How to use the mixed-age SOL

In this document, you will find suggestions of how you may structure a progression in learning for a mixed-age class.

Firstly, we have created a yearly overview.

Each term has 12 weeks of learning. We are aware that some terms are longer and shorter than others, so teachers may adapt the overview to fit their term dates.

The overview shows how the content has been matched up over the year to support teachers in teaching similar concepts to both year groups. Where this is not possible, it is clearly indicated on the overview with 2 separate blocks.

For each block of learning, we have grouped the small steps into themes that have similar content. Within these themes, we list the corresponding small steps from one or both year groups. Teachers can then use the single-age schemes to access the guidance on each small step listed within each theme.

The themes are organised into common content (above the line) and year specific content (below the line). Moving from left to right, the arrows on the line suggest the order to teach the themes.
How to use the mixed-age SOL

Here is an example of one of the themes from the Year 1/2 mixed-age guidance.

**Subtraction**

Year 1 (Aut B2, Spr B1)
- How many left? (1)
- How many left? (2)
- Counting back
- Subtraction - not crossing 10
- Subtraction - crossing 10 (1)
- Subtraction - crossing 10 (2)

Year 2 (Aut B2, B3)
- Subtract 1-digit from 2-digits
- Subtract with 2-digits (1)
- Subtract with 2-digits (2)
- Find change - money

In order to create a more coherent journey for mixed-age classes, we have re-ordered some of the single-age steps and combined some blocks of learning e.g. Money is covered within Addition and Subtraction.

The bullet points are the names of the small steps from the single-age SOL. We have referenced where the steps are from at the top of each theme e.g. Aut B2 means Autumn term, Block 2. Teachers will need to access both of the single-age SOLs from our website together with this mixed-age guidance in order to plan their learning.

**Points to consider**

- Use the mixed-age schemes to see where similar skills from both year groups can be taught together. Learning can then be differentiated through the questions on the single-age small steps so both year groups are focusing on their year group content.
- When there is year group specific content, consider teaching in split inputs to classes. This will depend on support in class and may need to be done through focus groups.
- On each of the block overview pages, we have described the key learning in each block and have given suggestions as to how the themes could be approached for each year group.
- We are fully aware that every class is different and the logistics of mixed-age classes can be tricky. We hope that our mixed-age SOL can help teachers to start to draw learning together.
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In this section, content from single-age blocks are matched together to show teachers where there are clear links across the year groups.

Teachers may decide to teach the lower year’s content to the whole class before moving the higher year on to their age-related expectations.

The lower year group is not expected to cover the higher year group’s content as they should focus on their own age-related expectations.

In this section, content that is discrete to one year group is outlined.

Teachers may need to consider a split input with lessons or working with children in focus groups to ensure they have full coverage of their year’s curriculum.

Guidance is given on each page to support the planning of each block.

The themes should be taught in order from left to right.
Division

Common Content

Building on their understanding of equal groups in multiplication, children link their learning to the inverse operation of division.

In Year 1, children should focus on using concrete and pictorial representations to solve division problems.

In Year 2, children are introduced to the division symbol (÷) and use this to write number sentences. Children recall division facts from the 2, 5 and 10 times tables and use their understanding of dividing by 2 to find odd and even numbers.

Year Specific

Division

<table>
<thead>
<tr>
<th>Sharing</th>
<th>Grouping</th>
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<tbody>
<tr>
<td>Year 1 (Sum B1)</td>
<td>Year 1 (Sum B1)</td>
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<tr>
<td>• Make equal groups - sharing</td>
<td>• Make equal groups - grouping</td>
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<td>Year 2 (Spr B1)</td>
<td>Year 2 (Spr B1)</td>
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<tr>
<td>• Make equal groups - sharing</td>
<td>• Make equal groups - grouping</td>
</tr>
</tbody>
</table>

Divide by 2
Year 2 (Spr B1)
• Divide by 2
• Odd and Even numbers

Divide by 5 and 10
Year 2 (Spr B1)
• Divide by 5
• Divide by 10
There is no common content in these 2 weeks due to Statistics not being taught in Year 1. Teachers may split lessons and teach year groups separately.

Year 1 focus on Place Value to 100. Teachers may take this opportunity to revise numbers up to 100 with Year 2 in starters.

Year 2 are introduced to Statistics. They apply counting in multiples to interpret and draw graphs with different scales.
Length and Height

**Common Content**

**Measure Length**
- Year 1 (Spr B3)
  - Measure length (1)
  - Measure length (2)
- Year 2 (Spr B5)
  - Measure length (cm)
  - Measure length (m)

**Compare & Order Lengths**
- Year 1 (Spr B3)
  - Compare length and height
- Year 2 (Spr B5)
  - Compare lengths
  - Order lengths

In this block, both year groups measure and compare length, however, Year 1 start with a focus on non-standard units of measure before moving on to standard units of measure. Both year groups measure in centimetres, with Year 2 moving on to consider if items are longer or shorter than a metre and measuring longer distances in metres.

Year 2 apply their understanding of the four operations in the context of length and height.

**Four Operations**
- Year 2 (Spr B5)
  - Four operations with lengths
Year 1/2 | Spring Term | Week 6 to 8 – Shape

Properties of Shape

Common Content

Recognise & Name Shapes
Year 1 (Aut B3)
- Recognise and name 3-D shapes
- Recognise and name 2-D shapes
Year 2 (Spr B3)
- Recognise 2-D and 3-D shapes

Sorting
Year 1 (Aut B3)
- Sort 3-D shapes
- Sort 2-D shapes
Year 2 (Spr B3)
- Sort 2-D shapes
- Sort 3-D shapes

Patterns
Year 1 (Aut B3)
- Patterns with 3-D and 2-D shapes
Year 2 (Spr B3)
- Make patterns with 2-D shapes
- Make patterns with 3-D shapes

2-D Shapes
Year 2 (Spr B3)
- Count sides on 2-D shapes
- Count vertices on 2-D shapes
- Draw 2-D shapes
- Lines of symmetry

3-D Shapes
Year 2 (Spr B3)
- Count faces on 3-D shapes
- Count edges on 3-D shapes
- Count vertices on 3-D shapes

Year 1 focus on recognising and naming 2-D and 3-D shapes. It is important that children can recognise shapes in different orientations and to start seeing similarities and differences between the shapes.

Year 2 focus on the properties of 2-D and 3-D shapes including finding 2-D shapes with vertical lines of symmetry.
Fractions

Common Content

In this block, there is a lot of content which is specific to Year 2. Teachers may decide to recap other content with Year 1 as this is the final block in the Spring term.

Year 1 focus on halves and quarters alongside Year 2 before Year 2 move onto looking at thirds and non-unit fractions. In Year 2, they are introduced to writing fractions using numerators and denominators.

Ensure children have a good understanding of what a fraction is building on their understanding of equal parts.