

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children should be able to continue a number sequence by counting forwards. They should be able to find a missing number, including more than one consecutive missing number. Children should know that zero comes before one. Use a maths display or working wall to display number lines and tracks representing numbers in words and objects.

Look at the counters. Are there more or fewer going along the track? How many counters should come after one?

Do we always need to start counting at zero or one? The next track starts at six. What is missing? Can you find the other missing number at the end of this track?

Use Numicon for this example if you have them. If not, encourage the children to count the circles to work out what numbers are being represented.

Look at the number shapes. What are the first two numbers in the sequence? What is missing?

Read the number words for the children. What comes after zero? Can you find the other missing number at the end of this track? Can you explain how you worked it out? Did anyone use a different method?

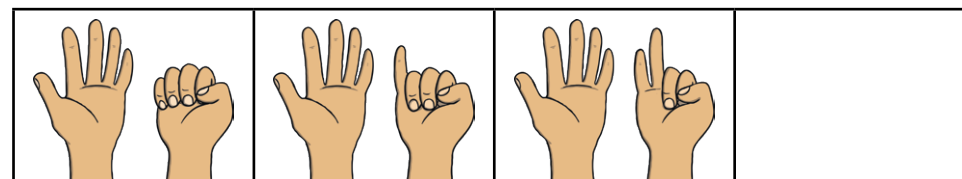
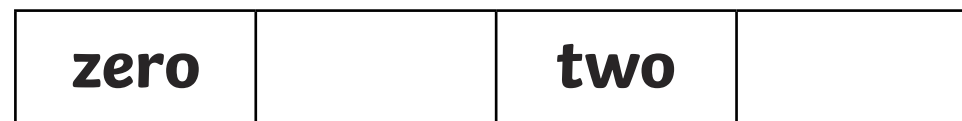
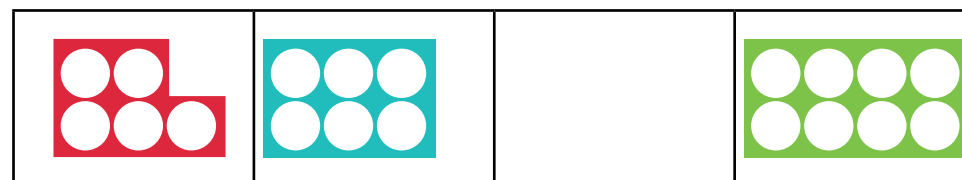
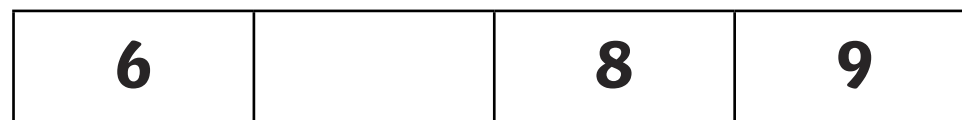
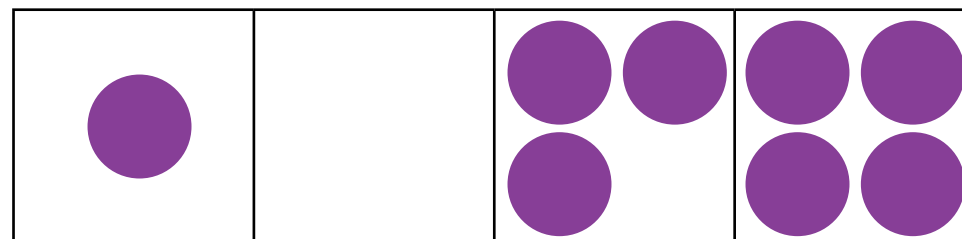
Ask children to use their fingers to help with the next example.

What do you notice about the missing numbers in the last example?

Counting Forwards



What is missing from these number tracks?



Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children will need a number track (there are printable ones at the end of this document). Sing the song with the children. They could show the numbers using their fingers as they sing or point to the numbers on a number track. Sing the song again for the children, missing out the covered numbers and clapping instead.

What numbers can you hear in this song?

Can you point to them on the number track?

I am going to sing the song again; can you listen out for the missing numbers? I will clap when there is a number missing.

What is the first missing number?

How can you use your number track to help you?

The third and fourth missing numbers are next to each other. How can we work out what those are?

Counting Forwards



Which numbers are missing from this song?

One, two, , four, ,

Once I caught a fish alive.

Six, , , nine, ten,

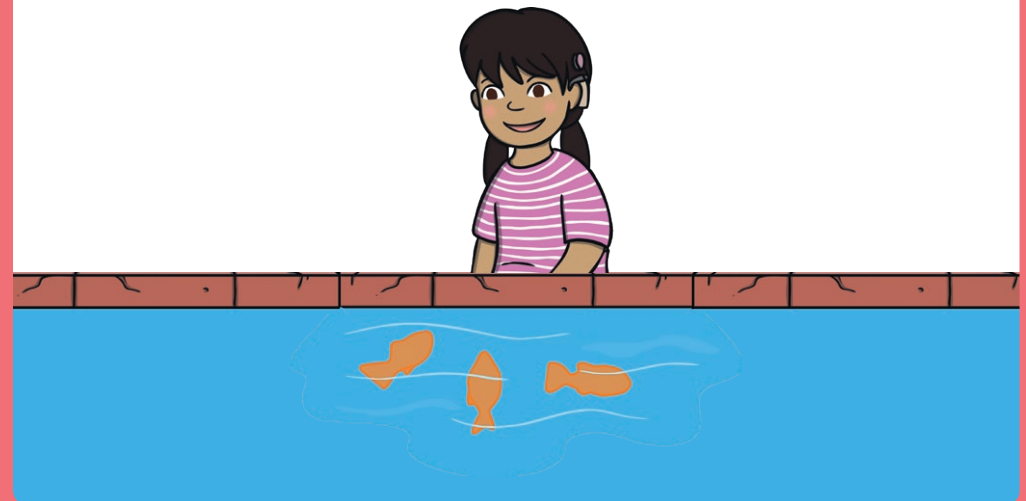
Then I let it go again.

Why did you let it go?

Because it bit my finger so.

Which finger did it bite?

This little finger on my right.



Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children could act this out in a group of five, with a sixth person watching and listening out for number eight and the greatest number. Children could find and hold a digit card to display the number they are saying, making a number track.

What is the first number that is said?

Are the children counting from zero or one?

What is the second number?

Are the numbers getting greater or smaller?

Can we act it out?

Who will say the number eight?

Which is the greatest number we have said?

How do you know?

You could repeat the activity, choosing a different starting number.

Will everyone say a different number?

What will be the greatest number we say now?

Counting Forwards



The children are counting forward in ones.



Who will say the number 8?

What is the greatest number the children will say?

Explain how you know.

There are 6 children counting up in ones. They start with the number 5. What number do they finish on? How could you show this using a number track?

My 1 to 10 Number Track

1	2	3	4	5	6	7	8	9	10
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