

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

- Child splits a group of 9 objects into two parts (for example onto two plates or two hoops) and can say how many are in each part
- Child uses a ten frame to show 9 counters and points to the empty space to say how many more are needed to make 9
- Child rearranges 9 objects into a different split (such as 3 and 6, then 6 and 3) and notices the total is still 9
- Child matches a part to its missing part without counting from 1 again, for example seeing 6 and knowing 3 more makes 9
- Child uses fingers, a number line, a bead string or small-world objects (such as 9 conkers, 9 shells or 9 toy cars) to explore the different ways to make 9
- Child represents a split using a part-whole model (two circles joined to one circle) with real objects or pictures
- Child checks their own work by counting the two parts together to see if they make 9

Listen for

- "I've got 4 and 5, that's 9 altogether."
- "If I take 2 away from 9 I've got 7 left."
- "3 and 6 make 9, and 6 and 3 make 9 as well, it's the same numbers swapped round."
- "There's 0 in this hoop and 9 in the other one, so it's still 9."
- "I need 1 more to make 9."
- "8 and 1 make 9, I didn't even need to count them all again."

Next steps

- For children not yet secure: work with smaller totals first (within 5), using real objects the child can move and group with their hands, such as 5 teddy bears split between two baskets, before returning to 9
- For children not yet secure: use a ten frame with 9 counters already placed and ask the child to cover different parts with a cloth, counting what is hidden and what is showing each time
- For children not yet secure: pair the child with a confident peer during continuous provision, such as a den role-play area with 9 pretend eggs to share between two nests, so they hear the number talk
- For children secure in this goal: challenge them to find every way to make 9 and show when they have found them all, recording each split with objects, a drawing or a part-whole model
- For children secure in this goal: introduce the related take-away fact, for example starting with 9 objects, removing a part, and saying what is left
- For children secure in this goal: ask them to predict a missing part before checking, for example "if I can see 2, how many are hiding to make 9?", to build fluency without recounting

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 splits a group of 9 conkers, buttons or cubes into two parts on a part-whole mat or two hoops, and tries more than one way of doing it.
- A child uses a ten frame to show 9, then covers or removes counters to check how many more are needed to make 9.
- A child lines objects up in pairs to check whether an amount can be shared with no one left out, or has one odd one over.
- A child shares 9 items between two friends, two plates or two hands and notices the amounts are not equal.
- A child swaps the two parts of 9 around on the part-whole mat (for example moving from 3 and 6 to 6 and 3) and notices it is still 9 altogether.
- A child uses fingers, a bead string or natural materials outdoors to build or represent 9 in more than one way.
- A child takes some away from a group of 9 and works out how many are left, including when all 9 are taken away.

Listen for

- "4 and 5 make 9."
- "If I move one over, it's 2 and 7 instead of 3 and 6."
- "I can't share 9 fairly between the two of us, someone gets one more."
- "0 and 9 make 9 as well, that's none on this side and all of them on the other."
- "That's the same two numbers, just swapped round."
- "9 take away 9 leaves 0."
- "I only need 1 more to get to 9."

Next steps

- Not yet there: give fewer objects to compare first (for example sharing 6 or 8 fairly) before returning to 9, so the child has a secure sense of equal and unequal groups.
- Not yet there: use a ten frame alongside real objects so the child can see and touch each part of 9 rather than relying on counting in their head.
- Not yet there: pair objects physically (lining shoes up two by two, or holding hands in twos on the carpet) to build the idea of odd and even before linking this back to 9.
- Not yet there: use familiar contexts such as sharing snack or sharing crayons between two children, so composition of 9 is grounded in something meaningful.
- Those who are ready: ask the child to find and record every way to make 9, checking they have included 0 and 9.
- Those who are ready: pose the question of whether 9 can ever be shared equally between two people, and ask them to explain why or why not.
- Those who are ready: extend the challenge to doubles within the numbers to 9 (for example checking whether 4 and 4 or 3 and 3 make an even total) and link this to the odd result when sharing 9.
- Those who are ready: offer missing-number problems within 9, including take-away and zero, such as finding what is left when some are hidden or removed.