EVEREST AUTUMN MATHS LONG TERM

Week / Focus (WR Small Steps + Codes)	Year 4 / 5 / 6 NC Objectives	Activities (Differentiated)	Resources & Links	Assessment Questions (Y4 / Y5 / Y6)	Expected Outcomes (Y4 / Y5 / Y6)	Greater Depth / Challenge (Y4 / Y5 / Y6)
Week 1 – Y4 Autumn Block 1 Step 1–3: Place Value – Representing numbers to 1,000 Y5 Autumn Block 1 Step 1–3: Place Value – Numbers to 10,000 / 100,000 Y6 Autumn Block 1 Step 1–3: Place Value – Numbers to 1,000,000	Y4 NC: Recognise the place value of each digit in a four-digit number. Y5 NC: Read, write, order, compare numbers to 1,000,000. Y6 NC: Read, write, order, compare numbers up to 10,000,000.	Y4: Use base-10 to represent 4-digit numbers, partition into thousands, hundreds, tens, ones. Y5: Represent 6-digit numbers using place value counters; ordering activity. Y6: Place numbers up to 10,000,000 on number lines; comparison problems. Mixed: Place Value Bingo with	• Base-10, place value counters, number lines, place value charts.	Y4: Partition 3,482 into thousands, hundreds, tens, ones. Y5: Write 56,321 in words. Which is larger: 98,000 or 980,000? Y6: Place 4,567,890 and 4,765,890 on a number line. Which is greater?	Y4: Secure representing and partitioning 4-digit numbers. Y5: Secure comparing and ordering numbers to 1,000,000. Y6: Secure reading and comparing numbers up to 10,000,000.	Y4: Prove two different ways of partitioning 3,804. Y5: Explain why 400,500 is less than 401,000. Y6: Create a reasoning problem involving comparing 7-digit numbers.

		differentiated number ranges.				
• [White Rose Y4 Place Value](https://whiteroseeducation.com/resources/primary/primary-maths/year-4/place-value) • [White Rose Y5 Place Value](https://whiteroseeducation.com/resources/primary/primary-maths/year-5/place-value) • [White Rose Y6 Place Value](https://whiteroseeducation.com/resources/primary/primary-maths/year-6/place-value)						
Week 2 – Y4 Autumn Block 1 Step 4–6: Place Value – Rounding to nearest 10, 100, 1,000 Y5 Autumn Block 1 Step 4–6: Place Value – Rounding to nearest 10, 100, 1,000, 10,000 Y6 Autumn Block 1 Step 4–6: Place Value –	Y4 NC: Round numbers to nearest 10, 100, 1,000. Y5 NC: Round numbers to nearest 10, 100, 1,000, 10,000. Y6 NC: Round any number to required degree of accuracy.	Y4: Use number lines to round 4-digit numbers to nearest 10, 100, 1,000. Y5: Solve rounding problems within 1,000,000; link to estimation. Y6: Apply rounding to large numbers (millions) in problem contexts. Mixed: Rounding relay race with differentiated questions.	• Number lines, rounding cards, dice to generate numbers.	Y4: Round 2,846 to nearest 100. Y5: Round 348,291 to nearest 10,000. Y6: Round 5,684,932 to nearest million.	Y4: Confident rounding to 10, 100, 1,000. Y5: Confident rounding to 10,000 within 1,000,000. Y6: Confident rounding numbers to millions with accuracy.	Y4: Explain why 3,499 rounds to 3,000 to nearest 1,000. Y5: Justify the best estimate when rounding for a shopping problem. Y6: Solve a multi-step problem requiring rounding to 2 different degrees of accuracy.

Rounding any number to nearest power of 10						
• [TopMarks Rounding Games](https://www.topmarks.co.uk/maths-games/rounding-numbers) • White Rose Place Value resources Y4–Y6.						
Week 3 – Y4 Autumn Block 1 Step 7–9: Count in 1,000s; Negative numbers; Roman numerals to 100 Y5 Autumn Block 1 Step 7–9: Rounding within 1,000,000; Negative numbers; Roman numerals to 1,000 Y6 Autumn	Y4 NC: Count in multiples of 1,000; recognise negative numbers; read Roman numerals to 100. Y5 NC: Round numbers to nearest 10, 100, 1,000, 10,000, 100,000; use negative numbers; read Roman numerals to 1,000. Y6 NC: Round numbers to nearest 10, 100, 1,000, 10,000, 100,000, 1,000,000; use negative numbers in context; read	Y4: Count in 1,000s using number lines; place negative numbers on thermometers; match Roman numeral cards. Y5: Estimate and round large numbers; problem solving with temperature changes; Roman numeral bingo. Y6: Apply rounding to population data; use negative numbers in bank statements; decode Roman numeral	• Number lines, thermometers, Roman numeral cards.	Y4: Count in 1,000s from 2,000 to 12,000. Write 67 in Roman numerals. Y5: Round 456,721 to nearest 100,000. Write 982 in Roman numerals. Y6: -3°C rises by 7 degrees. What is new temp? Write 4,562 in Roman numerals.	Y4: Confident counting in 1,000s and recognising negatives/Roman numerals. Y5: Confident rounding to 1,000,000, negatives, Roman numerals to 1,000. Y6: Secure with rounding, negatives in context, Roman numerals to 10,000.	Y4: Explain pattern when counting in 1,000s across 10,000. Y5: Justify why 499 rounds differently to 501. Y6: Create a timeline using Roman numerals including dates BC/AD.

Block 1 Step 7–9: Negative numbers; Rounding to 10,000,000; Roman numerals to 10,000	Roman numerals to 10,000.	dates. Mixed: Whole-class Roman numeral treasure hunt with differentiated questions.				
• [White Rose Roman Numerals Resources](https://whiteroseeducation.com/resources) • [TopMarks Negative Numbers](https://www.topmarks.co.uk/maths-games/negative-numbers)						
Week 4 – Y4 Autumn Block 2 Step 1–3: Add and subtract 4-digit numbers (no exchange, with exchange) Y5 Autumn Block 2 Step 1–3: Add and subtract whole numbers with more than 4 digits Y6 Autumn Block 2 Step 1–	Y4 NC: Add and subtract numbers with up to 4 digits using formal methods. Y5 NC: Add and subtract whole numbers with more than 4 digits; use rounding to check answers. Y6 NC: Solve addition/subtraction multi-step problems	Y4: Column addition and subtraction with base-10 and counters. Y5: Use column methods for numbers beyond 100,000; estimation problems. Y6: Solve multi-step word problems involving money and measures using addition/subtractio	• Base-10, place value counters, whiteboards. • [White Rose Addition/Subtraction Y4–	Y4: 4,582+3,476=? Show working. Y5: Estimate and calculate 325,648+47,892. Y6: A shop takes £4,563 Mon, £6,742 Tue. How much in total?	Y4: Confident with 4-digit addition/subtraction with exchange. Y5: Secure addition/subtraction with larger numbers, using estimation to check. Y6: Solve multi-step addition/subtraction confidently.	Y4: Create own subtraction problem needing multiple exchanges. Y5: Prove an estimate is sensible by comparing to actual answer. Y6: Write a 3-step word problem solved by

3: Add and subtract integers (including multi-step)	in context with integers.	n. Mixed: Group challenge – solve a school budget problem with differentiated numbers.				addition/subtraction.
Y6](https://whiteroseeducation.com/resources)						
Week 5 – Y4 Autumn Block 2 Step 4–6: Efficient subtraction; Estimate answers; Checking strategies Y5 Autumn Block 2 Step 4–6: Inverse operations; Multi-step problems Y6 Autumn Block 2 Step 4–6: Multi-step	Y4 NC: Estimate answers and check using inverse operations. Y5 NC: Solve addition and subtraction multi-step problems in context. Y6 NC: Solve multi-step problems involving all four operations.	Y4: Subtraction games with estimation and checking answers. Y5: Inverse operations investigations with addition/subtraction. Y6: Multi-step reasoning problems linking addition/subtraction to other operations. Mixed: Whole-class problem solving carousel with	• Place value counters, problem cards, WR worksheets.	Y4: Estimate 3,487–1,945. Y5: Solve: 543,221+8,645–25,786. Y6: A factory makes 4,562 items Mon, 6,874 Tue, sells 7,392. How many remain?	Y4: Use estimation and inverses to check subtraction answers. Y5: Solve and check multi-step addition/subtraction. Y6: Confident with multi-step problems involving operations.	Y4: Explain why an estimate can prove an answer is reasonable. Y5: Design a multi-step problem solved by inverses. Y6: Write own investigation requiring >3 steps and mixed operations.

problems across operations		differentiated challenges.				
• [NRICH Problem Solving Tasks](https://nrich.maths.org/primary) • [White Rose Y4–Y6 Four Operations](https://whiteroseeducation.com/resources)						
Week 6 – Y4 Autumn Block 3 Step 1–3: Multiply and divide by 10 and 100; Multiply by 1 and 0 Y5 Autumn Block 3 Step 1–3: Multiply and divide by 10, 100, 1,000; Multiples and factors Y6 Autumn Block 3 Step 1–3: Common factors; Common	Y4 NC: Multiply and divide whole numbers by 10 and 100; multiply by 1 and 0. Y5 NC: Multiply and divide numbers by 10, 100, 1,000; identify multiples and factors. Y6 NC: Identify common factors, multiples, and primes to 100.	Y4: Place value sliders to show multiplying/dividing by 10 and 100. Y5: Factor rainbows and multiple investigations. Y6: Prime number sieve up to 100; Venn diagram for factors/multiples. Mixed: Factor/multiple treasure hunt with differentiated challenges.	• Place value charts, counters, factor rainbow templates.	Y4: What is 240 ÷ 10? What is 36 × 0? Y5: List all factors of 36. Divide 5,600 by 100. Y6: What are the common factors of 18 and 24? Is 97 prime?	Y4: Multiply/divide by 10 and 100 securely. Y5: Confident with multiples/factors and scaling by 10, 100, 1,000. Y6: Secure with factors, multiples, primes to 100.	Y4: Explain why multiplying by 0 always gives 0. Y5: Prove 36 is divisible by 9 using factor pairs. Y6: Create a Venn diagram to show factors/multiples of 3 numbers.

multiples; Primes to 100						
• [White Rose Multiplication/Division Y4–Y6](https://whiteroseeducation.com/resources) • [TopMarks Factors & Multiples Game](https://www.topmarks.co.uk/maths-games/multiples-and-factors)						
Week 7 – Y4 Autumn Block 3 Step 4–6: Multiply/divide by 6, 7, 9; 7× table Y5 Autumn Block 3 Step 4–6: Square and cube numbers; Prime numbers Y6 Autumn Block 3 Step 4–6: Multiply up to 4-digit numbers by 2-digit numbers (long multiplication)	Y4 NC: Recall and use multiplication/division facts for 6, 7, 9 tables. Y5 NC: Recognise and use square/cube numbers; identify prime numbers. Y6 NC: Multiply multi-digit numbers up to 4 digits by 2-digit whole numbers using long multiplication.	Y4: Multiplication/division fact games using 6, 7, 9 tables. Y5: Build cube towers and arrays to explore square and cube numbers. Y6: Long multiplication guided practice then reasoning problems. Mixed: Times table relay with differentiated tasks.	• Times table grids, counters, cubes.	Y4: What is 7 × 9? 54 ÷ 6 = ? Y5: Write all cube numbers up to 100. Is 37 prime? Y6: Calculate 324 × 26.	Y4: Recall 6, 7, 9 multiplication/division facts. Y5: Confident identifying square/cube/prime numbers. Y6: Confident long multiplication with large numbers.	Y4: Prove 54 ÷ 6 = 9 using arrays. Y5: Explain why 1 is not prime. Y6: Solve multi-step reasoning problem using long multiplication.

• [TT Rockstars](https://ttrockstars.com) • [White Rose Y5 Powers Worksheets](https://whiteroseeducation.com/resources) • [White Rose Y6 Multiplication](https://whiteroseeducation.com/resources)						
Week 8 – Y4 Autumn Block 3 Step 7–9: Multiply 3 numbers; Efficient strategies; Written methods Y5 Autumn Block 3 Step 7–9: Multiply up to 4-digit numbers by 2-digit numbers Y6 Autumn Block 3 Step 7–9: Divide up to 4-digit numbers by 2-digit numbers (short/long division)	Y4 NC: Multiply three numbers together; choose efficient strategies. Y5 NC: Multiply multi-digit numbers by 2-digit numbers using formal written methods. Y6 NC: Divide up to 4-digit numbers by 2-digit numbers using short/long division.	Y4: Use cubes to show 2×3×4; explore commutativity. Y5: Guided long multiplication then independent practice. Y6: Guided long division with place value counters, progressing to abstract. Mixed: Group problem solving using multiplication/division facts.	• Counters, cubes, place value charts.	Y4: Calculate 2×3×5. Which is more efficient: (2×3)×5 or 2×(3×5)? Y5: 246 × 34 = ? Y6: 1,428 ÷ 12 = ?	Y4: Multiply 3 numbers and choose efficient strategies. Y5: Confident long multiplication of large numbers. Y6: Confident with long division of 4-digit by 2-digit.	Y4: Create a reasoning problem using 3-number multiplication. Y5: Explain errors in long multiplication calculation. Y6: Solve a multi-step division problem in context.

• [White Rose Multiplication/Division Y4–Y6](https://whiteroseeducation.com/resources) • [NRICH Multiplication & Division](https://nrich.maths.org/primary)						
Week 9 – Y4 Autumn Block 3 Step 10–12: Dividing with remainders; Word problems Y5 Autumn Block 3 Step 10–12: Divide up to 4-digit numbers by 1-digit numbers (remainders) Y6 Autumn Block 3 Step 10–12: Division with remainders; Interpret context (remainders, fractions, decimals)	Y4 NC: Divide numbers up to 4 digits by a 1-digit number, interpreting remainders. Y5 NC: Divide up to 4-digit numbers by a 1-digit number including with remainders. Y6 NC: Divide numbers interpreting remainders as whole numbers, fractions, or decimals.	Y4: Use counters to model division with remainders. Y5: Long division practice with remainders, linked to word problems. Y6: Solve division problems interpreting remainders in context (bus seats, sharing problems). Mixed: Differentiated problem-solving carousel.	• Place value counters, division templates.	Y4: 37 ÷ 5 = ? Y5: 4,832 ÷ 7 = ? Y6: 98 sweets shared between 6 children. How many each? Remainder as fraction.	Y4: Divide numbers with remainders using concrete/pictorial support. Y5: Confident dividing 4-digit numbers by 1-digit with remainders. Y6: Confident interpreting remainders in different forms.	Y4: Explain why 29 ÷ 6 = 4 remainder 5. Y5: Create a multi-step word problem involving remainders. Y6: Prove when to round up/down in division remainders depending on context.

• [White Rose Division Resources Y4–Y6](https://whiteroseeducation.com/resources) • [TopMarks Division Games](https://www.topmarks.co.uk/maths-games/division)						
Week 10 – Y4 Autumn Block 4 Step 1–3: Measure perimeter of rectilinear shapes Y5 Autumn Block 4 Step 1–3: Perimeter and area of rectangles; Area of compound shapes Y6 Autumn Block 4 Step 1–3: Area of parallelograms and triangles; Volume of cubes/cuboids	Y4 NC: Measure and calculate perimeter of rectilinear shapes. Y5 NC: Calculate and compare area/perimeter of rectangles and compound shapes. Y6 NC: Calculate area of triangles/parallelograms; volume of cubes/cuboids.	Y4: Measure classroom objects and calculate perimeter. Y5: Work out area of L-shapes and compare with rectangles. Y6: Calculate triangle and parallelogram area using formula; build cuboids to calculate volume. Mixed: Investigation – compare area/perimeter of playground designs.	• Rulers, squared paper, base-10, cubes.	Y4: Find perimeter of rectangle 6cm by 4cm. Y5: Calculate area of L-shape made from 2 rectangles. Y6: Find area of triangle base 10cm height 8cm.	Y4: Confident finding perimeter of rectilinear shapes. Y5: Confident finding area of compound shapes. Y6: Confident calculating area and volume using formulae.	Y4: Explain difference between perimeter and area. Y5: Prove area can be same but perimeter different. Y6: Solve multi-step problem linking area and volume.

• [White Rose Area & Perimeter Resources](https://whiteroseeducation.com/resources) • [NRICH Area Investigations](https://nrich.maths.org/primary)						
Week 11 – Y4 Autumn Block 4 Step 4–6: Area counting squares; Compare area Y5 Autumn Block 4 Step 4–6: Estimate and calculate area using cm²/m²; Irregular shapes Y6 Autumn Block 4 Step 4–6: Volume of cuboids using formula; Relate to capacity	Y4 NC: Find area by counting squares; compare areas. Y5 NC: Estimate/calculate area using cm²/m²; find area of irregular shapes. Y6 NC: Calculate volume of cuboids using formulae; relate to capacity.	Y4: Use squared paper to draw and count area. Y5: Estimate area of classroom floor; calculate irregular shapes using grids. Y6: Build cuboids with cubes and calculate volume using formula. Mixed: Area/volume investigation challenge.	• Squared paper, rulers, cubes, capacity containers.	Y4: What is area of rectangle 4 by 6 squares? Y5: Estimate and then measure area of table in cm². Y6: Find volume of cuboid 5×4×3.	Y4: Confident finding area by counting squares. Y5: Confident calculating area in cm²/m². Y6: Confident calculating volume and linking to capacity.	Y4: Compare two shapes with same area different perimeters. Y5: Prove estimate accuracy using calculation. Y6: Solve reasoning problem converting between cm³ and litres.
• [White Rose Area & Volume Y4–Y6](https://whiteroseeducation.com/resources)						
Week 12 – Y4 Autumn Block 5 Step 1–3: Recognise and	Y4 NC: Compare/classify 2D shapes; identify symmetry.	Y4: Shape sorting; symmetry mirror activity. Y5: Explore 3D nets	• Shape cut-outs, mirrors, nets, protractors.	Y4: Draw line of symmetry on square/rectangle .	Y4: Confident with symmetry and classifying 2D shapes.	Y4: Prove why some shapes have no lines of symmetry.

classify 2D shapes; Symmetry Y5 Autumn Block 5 Step 1–3: Identify 3D shapes from 2D representations ; Nets Y6 Autumn Block 5 Step 1–3: Draw 2D shapes to given dimensions/angles; Classify shapes by properties	Y5 NC: Identify 3D shapes from nets and 2D views. Y6 NC: Draw 2D shapes with given dimensions/angles; classify by properties.	and match to shapes. Y6: Use protractors to draw accurate triangles/quadrilaterals. Mixed: Shape investigation carousel.		Y5: Identify 3D shape from given net. Y6: Draw triangle with sides 6cm, 7cm, 8cm.	Y5: Confident recognising 3D shapes from 2D nets. Y6: Confident drawing/classifying shapes accurately.	Y5: Create and justify a net for a cube. Y6: Explain why quadrilaterals can be classified in different ways.
• [NRICH Shape Challenges](https://nrich.maths.org/primary) • [White Rose Geometry Resources](https://whiteroseeducation.com/resources)						
Week 13 – Autumn Term Review Week – Recap of Place Value, Four Operations, Fractions,	Y4 NC: Consolidate place value, addition/subtraction, multiplication/division, perimeter/area. Y5 NC: Consolidate	• Y4: Reasoning problems using 4-digit numbers and perimeter. • Y5: Multi-step problems using all four operations.	• White Rose end-of-block assessments.	Y4: Solve perimeter/operation problem. Y5: Solve reasoning with rounding and estimation.	All year groups consolidate Autumn term learning in fluency,	Challenge investigations linking topics across Autumn term.

Area/Perimeter Focus tailored for Y4, Y5, Y6 based on coverage	place value to 1,000,000; four operations; perimeter/area. Y6 NC: Consolidate place value to 10,000,000; four operations; area/volume.	• Y6: Complex reasoning involving large numbers, fractions, volume. • Mixed: Maths investigation carousel.		Y6: Solve multi-step reasoning across operations.	reasoning, problem solving.	
• [NRICH Investigations](https://nrich.maths.org/primary)						
Week 14 – Assessment & Investigation Week – White Rose assessments and open-ended problem solving	Summative assessment of Autumn term objectives for Y4, Y5, Y6.	• Complete White Rose Autumn assessments. • Open-ended problem solving tasks linked to Autumn content. • Outdoor maths trail investigation.	• White Rose assessment packs.	Y4–Y6: White Rose assessment papers plus teacher observation.	Summative assessment of Autumn learning; identification of strengths and gaps.	Extended problem-solving investigations applying Autumn objectives.
• [NRICH Open Investigations](https://nrich.maths.org/primary)						