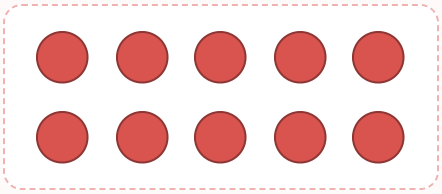
Put together and take apart

One child at a time. Read the steps, watch without helping, and note what the child does. Real objects are best; each card has a picture to use when there are none.

Activity 1 Put two piles together

1. Make two piles of counters: 1 in one and 5 in the other. No counters? Cut out the ones on this card.
2. Say: “Put the two piles together. How many counters are there in all?”
3. Watch how the child counts. Do not count along.



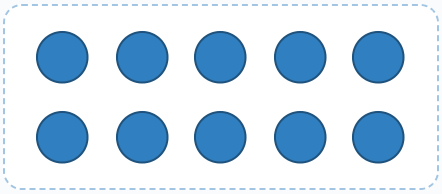
Look for: Pushes the piles together, counts every counter once, touching or moving each one, and says 6.

Not yet: Counting a counter twice, missing one, or saying 1 or 5 (one pile only).

What the child did and said: _____

Activity 2 Two groups, two ways

1. Give the child 10 buttons. None to hand? Cut out the counters on this card and use them instead.
2. Say: “Put the buttons into two groups. How many are in each group?” Write down the two numbers.
3. Then say: “Show me a different way.” Write down the two numbers again.
4. Counting the groups to check is fine.



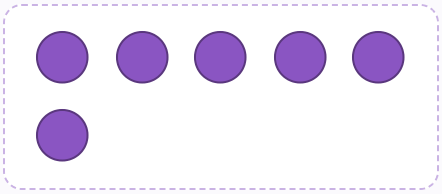
Look for: Shows two different ways to make 10, such as 9 and 1, then 8 and 2. A way turned round (9 and 1, then 1 and 9) is the same way. Finding more ways is fine but not needed.

Not yet: Groups that do not make 10.

Ways shown: _____

Activity 3 Every way you can (optional)

1. Offer 6 counters and ask: “Can you show a way to make two groups?”
2. Invite another way if the child wishes. Record the pairs shown; stop when the child chooses.



Look for: Optional extension only. Record valid pairs that total 6; accept zero as a part. Invite further combinations if the child wishes. Do not mark a child unsuccessful for failing to find every possible pair, and do not use this extension as compulsory mastery evidence.

Ways found: _____

Put together and take apart: class record

▯ did it on their own ○ not yet – not seen yet. Write the date beside a mark to see progress over the year.

Child	1 Put two piles together	2 Two groups, two ways	3 Every way you can (optional)