

Dear families,

Over the next three weeks, your child will be exploring odds, evens and doubles using numbers up to 10. All of this learning happens through play - with counters, toys, snacks and everyday objects - rather than through sitting and writing.

We talk about numbers being 'even' when every counter can find a partner, like 8 counters making 4 pairs with none left over. A number is 'odd' when one counter is left without a partner, like 7 counters making 3 pairs with 1 left over. The even numbers up to 10 are 2, 4, 6, 8 and 10, and the odd numbers are 1, 3, 5, 7 and 9.

We are also exploring doubles, which simply means the same amount again - so double 3 is 6, and double 5 is 10. Alongside this, children are practising sharing items fairly between two people, so everyone gets the same amount, and noticing when something is left over, such as 5 shared between two people being 2 each with 1 left over.

Ideas to try at home

- When you're putting away shoes or socks, ask your child to pair them up and see if any are left without a partner - that's a lovely real-life way to spot odd and even.
- At snack time, share out grapes, crackers or breadsticks fairly between two plates and talk about whether it shares evenly or whether one is left over.
- Ask your child to find 'double' amounts around the house, like getting 2 spoons for every 1 cup laid at the table, or doubling a small handful of building bricks.
- While playing with toys outside or in the bath, count a small group together and work out if it's odd or even by seeing if everything can find a partner.
- There's no need for any writing - just chatting about pairs, sharing and doubles as you go about your day is exactly the kind of practice that helps.

With thanks for your support at home, The Reception Team