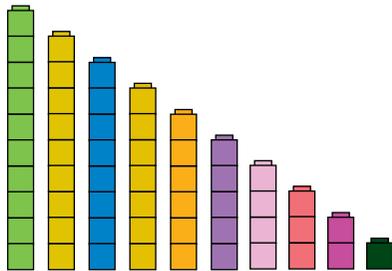


# Diving into Mastery - Diving

## Adult Guidance with Question Prompts

Sing the song together, either counting back on fingers or pointing on a number track.

Children use building equipment, e.g. bricks or blocks, to make towers of cubes from 10 to 1 to represent the numbers in the song, like this:



What numbers can you hear in the song?

Are the numbers getting greater or smaller?

Can you use your blocks to make a stick of 10?

What number will we say next when we count backwards from 10?

How many cubes are in the last tower we need to build?

Can you put your towers in order from 10 to 1?

What do you notice?

Discuss the staircase pattern, as each tower gets smaller by 1 block.

## Counting Backwards



Zoom, zoom, zoom we're going to the moon.

Zoom, zoom, zoom we'll be there very soon.

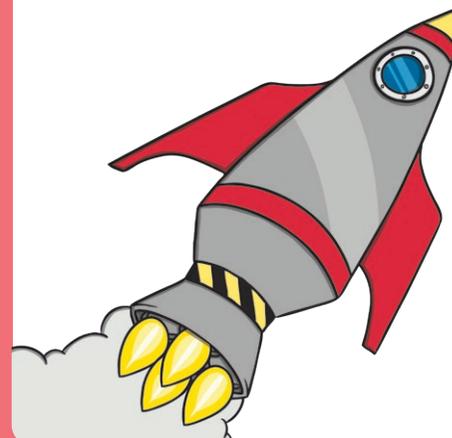
If you want to take a trip,

Climb aboard my rocket ship.

Zoom, zoom, zoom we're going to the moon.

Ten, nine, eight, seven, six,

Five, four, three, two, one, blast off!



Can you use your equipment to represent the numbers counting backwards in the song?

# Diving into Mastery - Deeper

## Adult Guidance with Question Prompts

Children should be able to continue a number sequence backwards using numerals and words. In this activity, children continue sequences and find consecutive and non-consecutive numbers. You could use this idea with number tracks and numbers covered by sticky notes.

Look at the number track. What numbers can you see?

What numbers are missing?

Where would number 5 go?

How can you use counting backwards to help you?

When we count back do we always have to start at 10?

What number does the second track start with?

How do you know?

How are the numbers written in the bottom two tracks?

What number comes after 1 when we count backwards?



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## Counting Backwards



Here are some number tracks with missing numbers.

Where does 5 go?

10	9	8	7	6					
----	---	---	---	---	--	--	--	--	--

Where do 9 and 2 go?

		7	6	5	4				
--	--	---	---	---	---	--	--	--	--

Where do three and four go?

	six					two	one	
--	-----	--	--	--	--	-----	-----	--

Where do ten and five go?

	nine		seven	six		
--	------	--	-------	-----	--	--

# Diving into Mastery - Deepest

## Adult Guidance with Question Prompts

Children solve problems by counting backwards, including a missing number sequence and an open-ended problem.

If John is counting back, will the numbers get greater or smaller?

What is the first number John says? What is the last?

What numbers will he say in between?

Will '10' be one of the numbers? Why not?

If Alice is counting back and says 6, what could she have started with?

Could she have started with 6?

Could she have started at a greater number?

Could she have started at a smaller number?

How do you know?

## Counting Backwards



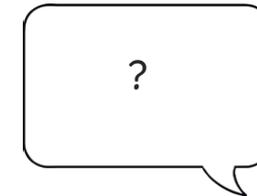
John is going to count back from 8 to 2.



8, —, —, —, —, —, 2

Will he say '10'? Explain how you know.

Alice is counting backwards too.



She says the number 6, what number might she be counting back from?