



## Year 1/2 Summer term overview (2020)

This mixed-age plan follows the same progression as the White Rose Maths mixed-age planning, except where divergence improves the alignment of the *Power Maths* lessons. The main aim of these plans is to allow teachers to cover the same topic with both groups more often than with our existing (2019) mixed age plans, which follow the *Power Maths* progression more strictly in each year group.

There are exemplar lessons to show how two aligned lessons could be delivered in one classroom. Some paired lessons in the plan are very closely aligned, some moderately aligned, but occasionally the lessons have to cover different topics (for the different objectives of each group to be covered).

Each lesson offers different possibilities. For lesson pairs with strong alignment, teachers may choose to do a joint **Discover and Share** section, run the **Think Together** sections with separate groups, and then have children work independently with their **Practice Books**. The whole class could do the same **Power Up** together (potentially tweaking for one year group), or they could each do the **Power Up** for their own year group. The new lesson exemplars show what this could look like. There are also lesson exemplars from 2019 which show how two weakly aligned lessons can be delivered when necessary.

Note: content for spare lessons has been suggested in red, but you can fill these lessons with whatever you find most helpful.

Year 1		Year 2
<b>Unit 15: Position and direction</b>		<b>Unit 11: Position and direction</b>
<b>Good overlap possibilities for all lessons</b>		
There are opportunities for children to discuss language around movement. Avoid talking about clockwise and anticlockwise in Year 1 because children have not met clocks and time yet, so are unable to make that link.		
1	Describing turns	Describing movement
2	Describing positions (1)	Describing turns
3	Describing positions (2)	Describing movement and turns
4	Consolidation of position and direction	Making patterns with shapes

Year 1		Year 2
<b>Unit 17: Time</b>		<b>Unit 13: Time</b>
<b>Some good overlap possibilities for all lessons</b>		
This is the first time that Year 1 children have used clocks to tell the time. You could use Year 1 Discover for a quick recap for Year 2 before moving them on.		
1	Using before and after	Telling and writing time to the hour and the half hour
2	Telling time to the hour	Telling time to the quarter hour
3	Telling time to the half hour	Telling time to 5 minutes
4	Using a calendar	Minutes in an hour
5	Writing time	Finding durations of time



6	Comparing time	Comparing durations of time
7	Solving word problems – time	Finding the end time

Year 1		Year 2
<b>Unit 16: Numbers to 100</b>		<b>Unit 12: Problem solving and efficient methods</b>
<p><b>Some potential overlap possibilities for some lessons</b></p> <p>The focus in Year 2 is problem solving in preparation for SATs, whereas the focus in Year 1 is to extend their number knowledge to numbers to 100 and to introduce money. Some Year 1 Discover and Share could be usefully used as revision for Year 2, but the majority of most lessons need to be taught separately.</p>		
1	Counting to a hundred	My way, your way!
2	Exploring number patterns	Using number facts
3	Partitioning numbers (1)	Using number facts and equivalence
4	Partitioning numbers (2)	Using a 100-square
5	Comparing numbers (1)	Getting started
6	Comparing numbers (2)	Missing numbers
7	Ordering numbers	Mental addition and subtraction (1)
8	Bonds to 100 (1)	Mental addition and subtraction (2)
9	Bonds to 100 (2)	Efficient subtraction
10	<b>Unit 18: Money</b>	Solving problems – addition and subtraction
	Recognising coins (1)	
11	Recognising coins and notes (2)	Solving problems – multiplication and division
12	Counting with coins	Solving problems using the four operations



Year 1		Year 2
<b>Unit 11: Introducing weight and volume</b>		<b>Unit 14: Weight, volume and temperature</b>
<p><b>Some good overlap possibilities for all lessons</b></p> <p>Both year groups have a focus on weight / mass and volume, so these are good lessons to begin together. Year 1 children will use non-standard measures, whereas Year 2 children begin to measure in grams and millilitres and are introduced to temperature shown on a thermometer. There are plenty of opportunities for Year 1 to explore the concepts practically in the spare lessons rather than using standard measures.</p>		
1	Comparing weight	Comparing mass
2	Measuring weight using non-standard units	Measuring mass in grams (1)
3	Comparing weight	Measuring mass in grams (2)
4	Practical activity in measuring weight	Measuring mass in kilograms
5	Comparing capacity	Comparing volume
6	Measuring capacity using non-standard units	Measuring capacity in millilitres (1)
7	Consolidation of measuring capacity	Measuring capacity in millilitres (2)
8	Comparing capacity using non-standard units	Measuring capacity in litres
9	Solving word problems – weight and capacity	Measuring temperature using a thermometer
10	An early introduction to thermometers for Year 1 or assessment opportunity.	Reading thermometers
11	Consolidation of word problems involving weight and capacity.	Measuring temperature using a thermometer