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**

<table>
<thead>
<tr>
<th>Year 1 (Aut B2, Spr B1)</th>
<th>Year 2 (Aut B2, B3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How many left? (1)</td>
<td>• Subtract 1-digit from 2-digits</td>
</tr>
<tr>
<td>• How many left? (2)</td>
<td>• Subtract with 2-digits (1)</td>
</tr>
<tr>
<td>• Counting back</td>
<td>• Subtract with 2-digits (2)</td>
</tr>
<tr>
<td>• Subtraction - not crossing 10</td>
<td>• Find change - money</td>
</tr>
<tr>
<td>• Subtraction - crossing 10 (1)</td>
<td></td>
</tr>
<tr>
<td>• Subtraction - crossing 10 (2)</td>
<td></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number: Place Value</td>
<td>Number: Decimals and Percentages</td>
<td>Geometry: Properties of Shape</td>
</tr>
<tr>
<td>2</td>
<td>Number: Four Operations</td>
<td>Y5: Number: Decimals</td>
<td>Geometry: Position and Direction</td>
</tr>
<tr>
<td>3</td>
<td>Number: Fractions</td>
<td>Y6: Number: Algebra</td>
<td>Y6: SATS</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Measurement: Converting Units</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Measurement: Perimeter, Area and Volume</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Y5: Consolidation</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Y6: Number: Ratio</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Statistics</td>
<td></td>
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<td>9</td>
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<td>10</td>
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<tr>
<td>12</td>
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</tr>
</tbody>
</table>

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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.
Within this block, there are good opportunities for Year 6 to revise place value and ordering of numbers up to a million before taking this further up to ten million. Pupils have rounded to 10, 100 and 1,000 in Year 4; Year 5 can extend this to rounding to 10,00 and 100,000 and Year 6 also to rounding to the nearest million.
Four Operations (1)

Common Content

**Addition and subtraction**
- Year 5 (Aut B2)
  - Add whole numbers with more than 4-digits
  - Subtract whole numbers with more than 4-digits
  - Inverse operations
  - Multi-step addition and subtraction problems
- Year 6 (Aut B2)
  - Add and subtract whole numbers

**Multiplication**
- Year 5 (Spr B1)
  - Multiply 4-digits by 1-digit
  - Multiply 2-digits (area model)
  - Multiply 2-digits by 2-digits
  - Multiply 3-digits by 2-digits
  - Multiply 4-digits by 2-digits
- Year 6 (Aut B2)
  - Multiply 4-digits by 2-digits

**Factors**
- Year 5 (Aut B4)
  - Factors
  - Common factors
- Year 6 (Aut B2)
  - Common factors

**Multiples**
- Year 5 (Aut B4)
  - Multiples
- Year 6 (Aut B2)
  - Common multiples

**× and ÷ by multiples of 10**
- Year 5 (Aut B4)
  - Multiply by 10, 100 and 1,000
  - Divide by 10, 100 and 1,000
  - Multiples of 10, 100 and 1,000

In this block, Year 6 have a lot of opportunities to recap prior learning as Year 5 are introduced to content for the first time.

Building on previous year groups, children add and subtract larger numbers and use their skills to solve problems.

Children then focus on multiplication. Year 5 break down their learning into 5 small steps however Year 6 could also use this opportunity to build their skills towards their final aim of multiplying up to 4-digits by 1 or 2-digit numbers.
Four Operations (2)

Common Content

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

Year 6 (Aut B2)
• Short division
• Division using factors
• Long division (1)
• Long division (2)
• Long division (3)
• Long division (4)

Primes, Squares and Cubes
Year 5 (Aut B4)
• Prime numbers
• Square numbers
• Cube numbers

Year 6 (Aut B2)
• Primes
• Squares and Cubes

Estimating
Year 5 (Aut B2)
• Round to estimate and approximate

Year 6 (Aut B2)
• Mental calculations and estimation

Both year groups divide numbers using short division including remainders. Year 6 then move on to look at long division.

Drawing learning together, Year 6 look at order of operations and reasoning from known facts whilst Year 5 focus on fluency within the four operations.

Year Specific

Order of operations
Year 6 (Aut B2)
• Order of Operations

Related facts
Year 6 (Aut B2)
• Reason from known facts
Fractions (1)

Common Content

**Equivalence and simplifying**
- Year 5 (Spr B2)
  - Equivalent fractions
- Year 6 (Aut B3)
  - Simplify fractions
  - Fractions on a number line

**Compare and order**
- Year 5 (Spr B2)
  - Compare and order fractions less than 1
  - Compare and order fractions greater than 1
- Year 6 (Aut B3)
  - Compare and order (denominator)
  - Compare and order (numerator)

**Addition and subtraction**
- Year 5 (Spr B2)
  - Add and subtract fractions
  - Add fractions within 1
  - Add 3 or more fractions
  - Add fractions
  - Add mixed numbers
  - Subtract fractions
  - Subtract mixed numbers
  - Subtract-breaking the whole
  - Subtract 2 mixed numbers
- Year 6 (Aut B3)
  - Add and subtract fractions (1)
  - Add and subtract fractions (2)
  - Add fractions
  - Subtract fractions
  - Mixed addition and subtraction

**Improper fractions and mixed numbers**
- Year 5 (Spr B2)
  - Improper fractions to mixed numbers
  - Mixed numbers to improper fractions

**Counting in fractions**
- Year 5 (Spr B2)
  - Number sequences

In this block, children build on their previous knowledge of what a fraction is. Year 5 look at using multiplication and division to find equivalent fractions whilst Year 6 apply these skills to start to simplify fractions.

Both year groups add and subtract fractions with the same denominator and denominators that are multiples of the same number whilst Year 6 move on to adding and subtracting fractions where the denominators are not multiples of the same number.
Fractions (2)

Common Content

**Multiplication**
- Year 5 (Spr B2)
  - Multiply unit fractions by an integer
  - Multiply non-unit fractions by an integer
  - Multiply mixed numbers by an integer
- Year 6 (Aut B3)
  - Multiply fractions by integers
  - Multiply fractions by fractions

**Fraction of an amount**
- Year 5 (Spr B2)
  - Fraction of an amount
  - Using fractions as operators
- Year 6 (Aut B3)
  - Fraction of an amount
  - Fraction of an amount - find the whole

**Year Specific**

**Division**
- Year 6 (Aut B3)
  - Divide fractions by integers (1)
  - Divide fractions by integers (2)

**Four operations**
- Year 6 (Aut B3)
  - Four rules with fractions

Both year groups multiply fractions by integers, with Year 6 then moving on to multiply a fraction by a fraction.

Year 6 also explore dividing fractions and draw their learning together by using any of the four operations with fractions.

Both year groups find fractions of an amount, using bar models to support their understanding.