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.

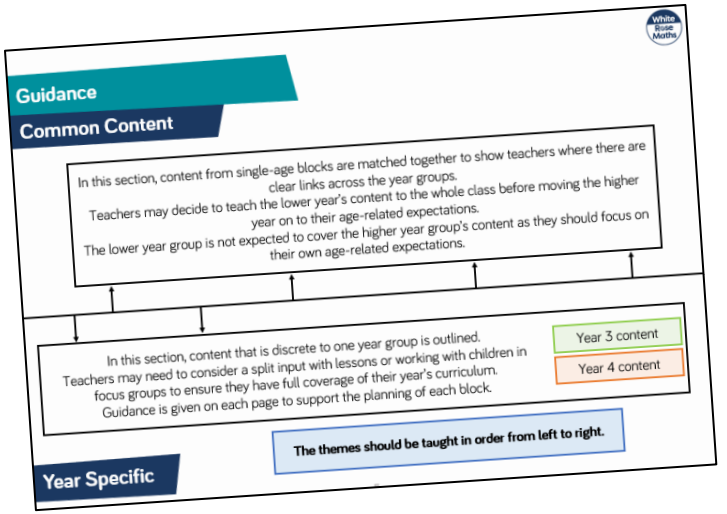
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number: Place Value				Number: Addition and Subtraction				Number: Multiplication and Division				
Spring	Number: Multiplication and Division			Measurement: Length, Perimeter and Area	Number: Fractions				Y3: Measurement: Mass and Capacity				Consolidation
									Y4: Number: Decimals				
Summer	Number: Decimals (including Money)				Measurement: Time		Statistics		Geometry: Properties of Shape (including Y4 Position and Direction)				Consolidation

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.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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Spring	Number: Multiplication and Division		Measurement: Length, Perimeter and Area		Number: Fractions				Y3: Measurement: Mass and Capacity			Consolidation
									Y4: Number: Decimals			
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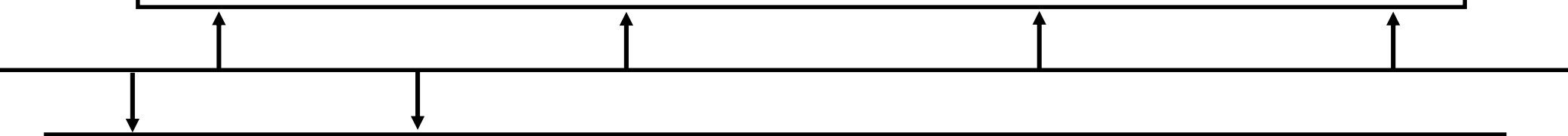
Guidance

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 3 content

Year 4 content

Year Specific

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

Multiplication and Division

Common Content

Multiplication

Year 3 (Spr B1)
- Multiply 2-digits by 1-digit (1)
- Multiply 2-digits by 1-digit (2)

Year 4 (Spr B1)
- Written methods
- Multiply 2-digits by 1-digit
- Multiply 3-digits by 1-digit

Division

Year 3 (Spr B1)
- Divide 2-digits by 1-digit (1)
- Divide 2-digits by 1-digit (2)
- Divide 2-digits by 1-digit (3)

Year 4 (Spr B1)
- Divide 2-digits by 1-digit (1)
- Divide 2-digits by 1-digit (2)
- Divide 3-digits by 1-digit

Correspondence

Year 3 (Spr B1)
- How many ways?

Year 4 (Spr B1)
- Correspondence problems

Scaling

Year 3 (Spr B1)
- Scaling

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 Specific

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

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.

Measure Length

Year 3 (Spr B4)
- Measure length

Add & Subtract Lengths

Year 3 (Spr B4)
- Add lengths
- Subtract lengths

Area

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

Year Specific

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.

Year Specific

Mass and Capacity / Decimals

Common Content

Tenths

Year 3 (Spr B5)
- Tenths
- Count in tenths
- Tenths as decimals

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

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.

Year Specific

Mass & Capacity

Year 3 (Sum B4)
- Measure mass (1)
- Measure mass (2)
- Compare mass
- Add and subtract mass
- Measure capacity (1)
- Measure capacity (2)
- Compare capacity
- Add and subtract capacity

Decimals

Year 4 (Spr B4)
- Divide 1-digit by 10
- Divide 2-digits by 10
- Hundredths
- Hundredths as decimals
- Hundredths on a place value grid
- Divide 1 or 2-digits by 100