Spring Scheme of Learning

Year 4/5

#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.
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.
### WRM – Year 4/5 – Scheme of Learning 2.0s

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<th></th>
<th>Week 1</th>
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<td>Measurement: Length, Perimeter and Area</td>
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<td>Number: Place Value</td>
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<td>Number: Addition and Subtraction</td>
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<td>Number: Multiplication and Division</td>
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<td><strong>Spring</strong></td>
<td>Number: Multiplication and Division</td>
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<td></td>
<td>Number: Decimals (including Y5 Percentages)</td>
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</tbody>
</table>
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.
Year 4/5 | Spring Term | Week 1 to 3 – Multiplication and Division

Multiplication and Division

Common Content

**Multiplication**
- Year 4 (Spr B1)
  - Efficient multiplication
  - Written methods
  - Multiply 2-digits by 1-digit
  - Multiply 3-digits by 1-digit
- Year 5 (Spr B1)
  - Multiply 4-digits by 1-digit
  - Multiply 2-digits by 1-digit (area model)
  - Multiply 2-digits by 2-digits
  - Multiply 3-digits by 2-digits
  - Multiply 4-digits by 2-digits

**Division**
- Year 4 (Spr B1)
  - Divide 2-digits by 1-digit (1)
  - Divide 2-digits by 1-digit (2)
  - Divide 3-digits by 1-digit
- Year 5 (Spr B1)
  - Divide 4-digits by 1-digit
  - Divide with remainders

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 recap correspondence problems with Year 5 as well as building on Year 4’s understanding of correspondence from Year 3.

**Correspondence**
- Year 4 (Spr B1)
  - Correspondence problems

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### Fractions

#### Common Content

<table>
<thead>
<tr>
<th>Equivalent Fractions</th>
<th>Improper Fractions &amp; Mixed Numbers</th>
<th>Adding Fractions</th>
<th>Subtracting Fractions</th>
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<tbody>
<tr>
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<td>Year 4 (Spr B3)</td>
<td>Year 4 (Spr B3)</td>
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<tr>
<td>Equivalent fractions (1)</td>
<td>Fractions greater than 1</td>
<td>Add 2 or more fractions</td>
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<tr>
<td>Equivalent fractions (2)</td>
<td>Count in fractions</td>
<td>Add &amp; subtract fractions</td>
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</tr>
<tr>
<td>Year 5 (Spr B2)</td>
<td>Improper to mixed</td>
<td>Add fractions within 1</td>
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</tr>
<tr>
<td>Equivalent fractions</td>
<td>Mixed to improper</td>
<td>Add 3 or more fractions</td>
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<td></td>
<td>Number sequences</td>
<td>Add fractions</td>
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<tr>
<td></td>
<td></td>
<td>Add mixed numbers</td>
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</tr>
</tbody>
</table>

| Year 4 (Spr B3)      | Year 5 (Spr B2)                   |
| Equivalent fractions (1) | Fractions greater than 1          |
| Equivalent fractions (2) | Count in fractions               |
| Year 5 (Spr B2)      | Improper to mixed                 |
| Equivalent fractions  | Mixed to improper                 |
|                      | Number sequences                  |

| Year 5 (Spr B2)      |
| Fractions of an Amount |
| Calculate fractions of a quantity |
| Problem solving - calculate quantities |
| Fraction of an amount |
| Using fractions as operators |

| Year 4 (Spr B3)      | Year 5 (Spr B2)                   |
| Subtract 2 fractions |
| Subtract from whole amounts |
| Subtract fractions |
| Subtract mixed numbers |
| Subtract - breaking the whole |
| Subtract 2 mixed numbers |

| Year 5 (Spr B2)      |
| Multiply unit fractions |
| Multiply non-unit fractions |
| Multiply mixed numbers |

#### Year Specific

- **Recognising Fractions**
  - Year 4 (Spr B3)
    - What is a fraction?

- **Comparing Fractions**
  - Year 5 (Spr B2)
    - Compare and order (<1)
    - Compare and order (>1)

In this block, there is a lot of common content between year groups with Year 5 moving on to adding and subtracting fractions with different denominators, using their knowledge of equivalent fractions to support them. Year 5 also explore multiplying fractions before linking this to finding fractions of amounts.
Decimals and Percentages

Decimals up to 2 d.p.
Year 4 (Spr B4, Sum B1)
- Hundredths
- Hundredths as decimals
- Hundredths on a place value grid
- Write decimals
- Halves and quarters

Year 5 (Spr B3)
- Decimals up to 2 d.p.
- Decimals as fractions (1)
- Decimals as fractions (2)

Multiply & Divide by Powers of 10
Year 4 (Spr B4)
- Divide 1-digit by 10
- Divide 2-digits by 10
- Divide 1 or 2-digits by 100

Year 5 (Spr B3)
- Multiplying decimals by 10, 100 and 1,000
- Dividing decimals by 10, 100 and 1,000

Adding & Subtracting Decimals Within 1
Year 4 (Sum B1)
- Make a whole

Year 5 (Sum B1)
- Adding decimals within 1
- Subtracting decimals within 1
- Complements to 1

Teachers may decide to start this block by recapping tenths with both year groups. They can then move on to decimals with up to 2 decimal places. Whilst Year 4 focus on converting between fractions and decimals, Year 5 are introduced to percentages. Year 5 then move on to thousandths before both year groups multiply and divide decimals by powers of 10.

Common Content

Tenths
Year 4 (Spr B4)
- Recognise tenths and hundredths
- Tenths as decimals
- Tenths on a place value grid
- Tenths on a number line

Year 5 (Spr B3)
- Understand tenths
- Tenths as fractions and decimals
- Equivalent F.D.P

Percentages
Year 4 (Spr B4)
- Understand percentages
- Percentages as fractions and decimals

Year 5 (Spr B3)
- Understand thousandths
- Thousandths as decimals