

Diving into Mastery - Diving

Adult Guidance with Question Prompts

Children build on subtraction strategies from the autumn term by subtracting using their fingers, number lines, drawings and practical equipment. Check that children are not including the starting number when counting back using their fingers. Model putting the starting number 'in their head' (touching their head may be helpful) when counting back on their fingers.

Encourage children to circle the starting number on a number line and count back in jumps of one, keeping track of how many they have counted back by saying the numbers to themselves.

Can you circle the number you are starting from?

How many do you need to count back?

How do you know?

Did you do the right amount of jumps?

How can you check?

How many sweets has Freddie got left?

Which method will you use to find out?

Can you cross some of the sweets out to show how many he has lost?

How can you show Freddie's sweets in a part-whole model?

Subtraction - Not Crossing 10



Use the number lines to count back and find the answers.

$$19 - 3 = \square$$



$$17 - 6 = \square$$

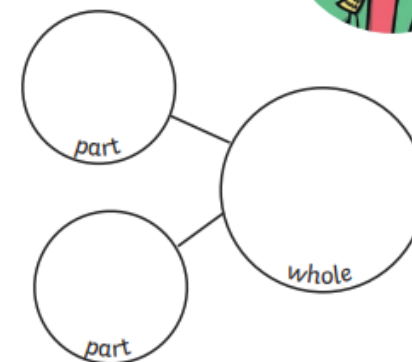
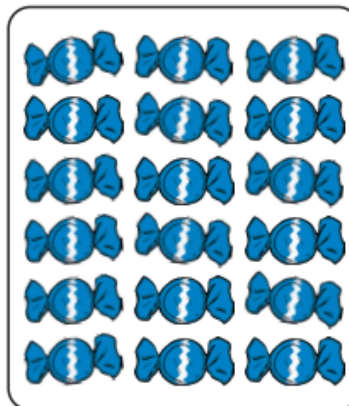


Freddie had 18 sweets. He lost 6.

Now he has ____ sweets.



Show Freddie's sweets in different ways:



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$