EYFS Curriculum Year A and Year B 2022-2025

THE WESTCLIFFE FEDERATION

EYFS MATHS LINK

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for mathematics within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for mathematics.
The most relevant statements for mathematics are taken from the following areas of learning: • Communication and Language • Mathematics

MATHEMATICAL VOCABULARY			
Two and Three year olds	**Communication and Language**		• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
Three and Four Year olds	**Communication and Language**		• Use a wider range of vocabulary. • Understand 'why' questions, like: "why do you think the caterpillar is so fat?"
Reception	**Communication and Language**		• Learn new vocabulary. • Use new vocabulary throughout the day
ELG	**Communication and Language**	**Speaking**	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
NUMBERPLACE AND VALUE			
Counting			
Two and Three year olds	**Mathematics**		Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5
Three and Four Year	**Mathematics**		• Recite numbers past 5. • Say one number name for each item in order: 1, 2, 3, 4, 5.

EYFS Curriculum Year A and Year B 2022-2025

olds			• Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)
Reception	**Mathematics**		• Count objects, actions and sounds. • Count beyond ten
ELG	**Mathematics**	**Numerical Patterns**	• Verbally count beyond 20, recognising the pattern of the counting system
Identifying, Representing and Estimating Numbers			
Two and Three year olds	**Mathematics**		•Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying ‘lots’, ‘more’ or ‘same’. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5
Three and Four Year olds	**Mathematics**		• Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.
Reception	**Mathematics**		• Subitise. • Link the number symbol (numeral) with its cardinal number value
ELG	**Mathematics**	**Number**	• Subitise (recognising quantities without counting) up to 5.
Reading and Writing Numbers			
Two and Three year olds	**Mathematics**		•Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying ‘lots’, ‘more’ or ‘same’. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5
Three and	**Mathematics**		• Use a wider range of vocabulary.

EYFS Curriculum Year A and Year B 2022-2025

Four Year olds			• Understand 'why' questions, like: "why do you think the caterpillar is so fat?"
Reception	**Mathematics**		• Learn new vocabulary. • Use new vocabulary throughout the day
ELG	**Mathematics**	**Mathematics**	n/a
Compare and Order Numbers			
Two and Three year olds	**Mathematics**		• Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence
Three and Four Year olds	**Mathematics**		• Compare quantities using language: 'more than', 'fewer than'.
Reception	**Mathematics**		• Compare numbers.
ELG	**Mathematics**	**Numerical Patterns**	• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Understanding place value			
Two and Three year olds	**Mathematics**		• Compare amounts, saying 'lots', 'more' or 'same'.
Three and Four Year olds	**Mathematics**		n/a
Reception	**Mathematics**		• Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10
ELG	**Mathematics**	**Number**	• Have a deep understanding of numbers to 10, including the composition of each number.
Solve Problems			

EYFS Curriculum Year A and Year B 2022-2025

Two and Three year olds	**Mathematics**		n/a
Three and Four Year olds	**Mathematics**		• Solve real world mathematical problems with numbers up to 5
Reception	**Mathematics**		n/a
ELG	**Mathematics**	**Number**	n/a
ADDITION AND SUBTRACTION			
Mental Calculations			

EYFS Curriculum Year A and Year B 2022-2025

Two and Three year olds	**Mathematics**		• React to changes of amount in a group of up to three items.
Three and Four Year olds	**Mathematics**		n/a
Reception	**Mathematics**		• Automatically recall number bonds for numbers 0-5 and some to 10.
ELG	**Mathematics**	**Number**	• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
Solve Problems			

Two and Three year olds	**Mathematics**	• React to changes of amount in a group of up to three items.
Three and Four Year olds	**Mathematics**	n/a
Reception	**Mathematics**	n/a

EYFS Curriculum Year A and Year B 2022-2025

ELG	**Mathematics**	**Numerical Patterns**	• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly
MEASUREMENT			
Describe, Measure, Compare and Solve (All Strands)			
Two and Three year olds	**Mathematics**		• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'
Three and Four Year olds	**Mathematics**		• Make comparisons between objects relating to size, length, weight and capacity.
Reception	**Mathematics**		Compare length, weight and capacity
ELG	**Mathematics**	**Number**	
Telling the Time			
Two and Three year olds	**Mathematics**		n/a
Three and Four Year olds	**Mathematics**		• Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then…'
Reception	**Mathematics**		n/a
ELG	**Mathematics**	**Number**	n/a

EYFS Curriculum Year A and Year B 2022-2025

PROPERTIES OF SHAPE			
Recognise 2D and 3D Shapes and their Properties			
Two and Three year olds	**Mathematics**		• Climb and squeezing themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles
Three and Four Year olds	**Mathematics**		• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc
Reception	**Mathematics**		• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
ELG	**Mathematics**	**Number**	n/a
Compare and Classify Shapes			
Two and Three year olds	**Mathematics**		• Build with a range of resources.

EYFS Curriculum Year A and Year B 2022-2025

			• Complete inset puzzles.
Three and Four Year olds	**Mathematics**		n/a
Reception	**Mathematics**		• Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can
ELG	**Mathematics**	**Number**	n/a
POSITION AND DIRECTION			
Position, Direction and Movement			
Two and Three year olds	**Mathematics**		•Climb and squeezing themselves into different types of spaces
Three and Four Year olds	**Mathematics**		• Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
Reception	**Understanding the World**		• Draw information from a simple map.
ELG	**Mathematics**	**Number**	n/a

EYFS Curriculum Year A and Year B 2022-2025

Patterns			
Two and Three year olds	**Mathematics**		• Notice patterns and arrange things in patterns.
Three and Four Year olds	**Mathematics**		• Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.
Reception	**Mathematics**		Continue, copy and create repeating patterns.
ELG	**Mathematics**	**Number**	n/a

EYFS Curriculum Year A and Year B 2022-2025

STATISTICS			
Record, Present and Interpret Data			
Two and Three year olds	**Mathematics**		n/a
Three and Four Year olds	**Mathematics**		• Experiment with their own symbols and marks, as well as numerals.
Reception	**Mathematics**		n/a
ELG	**Mathematics**	**Number**	n/a

Maths Bridging EYFS to Year 1

Organisation of Knowledge	Number	Measurement	Geometry
Relevant ELG	**ELG: Number** • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting and other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Number patterns** • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally		
KS1 readiness objectives	• To count confidently • To show a deep understanding of numbers up to 10 • To match numerals with a group of objects to show how many there are (up to 10) • To be able to identify relationships and patterns between numbers up to 10 • To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways • To add and subtract one in practical activities	• To measure themselves and everyday objects using a mixture of non-standard and standard measurements • To develop spatial reasoning using measures • To begin to order and sequence events using everyday language related to time • To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars • To explore the use of different measuring	• To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them • To use spatial language, including following and giving directions, using relative terms • To develop spatial reasoning with shape and space • To compose and decompose shapes, and understanding which shapes can combine together to make another shape

EYFS Curriculum Year A and Year B 2022-2025

THE WESTCLIFFE FEDERATION

EYFS MATHS TOPIC LINKS (Example ideas, activities may be adapted to follow interests of class and relevant topical events) *Please note as of Spring 2 school decision to follow White Rose Maths						
	Autumn		Spring		Summer	
Year A Theme	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES *	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
Year A Overview Numberblocks/ White Rose/NCTEM materials	**Numberblocks Series 1 1-15** **Series 2 1-13**	**Numberblocks Series 2 13-15** **Series 3 1-16**	**Numberblocks Series** **Series 3 17-30**	**White Rose Growing 6, 7 8** **Building 9 and 10**	**White Rose To 20 and beyond,** **First then now**	**White Rose Find my pattern** **On the Move**
Mathematical Development	**Count objects, actions, and sounds.** **Subitise** Matching. Sorting & Comparing	**Explore the composition of numbers to 10** **Subitise** **Automatic recall number bonds 0-5** Representing 1,2,3	**Explore the composition of numbers to 10** **Subitise** **Automatic recall number bonds 0-10** Introducing zero	**Explore the composition of numbers to 10** **Subitise** **Automatic recall number bonds 0-10** Numbers 7, 8, 9	**Explore the composition of numbers beyond 10.** **Subitise** **Automatic recall number bonds 0-10** Number 10 and	**Explore the composition of numbers beyond 10.** **Subitise** **Automatic recall number bonds 0-10**

EYFS Curriculum Year A and Year B 2022-2025

	Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time- night and day	Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Number 6, 7, 8 Making pairs, pairs wise, Doubles Combining 2 groups Length, height. Time	Making pairs. Combining groups Number bonds 3D shapes Pattern.	beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA	Adding more Taking away Number bonds Shape – spatial reasoning Doubling Sharing and grouping Even and odd Patterns and relationships
	Link the number symbol with its cardinal number value. **Count beyond ten. Compare numbers** **Understand the 'one more/one less than' relationship between consecutive numbers.** **Continue, copy, and create repeating patterns.**		**Select, rotate, and manipulate shapes in order to develop spatial reasoning skills.** **Compare length, weight, and capacity.**		**Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.** **Compare length, weight, and capacity.**	
NCTEM Mastering Number: Overview of content – Reception						
Subitising	• perceptually subitise within 3 • identify sub-groups in larger arrangements • create their own patterns for numbers within 4 • practise using	• continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements.	• increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements	• explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	• continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles'	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

EYFS Curriculum Year A and Year B 2022-2025

	their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds.		• explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns.		patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised.	
Cardinality, Ordinality and Counting	• relate the counting sequence to cardinality,	• continue to develop their counting skills • explore the	• continue to develop verbal counting to 20 and beyond	• continue to consolidate their understanding of cardinality,	• continue to develop verbal counting to 20 and beyond,	

EYFS Curriculum Year A and Year B 2022-2025

	seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which	cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count.	• continue to develop object counting skills, using a range of strategies to develop accuracy • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number.	working with larger numbers within 10 become more familiar with the counting pattern beyond 20.	including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting.	

EYFS Curriculum Year A and Year B 2022-2025

	support accurate counting.					
Composition	• see that all numbers can be made of 1s • compose their own collections within 4.	• explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5.	• continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'.	• explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles begin to explore the composition of numbers within 10.	explore the composition of 10.	
Comparison	• understand that sets can be compared according to a range of attributes, including by their numerosity • use the	• compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing	• continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to	• compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number,	order sets of objects, linking this to their understanding of the ordinal number system.	

EYFS Curriculum Year A and Year B 2022-2025

	language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'	that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal.	and its position in the number system.		
Year B theme	**SUPERHEROES!**	**I LIKE TO PLAY!**	**THIS IS MY HOME**	**BABY ANIMALS ON THE FARM**	**JUNGLE ADVENTURES**	**LET'S GO SEE…**
Year B Overview White Rose/Numberblocks (incorporated into new white rose teaching) NCTEM materials	**Getting to know you, Match sort and compare. Talk about patterns**	**Circles and Triangles 1, 2, 3, 4,5 Shapes with 4 sides**	**Alive in 5, Mass and capacity** Growing 6,7,8	**Building 9 and 10** Explore 3D shapes	**To 20 and beyond, How many now? Manipulate, compose and decompose**	**Visualise, build and map. Make connections**
Mathematical Development	**Getting to know you (2 weeks - baseline)** •Establish maths through routines (tens frame buses, 100 days in school, calendar activities)	**Circles and triangles (1 week)** • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe	**Alive in 5 (2 weeks)** • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition	**Building 9 and 10 (3 weeks)** • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less	**To 20 and beyond (2 weeks)** •Build numbers beyond 10 (10-13) •Continue patterns beyond 10 (10-13) •Build numbers beyond 10 (14-	**Visualise, build and map (3 weeks)** • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and

EYFS Curriculum Year A and Year B 2022-2025

	Match, Sort & Compare (2 weeks) • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts **Talk about measure and patterns (2 weeks)** • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue	position **1, 2, 3, 4, 5 (2 weeks)** • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 **Shapes with 4 sides (1 week)** • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night	• Conceptual subitising to 5 **Mass and Capacity (1 week)** • Compare mass • Find a balance • Explore capacity • Compare capacity **Growing 6, 7, 8 (2 weeks)** • Find 6, 7 and 8 • Represent 6, 7, and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8	• Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd **Explore 3D shapes (2 weeks)** • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for	20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns **How many now? (1 week)** • Add more • How many did I add? • Take away • How many did I take away? **Manipulate, compose and decompose (2 weeks)** • Select shapes for a purpose • Rotate shapes • Manipulate shapes	build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations **Make connections**

EYFS Curriculum Year A and Year B 2022-2025

	simple patterns • Create simple patterns **It's Me 1, 2, 3 (2 weeks)** • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3	**Consolidation (2 weeks)**	(find a double) • Double to 8 (make a double) • Combine 2 groups- • Conceptual subitising **Length, Height and Time (1 week)** • Explore length • Compare length • Explore height • Compare height • Talk about time Order and sequence time	tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns Patterns in the environment	• Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures • Find 2D shapes within 3D shapes **Sharing and grouping (2 weeks)** • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing Play with and build doubles	**(1 week)** • Deepen understanding • Patterns and relationships **Consolidation (2 weeks)**
NCTEM Mastering Number: Overview of content – Reception						
Subitising	• perceptually	• continue from	• increase	• explore	• continue to	In this half-term,

EYFS Curriculum Year A and Year B 2022-2025

	subitise within 3 • identify sub-groups in larger arrangements • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds.	first half-term subitise within 5, perceptually and conceptually, depending on the arrangements.	confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns.	symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate	the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

EYFS Curriculum Year A and Year B 2022-2025

					to count and when groups can be subitised.	
Cardinality, Ordinality and Counting	• relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have	• continue to develop their counting skills • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count.	• continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number.	• continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.	• continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting.	

EYFS Curriculum Year A and Year B 2022-2025

	opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting.					
Composition	• see that all numbers can be made of 1s • compose their own collections within 4.	• explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5.	• continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'.	• explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles begin to explore the composition of numbers within 10.	explore the composition of 10.	

EYFS Curriculum Year A and Year B 2022-2025

Comparison	• understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'	• compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	• continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal.	• compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.	order sets of objects, linking this to their understanding of the ordinal number system.	