



EVEREST SUMMER 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 Summer Block 1 Step 1–3: Decimals – Tenths/hundredths; Divide by 10/100 Y5 Summer Block 1 Step 1–3: Decimals – Percentages as fractions/decimals Y6 Summer Block 1 Step 1–3: Algebra – Forming and solving expressions	Y4 NC: Recognise/write decimal equivalents of tenths/hundredths; divide numbers by 10/100. Y5 NC: Recognise % symbol; link % to fractions/decimals. Y6 NC: Use simple formulae; form expressions using symbols and numbers.	Y4: Place value grids to show tenths/hundredths; divide by 10/100. Y5: Card sort matching fractions, decimals, %. Y6: Write expressions for perimeter/area; substitute values. Mixed: Fractions-decimals-% treasure hunt.	<ul style="list-style-type: none"> Place value grids, counters, cards. [White Rose Decimals/Algebra](https://whiteroseeducation.com/resources) [NRICH Fractions/Decimals/Percentages](https://nrich.maths.org/primary) 	Y4: Write 7/10 as decimal. Y5: Write 25% as fraction and decimal. Y6: If $a=5$, $b=3$, write expression for $2a+b$.	Y4: Confident with tenths/hundredths as decimals. Y5: Secure linking % to fractions/decimals. Y6: Confident forming and using algebraic expressions.	Y4: Prove $0.1=1/10$ using diagrams. Y5: Show $50%=1/2$ using multiple representations. Y6: Create formula for perimeter of n-sided polygon.

<p>Week 2 – Y4 Summer Block 1 Step 4–6: Compare decimals; Round decimals Y5 Summer Block 1 Step 4–6: Decimals – Rounding to whole/tenth; Problem solving Y6 Summer Block 1 Step 4–6: Algebra – Simplify expressions; Solve 1-step equations</p>	<p>Y4 NC: Compare decimals with same number of decimal places; round decimals to whole. Y5 NC: Round decimals to nearest whole/tenth; solve problems. Y6 NC: Simplify expressions; solve simple equations.</p>	<p>Y4: Compare decimals using number lines. Y5: Round decimals in measurement contexts. Y6: Balance method to solve simple equations. Mixed: Decimal/algebra a puzzle challenges.</p>	<ul style="list-style-type: none"> • Number lines, balance scales. • [TopMarks Decimals Games](https://www.topmarks.co.uk/maths-games/decimals) • [White Rose Algebra Resources](https://whiteroseeducation.com/resources) 	<p>Y4: Which is greater: 0.7 or 0.65? Round 2.6 to nearest whole. Y5: Round 3.46 to nearest tenth. Y6: Solve $2x+5=15$.</p>	<p>Y4: Compare/round decimals with 1dp. Y5: Round decimals to whole/tenth in problems. Y6: Confident simplifying and solving 1-step equations.</p>	<p>Y4: Prove $0.7 > 0.65$. Y5: Show why rounding $3.46 = 3.5$ to nearest tenth. Y6: Create own 1- step equation and solve it.</p>
<p>Week 3 – Y4 Summer Block 2 Step 1–3: Money – Pounds and pence;</p>	<p>Y4 NC: Recognise/write money using £ and p; add/subtract amounts.</p>	<p>Y4: Role play shop adding/subtracting amounts. Y5: Calculate % discounts in</p>	<ul style="list-style-type: none"> • Coins, price tags, bar models. • [TopMarks Money Games](https://www.topmarks.co.uk/money) • [White Rose Ratio 	<p>Y4: Add $£3.45 + £2.65$. Y5: Find 35% of 200.</p>	<p>Y4: Add/subtract money using formal methods. Y5: Confident</p>	<p>Y4: Work out change from £10 for 2 items.</p>

<p>Add/subtract money</p> <p>Y5 Summer Block 2 Step 1–3: Percentages – Find % of amounts; Problem solving</p> <p>Y6 Summer Block 2 Step 1–3: Ratio – Use ratio language; Ratio problems</p>	<p>Y5 NC: Find % of amounts; solve percentage problems.</p> <p>Y6 NC: Use ratio language; solve problems involving ratio.</p>	<p>shopping contexts.</p> <p>Y6: Use bar models to solve ratio problems.</p> <p>Mixed: Shopping investigation with ratio/% challenges.</p>	<p>Resources](https://whiteroseeducation.com/resources)</p>	<p>Y6: Simplify ratio 12:8.</p>	<p>finding % of amounts.</p> <p>Y6: Confident solving ratio problems.</p>	<p>Y5: Create word problem using %.</p> <p>Y6: Create reasoning problem with 3-part ratio.</p>
<p>Week 4 – Y4 Summer Block 2 Step 4–6: Time – Read/write analogue and digital; Convert units</p> <p>Y5 Summer Block 2 Step</p>	<p>Y4 NC: Read, write, convert time between analogue/digital; solve time problems.</p> <p>Y5 NC: Identify/measure angles; compare acute,</p>	<p>Y4: Practise telling time to nearest 5 minutes.</p> <p>Y5: Use protractors to measure/draw angles.</p> <p>Y6: Bar model ratio problems</p>	<ul style="list-style-type: none"> • Clocks, protractors, bar models. • [TopMarks Time Games](https://www.topmarks.co.uk/time/teaching-clock) • [NRICH Ratio Problems](https://nrich.maths.org/primary) 	<p>Y4: What time is 2 hours after 3:15?</p> <p>Y5: Measure angle shown (use</p>	<p>Y4: Confident reading/writing analogue/digital time.</p> <p>Y5: Confident identifying/measuring angles.</p> <p>Y6: Confident solving ratio</p>	<p>Y4: Prove 60 minutes=1 hour.</p> <p>Y5: Explain difference between acute/obtuse angles.</p>

<p>4–6: Geometry – Properties of shape; Identify angles Y6 Summer Block 2 Step 4–6: Ratio – Solve ratio problems; Link to fractions</p>	<p>obtuse, reflex. Y6 NC: Solve ratio problems using fractions/multipl es.</p>	<p>linking to fractions. Mixed: Time/geometry /ratio outdoor investigation.</p>		<p>protract or). Y6: Share £60 in ratio 2:3.</p>	<p>problems with fractions.</p>	<p>Y6: Prove ratio 2:3=4:6 using fractions.</p>
<p>Week 5 – Y4 Summer Block 2 Step 7–9: Statistics – Interpret and present charts; Problem solving Y5 Summer Block 2 Step 7–9: Geometry – Identify 3D</p>	<p>Y4 NC: Interpret/presen t data using bar charts/pictogra ms/tables. Y5 NC: Identify 3D shapes from nets; estimate/calcula te volume. Y6 NC: Solve scaling problems</p>	<p>Y4: Create class bar chart and interpret. Y5: Explore nets and build 3D models. Y6: Solve scaling recipe problems. Mixed: Group project combining</p>	<ul style="list-style-type: none"> • Graph paper, nets, cubes. • [White Rose Statistics/Geometry](https://whiteroseeducation.com/resources) • [NRICH Scaling Problems](https://nrich.maths.org/primary) 	<p>Y4: Draw bar chart for favourite fruit survey. Y5: Identify shape from given net. Y6: Scale recipe</p>	<p>Y4: Confident interpreting/pr esenting data. Y5: Confident recognising 3D shapes/nets. Y6: Confident solving scaling problems.</p>	<p>Y4: Compare 2 graphs with same data. Y5: Create net for cube/pris m and justify. Y6: Prove ratio scaling</p>

shapes from nets; Volume Y6 Summer Block 2 Step 7–9: Ratio – Scaling problems	involving ratio and proportion.	data, shape, and scaling.		for 4 people to 10.		using bar models.
Week 6 – Y4 Summer Block 3 Step 1–3: Geometry – Identify angles; Compare/classify shapes Y5 Summer Block 3 Step 1–3: Geometry – Angles; Estimate and measure; Draw given angles Y6 Summer Block 3 Step 1–3:	Y4 NC: Identify acute/obtuse/right angles; compare/classify shapes. Y5 NC: Estimate/measure/draw angles to nearest degree; use protractor. Y6 NC: Draw 2D shapes using given dimensions/angles; classify shapes by properties.	Y4: Angle hunt in classroom/outdoors; classify shapes. Y5: Use protractors to measure/draw angles accurately. Y6: Draw accurate triangles/quadrilaterals; classify shapes. Mixed: Geometry carousel with differentiated	<ul style="list-style-type: none"> • Protractors, rulers, shape sets. • [White Rose Geometry Y4–Y6](https://whiteroseeducation.com/resources) • [NRICH Angle Problems](https://nrich.maths.org/primary) 	Y4: Identify angle in triangle as acute/obtuse. Y5: Measure angle using protractor. Y6: Draw triangle with sides 6cm,	Y4: Recognise angles and classify shapes. Y5: Measure/draw angles accurately. Y6: Draw/classify shapes by properties.	Y4: Explain why square has 4 right angles. Y5: Prove triangle angles total 180°. Y6: Explain why some quadrilaterals fit more than one category.

Geometry – Draw 2D shapes; Classify by properties		angle/shape challenges.		7cm, 8cm.		
Week 7 – Y4 Summer Block 3 Step 4–6: Symmetry; Quadrilaterals ; Triangles Y5 Summer Block 3 Step 4–6: Geometry – Angles in polygons; Regular vs irregular polygons Y6 Summer Block 3 Step 4–6: Geometry – Find unknown	Y4 NC: Identify lines of symmetry; recognise quadrilaterals/tri angles. Y5 NC: Calculate angles in polygons; distinguish regular/irregular polygons. Y6 NC: Find unknown angles in triangles, quadrilaterals, and regular polygons.	Y4: Use mirrors to explore symmetry in shapes. Y5: Use formula to calculate angles in polygons. Y6: Solve for unknown angles using properties. Mixed: Symmetry and polygon investigation project.	<ul style="list-style-type: none"> • Mirrors, shape cut-outs, protractors. • [TopMarks Symmetry Games](https://www.topmarks.co.uk/symmetry) • White Rose Geometry Y4–Y6. 	Y4: Draw line of symmetr y on rectangl e. Y5: Find sum of interior angles of pentago n. Y6: Find missing angle in triangle with 40° and 90°.	Y4: Confident identifying symmetry, triangles, quadrilaterals. Y5: Confident calculating angles in polygons. Y6: Confident solving missing angle problems.	Y4: Prove why a square has 4 symmetry lines. Y5: Explain difference between regular/irr egular polygons. Y6: Write reasoning problem involving missing angles.

angles using properties						
Week 8 – Y4 Summer Block 4 Step 1–3: Position & direction – Describe positions; Plot coordinates Y5 Summer Block 4 Step 1–3: Position & direction – Translation; Reflection Y6 Summer Block 4 Step 1–3: Position & direction – Four quadrants; Translation/reflection	Y4 NC: Describe positions on 2D grid; plot points in first quadrant. Y5 NC: Identify/describe positions after translation/reflection. Y6 NC: Describe positions in all 4 quadrants; reflections/translations.	Y4: Plot coordinates in first quadrant. Y5: Translate/reflect shapes on coordinate grids. Y6: Work with coordinates in 4 quadrants. Mixed: Outdoor treasure map coordinate game.	<ul style="list-style-type: none"> Graph paper, coordinate grids. [TopMarks Coordinates Games](https://www.topmarks.co.uk/maths-games/coordinates) White Rose Position & Direction. 	Y4: Plot (3,5). Y5: Translate square 3 right, 2 up. Y6: Reflect point (-3,2) in y-axis.	Y4: Plot/describe positions in 1st quadrant. Y5: Confident translating/reflecting shapes. Y6: Confident with 4-quadrant coordinates and transformations.	Y4: Create shape by plotting coordinates. Y5: Prove shape remains congruent after reflection. Y6: Explain why translation does not affect orientation.
Week 9 – Y4 Summer Block	Y4 NC: Interpret/present	Y4: Create bar charts from	<ul style="list-style-type: none"> Graph paper, measuring jugs, rulers. [White Rose Measurement Y4– 	Y4: Draw bar chart	Y4: Confident creating/interpreting	Y4: Compare

<p>5 Step 1–3: Statistics – Interpret charts, bar charts, time graphs Y5 Summer Block 5 Step 1–3: Measurement – Convert units; Estimate volume/capacity Y6 Summer Block 5 Step 1–3: Measurement – Convert units; Miles and km</p>	<p>t data using bar charts, pictograms, time graphs. Y5 NC: Convert between units of measure; estimate volume/capacity . Y6 NC: Convert between miles/km; solve problems with conversions.</p>	<p>class data. Y5: Convert between metric units; estimate capacity using containers. Y6: Convert between miles and km; distance problem solving. Mixed: Measurement/statistics investigation.</p>	<p>Y6](https://whiteroseeducation.com/resources) • [NRICH Measurement Problems](https://nrich.maths.org/primary)</p>	<p>for survey data. Y5: Convert 3.5m to cm. Y6: Convert 10 miles to km (1 mile=1.6 km).</p>	<p>retting bar/time graphs. Y5: Confident converting units and estimating volume. Y6: Confident converting miles/km and solving related problems.</p>	<p>data sets using graphs. Y5: Design problem requiring conversion between 2 units. Y6: Justify choice of miles or km in context.</p>
<p>Week 10 – Y4 Summer Block 5 Step 4–6: Geometry – Identify lines</p>	<p>Y4 NC: Identify lines of symmetry in 2D shapes; complete</p>	<p>Y4: Use mirrors to explore symmetry; complete shapes.</p>	<p>• Mirrors, shape cut-outs, nets, cubes. • [TopMarks Symmetry](https://www.topmarks.co.uk/symmetry) • [White Rose</p>	<p>Y4: Draw symmetry lines on square</p>	<p>Y4: Confident with symmetry in 2D shapes. Y5: Confident recognising 3D</p>	<p>Y4: Prove which shapes cannot have</p>

of symmetry; Complete symmetric figures Y5 Summer Block 5 Step 4–6: Geometry – Identify 3D shapes from 2D representations; Volume Y6 Summer Block 5 Step 4–6: Geometry – Draw nets of 3D shapes; Volume and capacity	symmetric figures. Y5 NC: Identify 3D shapes from 2D representations; estimate/calculate volume. Y6 NC: Draw nets of 3D shapes; calculate volume/capacity .	Y5: Match 2D views with 3D shapes; build models. Y6: Draw and construct nets; calculate volumes of cuboids. Mixed: Symmetry/3D shape investigation.	Geometry/Volume](https://whiteroseeducation.com/resources)	and hexagon. Y5: Identify shape from net. Y6: Find volume of cuboid 5×4×3.	shapes/nets, volume. Y6: Confident drawing nets and calculating volume.	symmetry. Y5: Create/justify net for cube. Y6: Design a box with given volume.
Week 11 – Y4 Summer Block 6 Step 1–3: Position & Direction – Plot	Y4 NC: Describe positions on 2D grid; plot coordinates in 1st quadrant. Y5 NC:	Y4: Plot and describe simple coordinates. Y5: Reflect/translate shapes across	<ul style="list-style-type: none"> Graph paper, coordinate grids. [TopMarks Coordinates](https://www.topmarks.co.uk/maths-games/coordinates) White Rose Position & Direction. 	Y4: Plot (3,5). Y5: Translate shape 3 right, 2	Y4: Plot/describe positions in 1st quadrant. Y5: Confident reflecting/trans	Y4: Create shape by plotting coordinates. Y5: Prove

<p>coordinates; Describe movements Y5 Summer Block 6 Step 1–3: Position & Direction – Reflect/translate shapes on coordinate grid Y6 Summer Block 6 Step 1–3: Position & Direction – Describe positions in all 4 quadrants; Translate/reflect</p>	<p>Reflect/translate shapes on coordinate grid. Y6 NC: Describe positions in all 4 quadrants; reflections/translations.</p>	<p>axes. Y6: Work with coordinates in 4 quadrants. Mixed: Outdoor treasure map activity.</p>		<p>up. Y6: Reflect (-3,2) in y-axis.</p>	<p>lating shapes. Y6: Confident with 4-quadrant transformations.</p>	<p>reflection preserves congruence. Y6: Explain why translations don't affect orientation.</p>
<p>Week 12 – Y4 Summer Block 6 Step 4–6: Time – Convert units of time; Solve problems</p>	<p>Y4 NC: Convert between different units of time; solve time problems. Y5 NC: Convert between metric</p>	<p>Y4: Convert hours/minutes; word problems. Y5: Convert m to cm, l to ml; capacity estimation.</p>	<ul style="list-style-type: none"> • Clocks, measuring jugs, rulers. • [White Rose Measurement](https://whiteroseeducation.com/resources) • [NRICH 	<p>Y4: How many minutes in 3 hours? Y5: Convert</p>	<p>Y4: Confident converting/solving time problems. Y5: Confident converting metric units</p>	<p>Y4: Explain why 60 seconds=1 minute. Y5: Design problem involving</p>

<p>Y5 Summer Block 6 Step 4–6: Measurement – Convert units; Estimate/calculate volume/capacity</p> <p>Y6 Summer Block 6 Step 4–6: Measurement – Convert units; Problems involving metric/imperial</p>	<p>units; estimate/calculate volume.</p> <p>Y6 NC: Convert between metric/imperial; solve conversion problems.</p>	<p>Y6: Convert miles\leftrightarrowkm; solve problems with imperial measures.</p> <p>Mixed: Class timetable and measurement investigation.</p>	<p>Measurement](https://nrich.maths.org/primary)</p>	<p>3.5m to cm.</p> <p>Y6: Convert 10 miles to km (1 mile=1.6 km).</p>	<p>and estimating capacity.</p> <p>Y6: Confident converting between metric/imperial .</p>	<p>metric conversion .</p> <p>Y6: Justify when to use miles or km in context.</p>
<p>Week 13 – Summer Term Review Week – Consolidation of Decimals, Percentages,</p>	<p>Consolidate Summer NC objectives Y4–Y6.</p>	<ul style="list-style-type: none"> • Y4: Review decimals, money, time problems. • Y5: Review percentages, geometry, 	<ul style="list-style-type: none"> • White Rose assessments. • [NRICH Investigations](https://nrich.maths.org/primary) 	<p>Y4: Solve decimal/time reasoning problem.</p> <p>Y5: Solve</p>	<p>All: Secure consolidation of Summer learning.</p>	<p>Cross-topic investigations requiring</p>

Geometry, Statistics, Measurement		<p>measurement.</p> <ul style="list-style-type: none"> • Y6: Review ratio, algebra, measurement, geometry. • Mixed: Maths investigation carousel. 		%/geom etry problem. Y6: Solve ratio/alg ebra problem.		multiple strategies.
Week 14 – Summer Assessment & Investigation Week	Summative assessment of Summer NC objectives Y4– Y6.	<ul style="list-style-type: none"> • White Rose assessments. • Open-ended investigations. • Outdoor maths challenges. 	<ul style="list-style-type: none"> • White Rose assessment packs. • [NRICH Investigations](https://nrich.maths.org/primary) 	Y4–Y6: Comple te White Rose assessm ents; teacher observat ions.	Summative assessment of Summer objectives Y4– Y6.	Extended investigati ons applying multiple strands of learning.