Spring Scheme of Learning

Year 1/2

#MathsEveryoneCan

2019-20

White Rose Maths

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 Y1 – Numbers to 20 Y2 – Numbers to 100			Number: Addition and Subtraction Year 1- Numbers within 20 (including recognising money) Year 2- Numbers within 100 (including money)						Number: Year 1: Place Value to 50 and Multiplication Year 2: Multiplication		
Spring	Number: Year 1: Division & consolidation Year 2: Division		Year 1: Place Value to 100	Measurement: Length and Height	Geometry: Year 1: Shape and Consolidation Year 2: Properties of Shape			Number: Year 1: Fractions and Consolidation Year 2: Fractions			Consolidation	
			Year 2: Statistics									
Summer	Geometry: Position and Direction	Measurement: Time	Year 1: Place Value recap	Measurement: Year 1: Weight and Volume		Year 1: Four Operations recap			Consolidation			
			Year 2: Problem solving	Year 2: Mass, Capacity and Temperature		Year 2: 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.
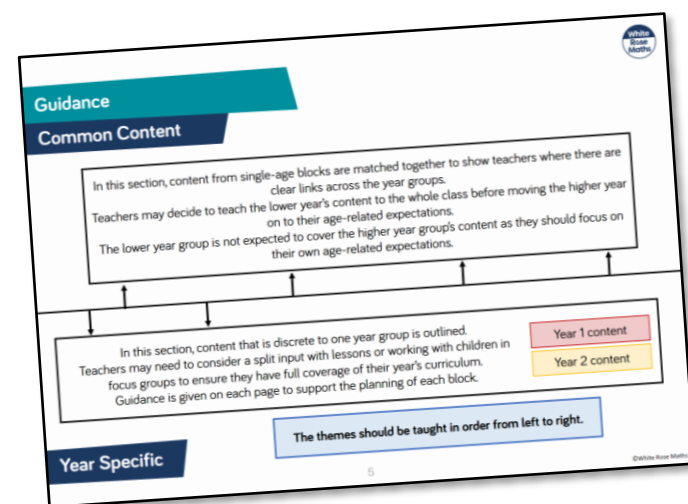
How to use the mixed-age SOL

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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			Year 2: Statistics									
Summer	Geometry: Position and Direction	Measurement: Time		Year 1: Place Value recap		Measurement: Year 1: Weight and Volume Year 2: Mass, Capacity and Temperature				Year 1: Four Operations recap		Consolidation
				Year 2: Problem solving						Year 2: Consolidation and Investigations		

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 1 content

Year 2 content

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

Year Specific

Division

Common Content

Building on their understanding of equal groups in multiplication, children link their learning to the inverse operation of division.

In Year 1, children should focus on using concrete and pictorial representations to solve division problems.

In Year 2, children are introduced to the division symbol (÷) and use this to write number sentences. Children recall division facts from the 2,5 and 10 times tables and use their understanding of dividing by 2 to find odd and even numbers.

Sharing
Year 1 (Sum B1)
• Make equal groups- sharing
Year 2 (Spr B1)
• Make equal groups- sharing

Grouping
Year 1 (Sum B1)
• Make equal groups- grouping
Year 2 (Spr B1)
• Make equal groups- grouping

Divide by 2
Year 2 (Spr B1)
• Divide by 2
• Odd and Even numbers

Divide by 5 and 10
Year 2 (Spr B1)
• Divide by 5
• Divide by 10

Year Specific

Place Value and Statistics

Common Content

There is no common content in these 2 weeks due to Statistics not being taught in Year 1. Teachers may split lessons and teach year groups separately.

Year 1 focus on Place Value to 100. Teachers may take this opportunity to revise numbers up to 100 with Year 2 in starters.

Year 2 are introduced to Statistics. They apply counting in multiples to interpret and draw graphs with different scales.

Place Value to 100
Year 1 (Sum B4)
- Counting to 100
- Partitioning numbers
- Comparing numbers (1)
- Comparing numbers (2)
- Ordering numbers
- One more, one less

Statistics
Year 2 (Spr B2)
- Make tally charts
- Draw pictograms (1-1)
- Interpret pictograms (1-1)
- Draw pictograms (2, 5 and 10)
- Interpret pictograms (2, 5 and 10)
- Block diagrams

Year Specific

Length and Height

Common Content

Measure Length
Year 1 (Spr B3)
- Measure length (1)
- Measure length (2)

Year 2 (Spr B5)
- Measure length (cm)
- Measure length (m)

Compare & Order Lengths
Year 1 (Spr B3)
- Compare length and height

Year 2 (Spr B5)
- Compare lengths
- Order lengths

In this block, both year groups measure and compare length, however, Year 1 start with a focus on non-standard units of measure before moving on to standard units of measure. Both year groups measure in centimetres, with Year 2 moving on to consider if items are longer or shorter than a metre and measuring longer distances in metres.

Year 2 apply their understanding of the four operations in the context of length and height.

Four Operations
Year 2 (Spr B5)
- Four operations with lengths

Year Specific

Properties of Shape

Common Content

Recognise & Name Shapes

Year 1 (Aut B3)
- Recognise and name 3-D shapes
- Recognise and name 2-D shapes

Year 2 (Spr B3)
- Recognise 2-D and 3-D shapes

Sorting

Year 1 (Aut B3)
- Sort 3-D shapes
- Sort 2-D shapes

Year 2 (Spr B3)
- Sort 2-D shapes
- Sort 3-D shapes

Patterns

Year 1 (Aut B3)
- Patterns with 3-D and 2-D shapes

Year 2 (Spr B3)
- Make patterns with 2-D shapes
- Make patterns with 3-D shapes

2-D Shapes

Year 2 (Spr B3)
- Count sides on 2-D shapes
- Count vertices on 2-D shapes
- Draw 2-D shapes
- Lines of symmetry

3-D Shapes

Year 2 (Spr B3)
- Count faces on 3-D shapes
- Count edges on 3-D shapes
- Count vertices on 3-D shapes

Year 1 focus on recognising and naming 2-D and 3-D shapes. It is important that children can recognise shapes in different orientations and to start seeing similarities and differences between the shapes.

Year 2 focus on the properties of 2-D and 3-D shapes including finding 2-D shapes with vertical lines of symmetry.

Year Specific

Fractions

Common Content

In this block, there is a lot of content which is specific to Year 2. Teachers may decide to recap other content with Year 1 as this is the final block in the Spring term.

Year 1 focus on halves and quarters alongside Year 2 before Year 2 move onto looking at thirds and non-unit fractions. In Year 2, they are introduced to writing fractions using numerators and denominators.

Ensure children have a good understanding of what a fraction is building on their understanding of equal parts.

Halves
Year 1 (Sum B2)
• Find a half (1)
• Find a half (2)
Year 2 (Spr B4)
• Recognise a half
• Find a half

Quarters
Year 1 (Sum B2)
• Find a quarter (1)
• Find a quarter (2)
Year 2 (Spr B4)
• Recognise a quarter
• Find a quarter

Equal Parts
Year 2 (Spr B4)
• Make equal parts

Thirds
Year 2 (Spr B4)
• Recognise a third
• Find a third

Unit & Non-Unit Fractions
Year 2 (Spr B4)
• Unit fractions
• Non-unit fractions
• Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$
• Find three quarters

Counting
Year 2 (Spr B4)
• Count in fractions

Year Specific

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