Spring Scheme of Learning

Year 3/4

#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.

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.

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.
Notes and Guidance

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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<th>Week 1</th>
<th>Week 2</th>
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<td>Number: Multiplication and Division</td>
<td>Measurement: Length, Perimeter and Area</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 this block, both year groups look at more formal methods of multiplication and division. They are supported in their understanding through the use of concrete manipulatives.

Teachers may decide to introduce scaling to both year groups to reinforce the use of the bar model and apply their understanding of multiplication and division.
### Year 3/4 | Spring Term | Week 3 to 4 – Length, Perimeter and Area

**Length, Perimeter and Area**

#### Common Content

**Equivalent Lengths**
- Year 3 (Spr B4)
  - Equivalent lengths - m & cm
  - Equivalent lengths – mm & cm
  - Compare lengths
- Year 4 (Aut B3)
  - Kilometres

**Perimeter**
- Year 3 (Spr B4)
  - Measure perimeter
  - Calculate perimeter
- Year 4 (Aut B3)
  - Perimeter on a grid
  - Perimeter of a rectangle
  - Perimeter of rectilinear shapes

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**Measure Length**
- Year 3 (Spr B4)
  - Measure length

**Add & Subtract Lengths**
- Year 3 (Spr B4)
  - Add lengths
  - Subtract lengths

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**Area**
- Year 4 (Aut B3)
  - What is area?
  - Counting squares
  - Making shapes
  - Comparing area

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There are many opportunities in this block for Year 4 children to recap their understanding whilst Year 3 visit this learning for the first time, this includes measuring lengths and equivalence between mm, cm and m.

Both year groups measure and calculate perimeter. Year 4 are then introduced to area and apply their understanding of arrays to calculate areas more efficiently.
Fractions

Common Content

**Recognising Fractions**
Year 3 (Spr B5)
- Unit and non-unit fractions
- Making the whole
- Fractions on a number line

Year 4 (Spr B3)
- What is a fraction?
- Fractions greater than 1
- Count in fractions

**Equivalent Fractions**
Year 3 (Sum B1)
- Equivalent fractions (1)
- Equivalent fractions (2)
- Equivalent fractions (3)

Year 4 (Spr B3)
- Equivalent fractions (1)
- Equivalent fractions (2)

**Fractions of an Amount**
Year 3 (Spr B5)
- Fractions of an amount (1)
- Fractions of an amount (2)
- Fractions of an amount (3)

Year 4 (Spr B3)
- Calculate fractions of a quantity
- Problem solving - calculate quantities

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

Year 4 (Spr B3)
- Add 2 or more fractions
- Subtract 2 fractions
- Subtract from whole amounts

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

In this block, there is a great deal of common content, which gives teachers many opportunities to teach the class as a whole.

Year 4 move to working with fractions greater than 1 and use bar models to support their understanding including when they add fractions where the total is greater than 1.
In this block, the year groups start the block together looking at tenths.

Due to the difference in National Curriculum content, the year groups then move onto two separate topics with Year 3 looking at Mass and Capacity and Year 4 continuing to focus on Decimals.