

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

- Splits a group of 7 objects into two parts (for example on a ten frame or in two hoops) and can say how many are in each part without recounting from one.
- Rearranges the same 7 objects into a different split and notices the total is still 7.
- Uses fingers, a part-whole mat, beads or counters to show 7 as two parts, including showing 0 and 7 (all on one side, none on the other).
- Checks a partner's split of 7 by counting both parts and adding them back together.
- Covers or hides part of a group of 7 and works out how many must be hidden for the whole to stay 7.

Listen for

- "3 and 4 make 7."
- "If I move 1 over, it's 6 and 1 now, but it's still 7 altogether."
- "There's 0 left in this pot because all 7 are in the other one."
- "I need 2 more to make 7."
- "7 take away 5 leaves 2."

Next steps

- Not there yet: give small groups of up to 7 objects to physically share between two hoops, pots or sides of a ten frame, counting the whole group first, then each part, then checking the parts together make the whole again.
- Not there yet: use a part-whole mat with a large whole of 7 objects and two smaller spaces, so the child moves real objects rather than holding numbers in their head.
- Not there yet: practise with a ten frame showing 7 counters, asking how many more are needed to fill all 7 spaces, moving counters in and out as a game.
- Ready to extend: challenge the child to find every different way to split 7 using small world objects or a shaking tin, and keep track of the ways they have already found by lining up their part-whole models side by side.
- Ready to extend: pose take-away stories with up to 7 objects (for example, 7 conkers and some roll away) and ask the child to work out how many are left without recounting every object.
- Ready to extend: ask the child to predict the hidden part when they can see one part and the whole is known to be 7, then check by counting.

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

- Children splitting a group of up to 7 objects into two parts in different ways, for example 7 cubes shown as 3 and 4
- Children using ten frames, fingers or a part-whole model (two hoops, a bead string) to show both parts of 7 at once
- Children noticing that swapping the two parts still makes 7, for example moving from 2 and 5 to 5 and 2
- Children checking a total by recombining the two parts back into one group of 7
- Children spotting the pattern as one part goes down by 1 and the other goes up by 1, for example 6 and 1, then 5 and 2

Listen for

- "3 and 4 make 7"
- "If I move one over, it's 5 and 2 instead of 6 and 1, but it's still 7"
- "I've got 0 in this pot and 7 in the other, that still makes 7"
- "How many more do I need to make 7?"
- "I've already done 1 and 6, so now I'll try 2 and 5"

Next steps

- Not there yet: offer composition of 5 first with real objects in two hoops, counting each part and the whole every time, before moving back to 7
- Not there yet: use a ten frame with counters the child can physically slide from one side to the other while saying each new pair, such as 4 and 3
- Ready to extend: challenge the child to find every way to make 7 and check they have found all eight pairs, including 0 and 7 and 7 and 0
- Ready to extend: ask the child to predict the matching pair before checking, for example "if 2 and 5 make 7, what do you think 5 and 2 makes?"