Autumn 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.

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<td>Year 2: Mass, Capacity and Temperature</td>
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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.
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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<td>Measurement: Year 2: Mass, Capacity and Temperature</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.
Place Value

Common Content

**Counting**
Year 2 (Aut B1)
- Count forwards and backwards to 100
Year 3 (Aut B1)
- Hundreds

**Representing numbers**
Year 2 (Aut B1)
- Represent numbers to 100
- Tens and Ones - part-whole model
- Tens and Ones using addition
- Use a place value chart

Year 3 (Aut B1)
- Represent numbers to 1,000
- 100s, 10s and 1s (1)
- 100s, 10s and 1s (2)
- Number line to 1,000

**Compare groups and numbers**
Year 2 (Aut B1)
- Compare objects
- Compare numbers
Year 3 (Aut B1)
- Compare objects to 1,000
- Compare numbers to 1,000

**Order numbers**
Year 2 (Aut B1)
- Order objects and numbers
Year 3 (Aut B1)
- Order numbers

Within this block, Year 2 focus on numbers to 100 whilst Year 3 focus on numbers to 1,000

There are many opportunities for the class to focus on similar skills and understanding together before focusing separately on numbers of different sizes.

Ensure children continue to use a range of concrete and pictorial representations to support their understanding.

**Find more or less**
Year 3 (Aut B1)
- Find 1, 10, 100 more or less than a given number.
Addition and Subtraction (1)

Money
Year 2 (Aut B3)
- Count money - notes and coins
- Select money
Year 3 (Spr B2)
- Pounds and pence
- Convert pounds and pence

Add and subtract multiples
Year 2 (Aut B2)
- Add and subtract 1s
- 10 more and 10 less
- Add and subtract 10s

Year 3 (Aut B2)
- Add and subtract multiples of 100
- 3-digit and 1-digit numbers
- 3-digit and 2-digit numbers
- Add and subtract 100s
- Spot the pattern

Addition - adding more
Year 2 (Aut B2, B3)
- Add a 2-digit and 1-digit t- crossing 10
- Add two 2-digit numbers - not crossing 10
- Add two 2 digit numbers - crossing 10
- Add three 1-digit numbers
- Find the total - money

Year 3 (Aut B2, Spr B2)
- Add 3-digit and 1-digit - crossing 10
- Add 3-digit and 2-digit - crossing 100
- 2-digit and 3-digit - not crossing 10/100 (addition)
- 2-digit and 3-digit - crossing 10 or 100
- 3-digit numbers - not crossing 10 or 100
- 3-digit numbers - crossing 10 or 100
- Add money

Fact families & number bonds
Year 2 (Aut B2, Aut B3)
- Fact families - addition and subtraction bonds to 20
- Check calculations
- Bonds to 100 (tens)
- Bonds to 100 (tens and ones)
- Make the same amount - money

In this block, we have incorporated some of the money blocks in order to provide better coverage of the steps for both year groups. Other money steps will be covered in the multiplication block. Children start by making different amounts using coins and notes before adding and subtracting money throughout the block.

Year 2 focus on number bonds to 20 and 100. This will be a good opportunity for Year 3 to also recap this key learning as it will support their mental addition and subtraction throughout the rest of the block.
**Addition and Subtraction (2)**

### Common Content

**Subtraction**
- Year 2 (Aut B2, B3)
  - Subtract 1-digit from 2-digits
  - Subtract with 2-digits (1)
  - Subtract with 2-digits (2)
  - Find change - money
  - Find the difference - money
  - 2-step problems - money

- Year 3 (Aut B2, Spr B2)
  - Subtract 1-digit from 3-digits
  - Subtract 2-digits from 3-digits - crossing 100
  - 2-digits and 3-digits - not crossing 10 or 100
  - 2-digits and 3-digits - crossing 10 or 100
  - 3-digit and 3-digit (no exchange)
  - 3-digit and 3-digit (exchange)
  - Subtract money
  - Give change

Subtraction is broken down into small steps focusing on different numbers of digits with or without exchange. Both year groups then apply their understanding to the context of money.

Year 2 apply their addition and subtraction skills by comparing number sentences whilst Year 3 move on to estimating and checking answers to improve their accuracy in calculating.

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### Year Specific

#### Compare number sentences
- Year 2 (Aut B2, B3)
  - Compare number sentences
  - Compare money

#### Estimate and Check
- Year 3 (Aut B2)
  - Estimate answers
  - Check answers
In this block, children start exploring multiplication through counting in multiples. It will support both year groups to count in 2s, 5s, 10s and 3s.

Year 2 will focus on representing multiplication and clearly seeing the link with repeated addition. They look at the 2, 5 and 10 times-tables.

Year 3 build on their Year 2 understanding and look at the 3, 4 and 8 times-tables as well as recapping previous learning. They move on to using Base 10 and place value counters to explore formal multiplication as they start to use the written column multiplication method.