Spring Scheme of Learning

Year 2/3

#MathsEveryoneCan

2019-20
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.
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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<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
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<td>Number: Place Value Y2 – Numbers to 100</td>
<td>Number: Addition and Subtraction Year 2- Numbers within 100 (including money)</td>
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<td>Number: Multiplication</td>
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<td>Y3 – Numbers to 1,000</td>
<td>Year 3- Numbers within 1,000 (including money)</td>
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<td>Number: Division</td>
<td>Statistics</td>
<td>Measurement: Length and Height</td>
<td>Geometry: Year 2: Shape, Position and Direction Year 3: Shape and Perimeter</td>
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<td>Number: Year 2: Fractions &amp; Consolidation Year 3: Fractions</td>
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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.
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.

In Year 3, children start to investigate different ways to divide larger 2-digit numbers by 1-digit numbers. These include using concrete representations and part-whole models with and without remainders.

Scaling and correspondence problems are distinct to Year 3 and draw together their multiplication and division understanding.
Statistics

Common Content

Pictograms
Year 2 (Spr B1)
• Draw pictograms (1-1)
• Interpret pictograms (1-1)
• Draw pictograms (2, 5 and 10)
• Interpret pictograms (2, 5 and 10)
Year 3 (Spr B3)
• Pictograms

In this block, teachers may decide to recap tally charts with the whole class as this skill can be used throughout this block.

Year 2 are introduced to block diagrams, whilst Year 3 build on this understanding when drawing and interpreting bar charts.

This block provides good opportunities to recap all four operations when reading and interpreting different sets of data.

Bar Charts
Year 2 (Spr B1)
• Block diagrams
Year 3 (Spr B3)
• Bar charts

Tally Charts
Year 2 (Spr B2)
• Make tally charts

Tables
Year 3 (Spr B3)
• Tables

Year Specific
Length and Height

Common Content

Measure Length
Year 2 (Spr B5)
• Measure length (cm)
• Measure length (m)
Year 3 (Spr B4)
• Measure length
• Equivalent lengths – m & cm
• Equivalent lengths – mm & cm

Compare & Order Lengths
Year 2 (Spr B5)
• Compare lengths
• Order lengths
Year 3 (Spr B4)
• Compare lengths

Four Operations
Year 2 (Spr B5)
• Four operations with lengths
Year 3 (Spr B4)
• Add lengths
• Subtract lengths

In this block, both year groups measure, compare, add and subtract lengths.

Year 2 focus on measuring in centimetres as well as considering whether objects are longer or shorter than a metre. They measure longer distances in metres using different equipment.

Year 3 begin to look at the equivalence between different measurements. Teachers may decide to introduce simple equivalences of centimetres and metres to Year 2 as this will strengthen their understanding when measuring in the different units.
Both year groups recognise and describe 2-D and 3-D shapes. This block incorporates perimeter for Year 3 when they are looking at 2-D shapes. Year 2 have separate learning on symmetry and teachers may decide to recap this with Year 3. Year 3 are introduced to more specific mathematical vocabulary to describe different types of lines.
Fractions

Common Content

Unit & Non-Unit Fractions
Year 2 (Spr B4)
- Unit fractions
- Non-unit fractions
- Count in fractions
Year 3 (Spr B5)
- Unit and non-unit fractions
- Making the whole
- Fractions on a number line

Fractions of an Amount
Year 2 (Spr B4)
- Find a half
- Find a quarter
- Find a third
- Find three quarters
Year 3 (Spr B5)
- Fractions of an amount (1)
- Fractions of an amount (2)
- Fractions of an amount (3)

Equivalence
Year 2 (Spr B4)
- Equivalence of $\frac{1}{2}$ and $\frac{3}{4}$
Year 3 (Sum B1)
- Equivalent fractions (1)
- Equivalent fractions (2)
- Equivalent fractions (3)

In this block, both year groups look at unit and non-unit fractions and find fractions of amounts. Year 3 move on to comparing, ordering, adding and subtracting fractions.

Year 2 should focus on halves, quarters and thirds to ensure a good understanding.

Recognising Fractions
Year 2 (Spr B4)
- Make equal parts
- Recognise a half
- Recognise a quarter
- Recognise a third

Tenths
Year 3 (Spr B5)
- Tenths
- Count in tenths
- Tenths as decimals

Compare & Order
Year 3 (Sum B1)
- Compare fractions
- Order fractions

Add & Subtract
Year 3 (Sum B1)
- Add fractions
- Subtract fractions

Year Specific

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