

Summer 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.

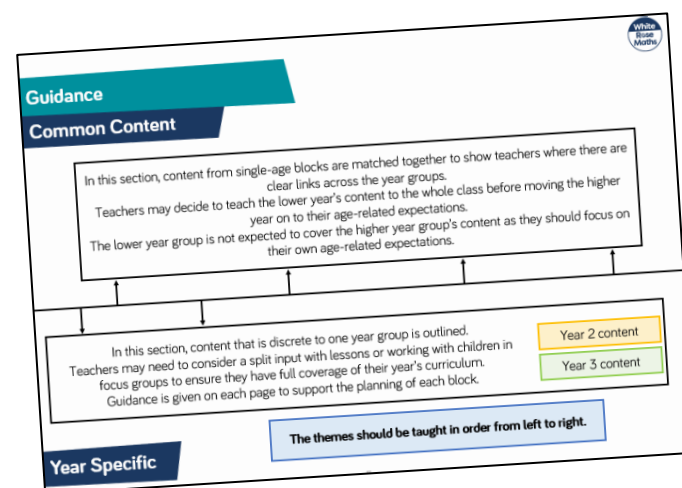
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value Y2 - Numbers to 100 Y3 - Numbers to 1,000			Number: Addition and Subtraction Year 2- Numbers within 100 (including money) Year 3- Numbers within 1,000 (including money)					Number: Multiplication			
Spring	Number: Division		Statistics		Measurement: Length and Height	Geometry: Year 2: Shape, Position and Direction Year 3: Shape and Perimeter		Number: Year 2: Fractions & Consolidation Year 3: Fractions				
Summer	Measurement: Time			Year 3: Four Operations	Measurement: Year 2: Mass, Capacity and Temperature Year 3: Mass and Capacity		Year 3: Fractions recap	Year 3: SSM consolidation	Consolidation and Investigations			

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.



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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Problem solving				Consolidation and Investigations								

Guidance

Common Content

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.

Year 2 content

Year 3 content

The themes should be taught in order from left to right.

Year Specific

Problem Solving / 4 operations

Common Content

Year 2

During this block, Year 2 will consolidate learning and possibly carry out their end of year SATS assessments. This is dependent on the school timetable so will vary from school to school.

Teachers should focus on any gaps in understanding.

Year 3

During this block, Year 3 can recap their work on the four operations.

Using assessment data and knowledge of the children, teachers can decide where there are gaps in learning and therefore where children need to focus.

Children can apply the four operations into other areas including measures.

Year Specific