

Dear families,

This term in maths, your child is learning to compare quantities up to 10. In Reception we do this through play, never on paper: lining up two rows of toys, bricks or snack items side by side so each one has a partner, then looking to see which row runs out first.

We are using three key words: more than, fewer than and the same as. For example, if we line up 5 teddies against 3 teddies one to one, we can see 5 is more than 3, and 3 is fewer than 5. If both rows run out at exactly the same point, like 4 and 4, we say they are the same. Your child is also starting to match these groups to numerals, so they can see that 7 is more than 2 written down as well as lined up in front of them.

The important habit we are building is lining things up carefully, one against one, rather than guessing from how spread out a group looks. A row of 6 spread wide can look like 'more' than a row of 8 squashed close together, so we always check by matching them up.

Ideas to try at home

- At the table, let your child put out one fork and one plate for each person, then ask: are there more plates or more forks, or are they the same?
- When tidying up, line up two types of toy (for example cars and blocks) in two rows, matching one to one, and ask which row has fewer.
- At snack time, count out two small groups of raisins or grapes (such as 6 and 9) and ask your child to line them up to find out which group is more than the other, and how they know.
- Use socks from the washing basket: pair them up one to one and ask whether there are the same number of left and right socks, or whether one group is fewer.
- Keep using the words more than, fewer than and the same as in everyday chats, such as comparing how many steps each of you take or how many stairs you climb.

Thank you for supporting your child's learning at home.