EVEREST SPRING 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 Spring Block 1 Step 1–3: Factor pairs; Multiply/divide by 10 and 100; Related facts Y5 Spring Block 1 Step 1–3: Multiply 4-digit by 1-digit; Multiply 2-digit by 2-digit Y6 Spring Block 1 Step 1–3: Multiply 4-digit by 2-digit	Y4 NC: Recognise/use factor pairs; multiply/divide by 10/100. Y5 NC: Multiply numbers up to 4 digits by 1-digit and 2-digit numbers using formal methods. Y6 NC: Multiply multi-digit numbers up to 4 digits by 2-digit numbers	Y4: Find factor pairs using counters; explore related facts. Y5: Guided practice multiplying 2-digit by 2-digit numbers. Y6: Long multiplication practice with reasoning problems. Mixed: Factor hunt and multiplication relay.	• Counters, factor rainbow templates, place value counters.	Y4: List factor pairs of 36. Y5: Calculate 324 × 23. Y6: Multiply 4,562 × 27.	Y4: Secure with factor pairs, related facts. Y5: Confident with 2-digit × 2-digit multiplication. Y6: Confident long multiplication of 4-digit × 2-digit.	Y4: Prove that factors come in pairs. Y5: Explain error in a multiplication calculation. Y6: Solve multi-step reasoning problem involving long

(long multiplication)	using long multiplication.					multiplication.
• [White Rose Y4–Y6 Multiplication](https://whiteroseeducation.com/resources) • [NRICH Multiplication Problems](https://nrich.maths.org/primary)						
Week 2 – Y4 Spring Block 1 Step 4–6: Written methods for multiplication; Multiply 2-digit by 1-digit Y5 Spring Block 1 Step 4–6: Multiply 3-digit by 2-digit; Reasoning problems Y6 Spring Block 1 Step 4–6: Divide up to 4-digit by 2-digit (short/long division)	Y4 NC: Multiply 2-digit numbers by 1-digit using written methods. Y5 NC: Multiply 3-digit numbers by 2-digit numbers. Y6 NC: Divide 4-digit by 2-digit using long/short division.	Y4: Column multiplication with 2-digit × 1-digit. Y5: Long multiplication using 3-digit × 2-digit. Y6: Guided practice of short/long division then contextual problems. Mixed: Division/multiplication problem-solving carousel.	• Place value counters, squared paper.	Y4: 46 × 3 = ? Y5: 246 × 34 = ? Y6: 1,428 ÷ 12 = ?	Y4: Secure multiplying 2-digit × 1-digit. Y5: Confident with 3-digit × 2-digit. Y6: Confident long/short division of 4-digit by 2-digit.	Y4: Create a problem needing 2-digit × 1-digit. Y5: Explain reasoning for choosing multiplication method. Y6: Solve real-life division problem interpretin

						g remainder.
• [White Rose Multiplication/Division](https://whiteroseeducation.com/resources) • [TopMarks Division Games](https://www.topmarks.co.uk/maths-games/division)						
Week 3 – Y4 Spring Block 1 Step 7–9: Divide 2-digit by 1-digit; Problem solving with multiplication/division Y5 Spring Block 1 Step 7–9: Divide 4-digit by 1-digit; Remainders Y6 Spring Block 1 Step 7–9: Division with remainders; Fractions/decimals link	Y4 NC: Divide 2-digit by 1-digit using written methods. Y5 NC: Divide 4-digit by 1-digit including with remainders. Y6 NC: Interpret remainders as fractions/decimals in division problems.	Y4: Short division of 2-digit by 1-digit using counters. Y5: Short division practice with 4-digit ÷ 1-digit. Y6: Division in context – share amounts, interpret remainders. Mixed: Division relay challenge.	• Counters, place value grids.	Y4: 96 ÷ 4 = ? Y5: 4,832 ÷ 7 = ? Y6: 98 ÷ 6 = ? Give as remainder, fraction, decimal.	Y4: Divide 2-digit by 1-digit confidently. Y5: Divide 4-digit by 1-digit including with remainders. Y6: Interpret remainders flexibly in context.	Y4: Prove division fact using multiplication inverse. Y5: Create problem requiring short division with remainder. Y6: Justify choice of remainder form depending on context.

• [White Rose Division Resources](https://whiteroseeducation.com/resources) • [NRICH Division Investigations](https://nrich.maths.org/primary)						
Week 4 – Y4 Spring Block 2 Step 1–3: Fractions – Equivalent fractions Y5 Spring Block 2 Step 1–3: Fractions – Equivalent fractions; Mixed numbers Y6 Spring Block 2 Step 1–3: Fractions – Simplify fractions; Compare and order	Y4 NC: Recognise/show families of equivalent fractions. Y5 NC: Identify equivalent fractions; convert improper to mixed numbers. Y6 NC: Simplify fractions; compare/order fractions with different denominators.	Y4: Use fraction walls to explore equivalence. Y5: Convert improper fractions to mixed numbers using counters. Y6: Use common denominators to compare fractions. Mixed: Fraction wall investigation across year groups.	• Fraction walls, counters.	Y4: Shade 1/2 and 2/4 – what do you notice? Y5: Write 7/4 as a mixed number. Y6: Compare 3/5 and 7/12.	Y4: Recognise equivalent fractions. Y5: Convert between improper/mixed numbers. Y6: Confident comparing/simplifying fractions.	Y4: Prove 2/4 = 3/6 using diagrams. Y5: Create improper fractions equal to 2½. Y6: Solve reasoning problem comparing 3 fractions.
• [White Rose Fractions Y4–Y6](https://whiteroseeducation.com/resources) • [TopMarks Fraction Games](https://www.topmarks.co.uk/maths-games/7-11-years/fractions)						

Week 5 – Y4 Spring Block 2 Step 4–6: Fractions – Count in fractions; Add fractions Y5 Spring Block 2 Step 4–6: Fractions – Add and subtract fractions with same denominator Y6 Spring Block 2 Step 4–6: Fractions – Add and subtract with different denominators	Y4 NC: Count up/down in tenths; add fractions with same denominator. Y5 NC: Add/subtract fractions with same denominator and denominators that are multiples. Y6 NC: Add/subtract fractions with different denominators, mixed numbers.	Y4: Use fraction strips to add fractions. Y5: Add/subtract fractions using visual models. Y6: Add/subtract mixed numbers and improper fractions. Mixed: Partner challenges adding fractions with increasing complexity.	• Fraction strips, counters.	Y4: 1/4+2/4=? Y5: 3/8+4/8=? Y6: 2/3+5/12=?	Y4: Add fractions with same denominator. Y5: Add/subtract fractions with related denominators. Y6: Confident adding/subtracting fractions with unlike denominators.	Y4: Show 3 ways to make 1 using quarters. Y5: Create reasoning problem with denominators multiples of each other. Y6: Prove 1½+2/3=2 1/6 with diagrams.
• [White Rose Fractions Y4–Y6](https://whiteroseeducation.com/resources) • [NRICH Fractions Problems](https://nrich.maths.org/primary)						

Week 6 – Y4 Spring Block 2 Step 7–9: Subtract fractions; Recognise equivalent decimals Y5 Spring Block 2 Step 7–9: Fractions – Subtract fractions with denominators multiples; Fractions of amounts Y6 Spring Block 2 Step 7–9: Fractions – Multiply fractions by whole numbers and fractions	Y4 NC: Subtract fractions with same denominator; recognise decimal equivalents to 1/2, 1/4, 3/4. Y5 NC: Subtract fractions with denominators multiples; calculate fractions of amounts. Y6 NC: Multiply simple fractions by whole numbers; multiply pairs of fractions.	Y4: Subtract fractions using fraction strips; match fractions and decimals. Y5: Use arrays and bar models to find fractions of amounts. Y6: Multiply fractions with counters/area models, then abstract problems. Mixed: Fractions investigation day with differentiated tasks.	• Fraction strips, bar models, counters.	Y4: 3/4–1/4=? Write decimal for 3/4. Y5: Find 3/5 of 250. Y6: 2/3×3/4=?	Y4: Subtract fractions with same denominator; recognise decimal equivalents. Y5: Confident subtracting fractions and finding fractions of amounts. Y6: Multiply fractions by whole numbers and fractions confidently.	Y4: Show why 0.5=1/2 with diagrams. Y5: Create own problem involving fraction of amount. Y6: Prove multiplying two proper fractions gives a smaller product.

• [White Rose Fractions Y4–Y6](https://whiteroseeducation.com/resources) • [TopMarks Fractions Games](https://www.topmarks.co.uk/maths-games/7-11-years/fractions)						
Week 7 – Y4 Spring Block 3 Step 1–3: Decimals – Tenths and hundredths Y5 Spring Block 3 Step 1–3: Decimals – Place value, compare/order Y6 Spring Block 3 Step 1–3: Decimals – Multiply/divide decimals by 10, 100, 1,000	Y4 NC: Recognise/write decimal equivalents to tenths/hundredths. Y5 NC: Read, write, order, compare decimals to 3 decimal places. Y6 NC: Multiply/divide decimals by 10, 100, 1,000 giving 1-3 decimal place answers.	Y4: Represent tenths/hundredths with base-10 and grids. Y5: Ordering decimals on number lines. Y6: Multiply/divide decimals with place value grids and counters. Mixed: Decimal place value bingo.	• Place value grids, counters, base-10. •	Y4: Write 3/10 as a decimal. Y5: Order 1.24, 1.2, 1.204. Y6: 3.45×100=?	Y4: Recognise decimal equivalents for tenths/hundredths. Y5: Confident ordering/rounding decimals. Y6: Confident multiplying/dividing decimals by powers of 10.	Y4: Show 0.1=1/10 using place value chart. Y5: Prove 1.20=1.2. Y6: Explain why multiplying by 10 moves digits one place.
[White Rose Decimals Resources](https://whiteroseeducation.com/resources) • [NRICH Decimal Games](https://nrich.maths.org/primary)						

Week 8 – Y4 Spring Block 3 Step 4–6: Compare decimals; Round decimals Y5 Spring Block 3 Step 4–6: Decimals – Round to nearest whole and tenth; Decimals and fractions Y6 Spring Block 3 Step 4–6: Decimals – Multiply/divide decimals by integers; Problem solving	Y4 NC: Compare numbers with same number of decimal places; round decimals to whole. Y5 NC: Round decimals to nearest whole and tenth; link decimals/fractions. Y6 NC: Multiply/divide decimals by integers; solve problems with answers to 3dp.	Y4: Use number lines to compare/round decimals. Y5: Match decimals to equivalent fractions; rounding practice. Y6: Problem solving with decimal multiplication/division. Mixed: Round the decimal challenge game.	• Number lines, counters..	Y4: Which is bigger, 0.4 or 0.7? Round 2.6 to nearest whole. Y5: Write 0.75 as fraction. Round 3.46 to nearest tenth. Y6: 4.62×3=?	Y4: Compare/round decimals with 1dp. Y5: Confident rounding and linking decimals/fractions. Y6: Confident multiplying/dividing decimals in problems.	Y4: Show why 0.7>0.65 with number line. Y5: Prove 0.25=1/4. Y6: Explain error in multiplying decimal by integer.
• [TopMarks Decimals Games](https://www.topmarks.co.uk/maths-games/decimals) • White Rose Y4–Y6 Decimals resources						

Week 9 – Y4 Spring Block 4 Step 1–3: Money – Pounds and pence; Add/subtract money Y5 Spring Block 4 Step 1–3: Decimals – Percentages as fractions/decimals Y6 Spring Block 4 Step 1–3: Percentages – Fractions, decimals, percentages equivalence	Y4 NC: Recognise/write money using £ and p; add/subtract amounts using formal methods. Y5 NC: Recognise % symbol; link percentages with fractions/decimals. Y6 NC: Solve problems with % including finding % of amounts.	Y4: Role-play shop adding/subtracting amounts. Y5: Match card game linking % to fractions/decimals. Y6: Real-life % problems (discounts, test scores). Mixed: Shopping investigation with differentiated % discounts.	• Coins, price tags, shopping lists.	Y4: Add £3.45+£2.65. Y5: Write 25% as fraction and decimal. Y6: Find 15% of 240.	Y4: Confident adding/subtracting money. Y5: Confident linking % to fractions/decimals. Y6: Solve % problems accurately.	Y4: Give change from £10 with 2 items. Y5: Prove 50%=0.5. Y6: Create own % word problem and solve it.
• [TopMarks Percentages Games](https://www.topmarks.co.uk/maths-games/7-11-years/percentages) • [White Rose Money/Percentages](https://whiteroseeducation.com/resources)						

Week 10 – Y4 Spring Block 4 Step 4–6: Statistics – Interpret charts, bar charts, time graphs Y5 Spring Block 4 Step 4–6: Percentages – Find % of amounts; Problem solving Y6 Spring Block 4 Step 4–6: Percentages – Problems including % increase/decrease	Y4 NC: Interpret and present data using bar charts, pictograms, time graphs. Y5 NC: Find % of amounts; solve problems including simple % increase/decrease. Y6 NC: Solve problems involving % including comparisons, increases, decreases.	Y4: Create and interpret time graphs from class data. Y5: Calculate % discounts in shopping scenarios. Y6: Apply % increase/decrease to population/finance problems. Mixed: Data handling investigation using class survey.	• Graph paper, data sets.	Y4: Draw bar chart for favourite fruit survey. Y5: Find 35% of 200. Y6: A price rises from £80 to £100. What % increase?	Y4: Confident creating/interpreting graphs. Y5: Confident finding % of amounts. Y6: Solve % increase/decrease problems confidently.	Y4: Compare 2 graphs showing same data. Y5: Prove that 25% of 200=50. Y6: Solve multi-step finance problem using %.
• [White Rose Statistics/Percentages Resources](https://whiteroseeducation.com/resources) • [TopMarks Data Handling](https://www.topmarks.co.uk/maths-games/data-handling)						

Week 11 – Y4 Spring Block 5 Step 1–3: Decimals – Tenths/hundredths; Divide 1- and 2-digits by 10/100 Y5 Spring Block 5 Step 1–3: Decimals – Thousandths; Round decimals to 2dp Y6 Spring Block 5 Step 1–3: Algebra – Use simple formulae; Substitute values	Y4 NC: Recognise/write decimal equivalents of tenths/hundredths; divide numbers by 10/100. Y5 NC: Recognise/compare thousandths; round decimals to 2dp. Y6 NC: Use simple formulae; substitute values in expressions.	Y4: Use place value charts dividing by 10/100. Y5: Work with thousandths on number lines. Y6: Substitute values in formulae for perimeter/area. Mixed: Decimal/algebra reasoning investigation.	• Place value charts, counters.	Y4: Write 7/10 as decimal. Y5: Round 3.276 to 2dp. Y6: If a=5, b=2, evaluate 3a+b.	Y4: Divide numbers by 10/100 and link to decimals. Y5: Confident with thousandths and rounding. Y6: Use formulae and substitute values confidently.	Y4: Explain why dividing by 10 moves digits. Y5: Prove 0.375=3/8. Y6: Create a formula to represent a real-life context.
• [White Rose Decimals/Algebra Resources](https://whiteroseeducation.com/resources)						

Week 12 – Y4 Spring Block 5 Step 4–6: Decimals – Compare decimals; Round decimals Y5 Spring Block 5 Step 4–6: Decimals – Order/compare; Problem solving Y6 Spring Block 5 Step 4–6: Algebra – Solve simple equations	Y4 NC: Compare numbers with same number of decimal places up to 2dp. Y5 NC: Order and compare numbers with up to 3dp. Y6 NC: Solve simple equations with 1 variable.	Y4: Compare decimals using number lines. Y5: Order decimals to 3dp. Y6: Solve equations using bar models and balance method. Mixed: Investigation day – decimals and algebra links.	• Number lines, balance scales.	Y4: Which is bigger: 0.62 or 0.56? Y5: Order 1.23, 1.203, 1.32. Y6: Solve 2x+5=15.	Y4: Confident comparing decimals. Y5: Confident ordering decimals. Y6: Confident solving simple equations.	Y4: Show 0.7>0.65 on a line. Y5: Explain why 1.20=1.2. Y6: Create and solve own equation.
• [White Rose Decimals/Algebra Resources](https://whiteroseeducation.com/resources) • [NRICH Algebra Problems](https://nrich.maths.org/primary)						
Week 13 – Spring Term Review – Consolidation of Multiplication/Division, Fractions,	Consolidate Spring term NC objectives for Y4, Y5, Y6.	• Y4: Problem solving with multiplication/division and fractions. •	• White Rose end-of-block assessme	Y4: Solve multiplication/fraction reasoning	All: Consolidate Spring knowledge across strands.	Extended investigations applying multiple

Decimals, % and Algebra		Y5: Mixed reasoning with fractions, decimals, %. • Y6: Algebra and % multi-step reasoning tasks. • Mixed: Whole-class investigation carousel.	nts.	problem. Y5: Solve problem linking decimals and %. Y6: Solve problem combining algebra and %.		Spring term topics.
Week 14 – Spring Assessment & Investigation Week	Summative assessment of Spring term objectives Y4–Y6.	• White R• [NRICH Problem Solving](https://nrich.maths.org/primary)ose assessments. • Open-ended problem solving investigations. • Outdoor maths challenge.	• White Rose assessments.	Y4–Y6: White Rose assessment papers + teacher observations.	Summative assessment of Spring knowledge Y4–Y6.	Extended reasoning problems applying learning in new contexts.
• [NRICH Investigations](https://nrich.maths.org/primary)						