## Diving into Mastery - Diving

## Adult Guidance with Question Prompts

Children use number bonds, place value knowledge, partitioning and counting skills to subtract. Children will need a ten-frame and nine counters.

Where should Jill start her jump?
Which way will she jump - forwards or backwards?
Why do you think that?
Can you use your ten-frame and counters to partition nine so that the first jump will land on a multiple of ten?

Which multiple of ten comes before 37 ?
Where has Jill landed?

## Subtract 1 Digit from 2 Digits

Show Jump Back Jill how she could subtract on these number lines.
Remember to land on a multiple of 10 first.

```
37-9
\ 1 \
252627 28 29 30 31 32 33 34 35 36 37 38 3940
63-6
```



```
50515253545556575859606162636465
```


## 54-7



```
40414243444546474849505152535455
```

```
40414243444546474849505152535455
```


## 81-5



## Diving into Mastery - Deeper

## Adult Guidance with Question Prompts

Children use the strategies they are now fluent with to check subtraction calculations. They use mathematical language to explain whether they are right or wrong and how they know. For the incorrect calculations, the children may be able to spot the mistake that has been made - for example, adding instead of subtracting, or subtracting too much. Children may need tenframes, counters and number lines to check the calculations.

How can you tell if the calculation is correct?
What strategies could you use?
Can you convince me it is correct?
Can you prove it is wrong?
Where do you think Ben has gone wrong?
Can you find the correct answer?
Was Anna right when she spotted three mistakes?
How many mistakes did Ben make?

Ben has been subtracting 1-digit numbers.


Do you agree with Anna? Prove it. Correct any mistakes Ben has made.
$37-9=28$
$63-6=57$
$54-7=47$
$81-5=76$

72-4=76 and 31-6=24 are incorrect. The other calculations are correct.
Anna was wrong - Ben made two mistakes, not three.

