud kitchen, and checks the total by counting on
- Notices that when one part of 10 gets bigger, the other part gets smaller, for example in a shaking tins or hiding games activity

Listen for

- "I need 4 more to make 10" while adding bricks to a ten frame or tower
- "5 and 5 make 10" or another correct pairing stated with confidence during small world or outdoor play
- "If I take 2 away from 10, there's 8 left" while playing a hiding or take-away game
- "That's the same as this one, just swapped round" when noticing 3 and 7 next to 7 and 3
- "0 and 10 make 10, there's nothing in this pot" when describing an empty and a full container

Next steps

- Not there yet: offer a ten frame alongside real objects such as pebbles or buttons so the child can physically move items between the two parts while counting the whole group each time, supporting composition of smaller numbers like 8 or 9 before moving to 10
- Not there yet: play simple hiding games with up to 5 objects under a cup first, saying the number sentence aloud for the child to repeat, building towards the numbers to 10 in this unit
- Not there yet: pair with a peer or adult who models the number bond in home language or with simple visuals and gesture, for children learning English, using consistent sentences such as "and ___ make 10"
- There: challenge the child to find every way to make 10 using ten frames, fingers, or objects in continuous provision, and record their ways using numerals
- There: introduce take away alongside number bonds, asking the child to start with 10, hide some, and say both the number bond and the subtraction, for example "6 and 4 make 10, so 10 take away 4 is 6"
- There: invite the child to teach a friend a way to make 10 they have not used yet, encouraging them to explain their thinking aloud during carpet time or small group work

Observation prompts: eyfs.ma.patterns.3

eyfs.ma.patterns.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Look for

- A child shares 10 conkers between 2 egg boxes and checks both boxes hold the same amount, without being asked.
- A child lines up a group of 6 buttons and splits it into 2 equal rows of 3, noticing there are none left over.
- A child builds a tower of 8 cubes in 2 colours and rebuilds it as 4 and 4, commenting that both halves match.
- A child sorts a basket of 9 shells into 2 plates and notices 1 plate has 1 more shell than the other.
- A child uses a ten frame to show 5 and 5, then points out both rows look the same.
- A child doubles a small group, for example putting 3 pebbles on one plate and 3 more to match on another.

Listen for

- "Look, we've got 4 each, that's fair!"
- "If I share 10 cars between the 2 garages, I get 5 and 5."
- "This one's got an extra, it's not even."
- "3 and 3 makes 6, that's a double."
- "I can't split 7 into 2 the same, someone always gets more."
- "Double 4 is 8, I just added another 4."

Next steps

- For children not yet secure: offer small amounts (up to 6) of large, easy-to-grip objects such as pine cones or pom-poms, and 2 identical plates or hoops, so they can physically move items one at a time while a practitioner models sharing 'one for you, one for you'.
- For children not yet secure: during carpet time, use a ten frame with counters and ask the child to cover it row by row, counting how many sit on the top row and how many on the bottom row, to build a feel for equal rows before naming odd and even.
- For children who are secure: invite them to investigate which numbers from 0 to 10 can be shared fairly between 2 toy animals with nothing left over, sorting number cards or dot cards into 2 groups as they explore in continuous provision.
- For children who are secure: challenge them to find a double fact hidden in the environment, such as 2 equal rows of 5 flowerpots, and to say the matching double out loud, for example 'double 5 is 10.'
- For children who are secure: ask them to predict, before sharing, whether a group such as 9 will split evenly between 2 friends, then test their prediction with real objects.