Mixed age classes: Mathematics

Curriculum structure

- Pupils need to know all the curriculum by the end of the key stage, suggested year group break down can be adapted (NC guidance)
- Plan for conceptual and procedural understanding of the domain(s)- likely that there will be a need to look across attainment expectations Y1/2 , Y3/4 and Y5/6 (ie KS1, Lower KS2 and Upper KS2 as in NC structure) for any class
- Mixed age classes with more than two year groups: key conceptual and procedural progression of the curriculum: Y1-Y3 and Y4-Y6 should be considered

Mixed age classes

Teaching and learning

- Make sure models and images used to represent key concepts and focus planning for all on this.
- Plan a ‘unit of work’ of 2, 3 or 4 weeks which is composed of sequences of lessons enabling groups of pupils to be working on particular aspects if need to be very different.
- Have different expectations in terms of skill level and efficiency and use focus group teaching and cut-away groups
- Ensure pupils have conceptually understood previous year’s curriculum and build on this secure foundation. More successful long term than teaching everyone the older year group’s curriculum with over scaffolding for younger pupils…

Mixed age classes

Assessment

- The HAM model identifies some aspects of each domain to make an assessment judgement- it is not the teaching schedule
- Pupils are likely to have been thinking about and reflecting on more than the assessment focus in each domain during the phase. This often helps conceptual understanding of the assessment point.
- The assessment is about making a judgement of ‘sufficient understanding’ for that point in the year so that pupil is likely to meet end of year expectations. They have the whole year to understand the curriculum

Mixed age classes: NCETM Progression Maps

Hampshire Services
HIAS SCHOOL IMPROVEMENT

Number: Fractions (including Decimals and Percentages)

National Centre for Excellence in the Teaching of Mathematics

COUNTING IN FRACTIONAL STEPS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should count in fractions up to 10, starting from any number and using the1/2 and 2/4 equivalence on the number line (Non Statutory Guidance)	count up and down in tenths	count up and down in hundredths		
RECOGNISING FRACTIONS					
recognise, find and name a half as one of two equal parts of an object, shape or quantity	recognise, find, name and write fractions $^1/_3$, $^1/_4$, $^2/_4$ and $^3/_4$ of a length, shape, set of objects or quantity	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)	
		recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.			
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators			
COMPARING FRACTIONS					
		compare and order unit fractions, and fractions with the same denominators		compare and order fractions whose denominators are all multiples of the same number	compare and order fractions, including fractions >1

Group NC statements into helpful planning headings in each year group

Eg **Fractions (Y1 Y6)**

- Counting in fractional steps
- Recognising fractions
- Comparing fractions
- Rounding including decimals
- Equivalence (inc fractions, decimals and percentages)
- Addition and subtraction of fractions
- Multiplication and division of fractions
- Multiplication and division of decimals
- Problem solving

Hampshire County Council

Available on maths team moodel as or NCETM website

Domain Maps-
support medium and short term planning, help to show 'gaps' and key concepts