

# Class 2 Essential Knowledge

Spring 1 2026

# Spellings

## Spring 1 Year A Weekly Spelling List

Visit our website to see ways  
you can support at home.

### **WEEK 1: Statutory Word List Revision (Y3/4)**

busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue

Challenge: according, bruise, communicate, competition, curiosity

### **WEEK 2: Adding Suffixes**

nicer, nicest, later, writer, playful, hopeful, careful, hopeless, careless, kindness, sadness, happiness

### **WEEK 3: Prefixes mis- and re-**

misbehave, mistake, mislead, misread, misspell, misplace

redo, rewrite, retake, rebuild, reappear, return

### **WEEK 4: The /ɪ/ sound spelt 'y'**

gym, gymnastics, pyramid, mystery, myth, Egypt, cygnet, mystic, synonym, mythical, symbol, mysterious

### **WEEK 5: Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que'**

fatigue, catalogue, league, tongue, antique, unique, mosque, plaque, cheque, grotesque, picturesque, boutique

### **WEEK 6: Homophones**

scene, seen, mail, male, bawl, ball, plane, plain, wear, where, some, sum

### **WEEK 7: Statutory Word List Revision (Y3/4)**

believe, bicycle, breath, breathe, build, famous, favourite, February, forward, forwards, fruit

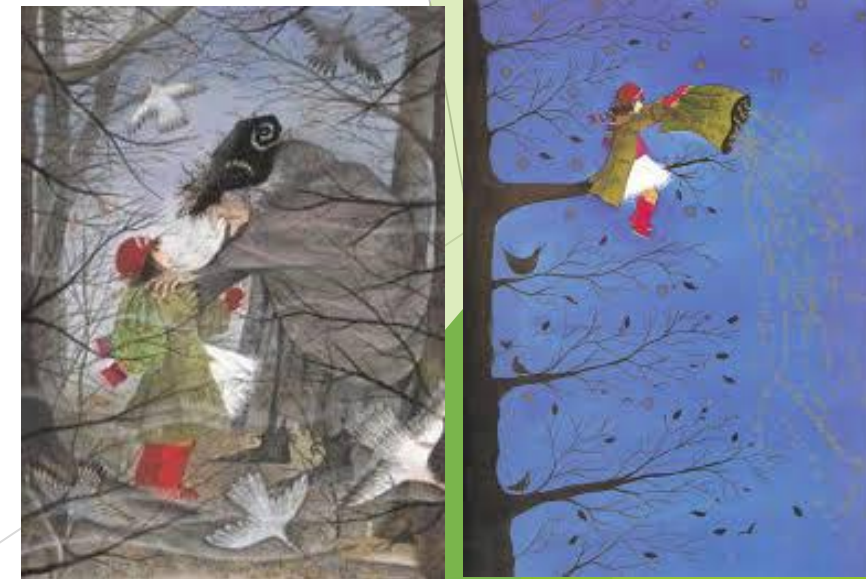
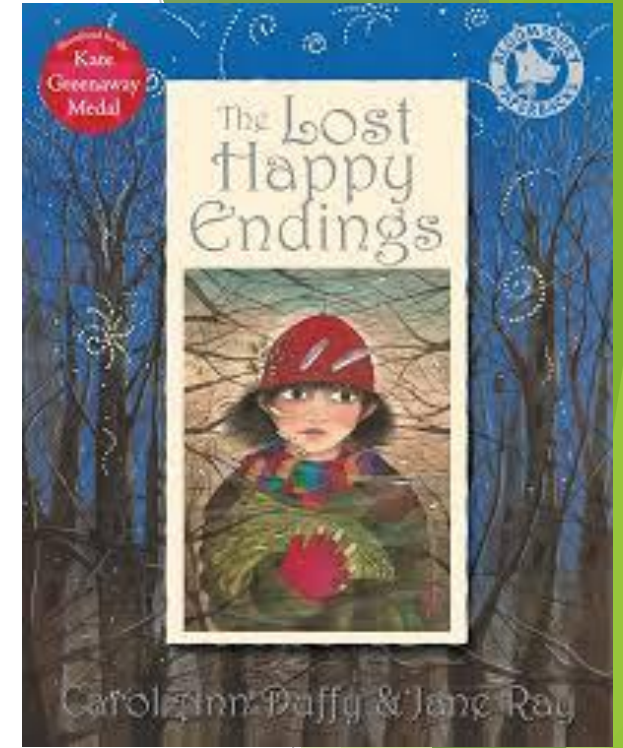
Challenge: achieve, average, bargain, familiar, forty

Spelling  
Homework will  
continue as  
last half-term.  
Sent home on  
a Thursday  
and due the  
next Thursday.  
Children are  
rewarded with  
Dojos for  
completion.

# Writing

In English we are reading the text 'The Lost Happy Endings' by Carol Duffy.

<b>F</b>
<b>Vehicle Text</b>
<b>The Lost Happy Endings by Carol Ann Duffy</b>
<b>Writing Outcomes &amp; Writing Purposes</b>
<b>Narrative Outcome:</b> Twisted Narrative <b>Purpose:</b> To narrate
<b>Non-fiction Outcome:</b> Letter <b>Purpose:</b> To persuade
<b>Grammar: Word</b>
<b>Build on previous units &amp; focus on:</b> Grammatical difference between plural and possessive -s Indicating possession by using the possessive apostrophe with plural nouns (WO2) Develop understanding of Standard English forms for verb inflections instead of local spoken forms
<b>Grammar: Sentence</b>
<b>Build on previous units &amp; focus on:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials
<b>Grammar: Text</b>
Paragraphs to organise ideas around a theme
<b>Grammar: Punctuation</b>
<b>Build on previous units &amp; focus on:</b> Using commas after fronted adverbials Use of a comma after the reporting clause and use of end punctuation within inverted commas



# Maths - Ms Gregory

## Week 1 & 2 - Multiplication A Continued ...

**Step 10** The 3, 6 and 9 times-tables

**Step 11** The 7 times-table

**Step 12** The 11 times-table

**Step 13** The 12 times-table

**Step 14** Multiply by 1 and 0

**Step 15** Divide a number by 1 and itself

## Week 3, 4, 5 & 6 - Multiplication B

**Step 1** Factor pairs

**Step 2** Multiply and divide by 10 and 100

**Step 3** Reasoning about multiplication

**Step 4** Multiply three numbers

**Step 5** Efficient multiplication

**Step 6** Scaling

**Step 7** Correspondence problems

Please log on to Times Tables Rockstars (TTRS) as much as possible! The statutory MTC (Multiplication Tables Check) online test is used in Year 4 to assess the children's instant recall of multiplication facts up to  $12 \times 12$ .

**Step 8** Multiply up to a 3-digit number by a 1-digit number – no exchange

**Step 9** Multiply up to a 3-digit number by a 1-digit number – with exchange

**Step 10** Related calculations – multiplication and division

**Step 11** Divide by a 1-digit number – flexible partitioning

**Step 12** Divide up to a 3-digit number by a 1-digit number – no exchange

**Step 13** Divide up to a 3-digit number by a 1-digit number – with exchange

**Step 14** Divide up to a 3-digit number by a 1-digit number – with remainders

# Maths - Mrs Shaw

**Step 6** What is perimeter?

**Step 7** Calculate perimeter

**Step 8** Perimeter of rectilinear shapes

**Step 9** Calculate perimeter of rectilinear shapes

**Step 10** Perimeter of polygons

## Key questions

- What does “perimeter” mean?
- How do you know that you have measured all the sides?
- Do you need to measure all the sides? How do you know?
- Can two different shapes have the same perimeter? How do you know?

## Key questions

- What is the difference between a regular and an irregular polygon?
- Are any of the sides the same length?
- How can you work out the perimeter more efficiently?
- If the shape is symmetrical, how can this help you to work out some of the unknown side lengths?

# Science - Chemistry

## Particle model

### The big picture

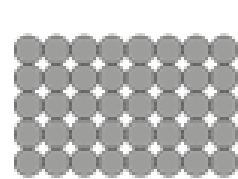
Matter is what everything in the world is made of.

Matter exists in one of three states: solids, liquid and gases. Substances can change from one state of matter to another.

All matter is made up of tiny parts called particles.

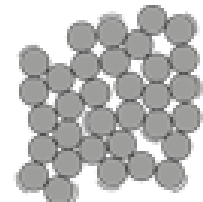
### Changing states

In a **solid**, the particles are close together and are unable to move away from their neighbors.



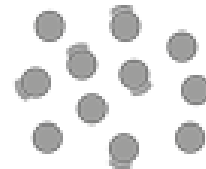
solid

In a **liquid**, the particles are close, but they can slide past each other.



liquid

In a **gas**, the particles are far apart and can move freely.



gas

melting



freezing

evaporation



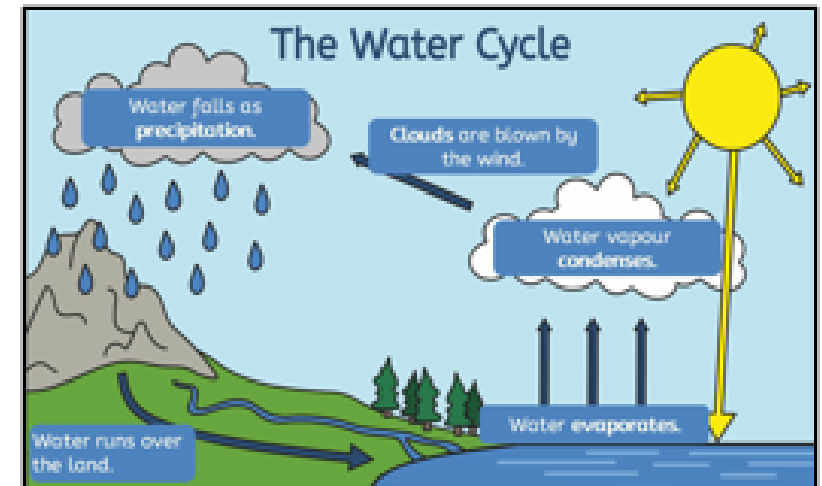
condensation

- Solids have a fixed shape; they cannot flow. Solids cannot be compressed.
- Liquids can flow and take the shape of the bottom of the container they are in. They cannot be compressed.
- Gases can flow and fill the container that they are in. They can be compressed.

### Key vocabulary

- **condensation** (noun): the process in which a substance changes from a gas to a liquid
- **evaporation** (noun): the process in which a substance changes from a liquid to a gas
- **freezing** (noun): when a liquid turns into a gas
- **melting** (noun): a process by which solids turn into liquids
- **particle** (noun): the smallest parts of matter
- **precipitation** (noun): water falling to the Earth's surface as rain, snow, sleet or hail
- **temperature** (noun): a measure of how hot or cold something is

### The water cycle



# PSHE - Exploring Emotions

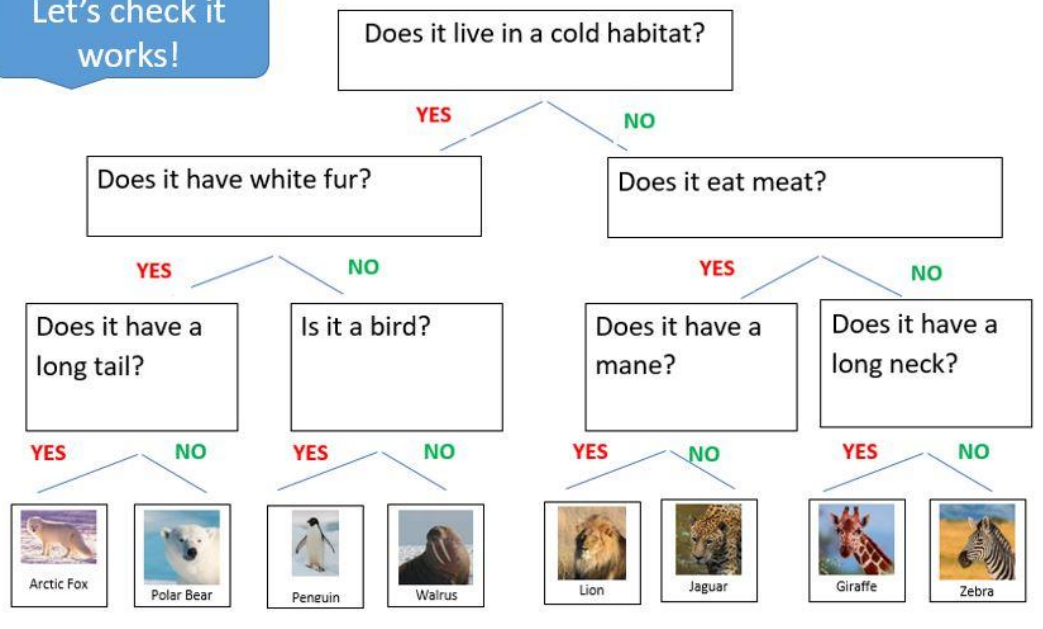
In PSHE, we are going to look at identifying different feelings, when different types of feelings might occur and a range of strategies to respond to them.

We will reflect on how we can name and cope with our own feelings as well as how to recognise them in others and ways in which we can help other people with their feelings too.



# Computing - Branching Databases

Let's check it  
works!



► The children will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects.

► The children will create physical and on-screen branching databases.

► To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.

# French - The Home

## Key Vocabulary:

la maison (*the house*)

le jardin (*the garden*)

l'entrée (*the entrance*)

le salon (*the living room*)

la salle à manger (*the dining room*)

la cuisine (*the kitchen*)

la salle de bain (*the bathroom*)

la chambre (*the bedroom*)

les toilettes (*the toilet/restroom*)

le garage (*the garage*)

le chien (*the dog*)

le chat (*the cat*)

la tortue (*the tortoise*)

la souris (*the mouse*)

Chez moi (*At home/At my house*)

papa (*dad/daddy*)

maman (*mom/mummy*)

J'habite... (*I live...*)

dans une maison (*in a house*)

dans un appartement (*in a flat*)

à la campagne (*in the countryside*)

à la montagne (*in the mountains*)

à la mer (*by the seaside*)

en ville (*in a city*)

Où habites-tu? (*Where do you live?*)

J'habite... (*I live...*)

Où est...? (*Where is...?*)

"... est dans le/la/aux..." (*...is in the...*)

Qu'est ce que c'est? (*What is it?*)

# R.E - What do different people believe about God?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.

The investigation implements the **principal aim of RE**, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

## **Strand: Believing**

### **Questions in this thread:**

- 1.1-3 Who is Christian / Muslim / Jewish and what do they believe?
- U2.1 Why do some people believe God exists?
- 3.2 Do we need to prove God's existence?

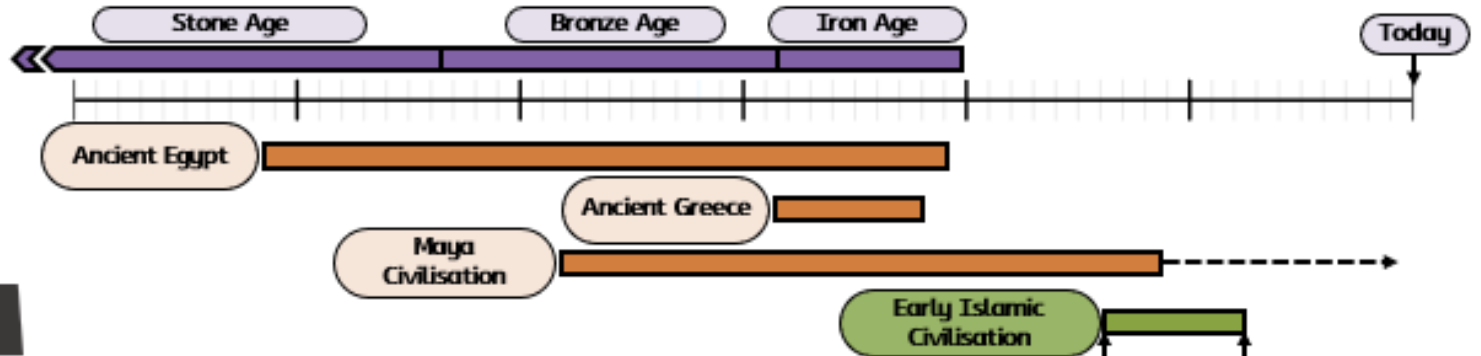
### **Religions and worldviews**

Christians, Hindus or Muslims (other examples can be selected by the school)

# History

## Early Islamic Civilisation

### Timeline



### Geography



The boundaries of the empire changed over time. At its peak (shown here), the empire covered parts of Asia, Africa and Europe.

610 (7<sup>th</sup> century)  
Muhammad starts delivering message of Islam

1258  
Baghdad destroyed by Mongols

### Vocabulary

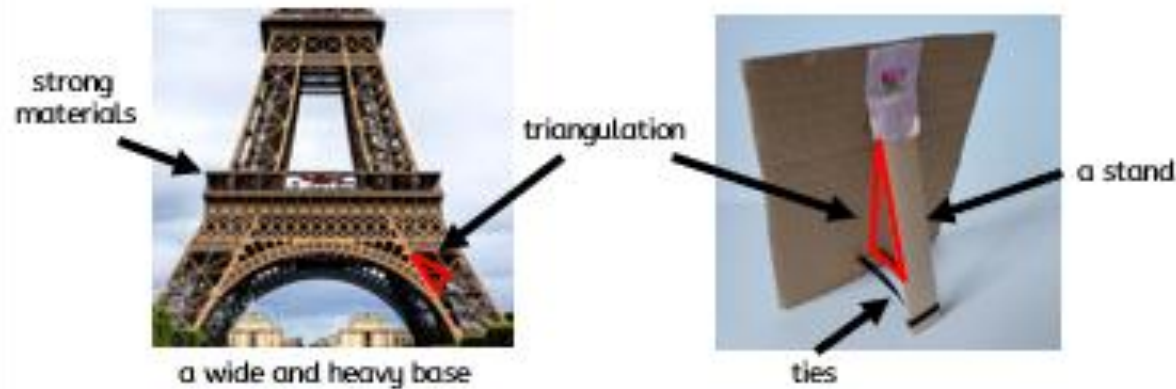
- **caliph** (noun): a successor to Muhammad and the spiritual and political leader of Muslims.
- **caliphate** (noun): the area that is led by a caliph.
- **scholar** (noun): an expert in a particular subject or field of study.
- **significant** (adjective): something that is historically significant is something that historians think is worth studying and learning about.

# Design & Technology

## Picture Frames

### Structures

Structures can be made strong and stable with:



### Designing

- Design criteria: a list of things on which a product can be judged.
- Sustainability is a design criteria.
- Sustainable products use sustainable materials and are easy to recycle.

Sustainable	Not sustainable
wood	glitter
cardboard	sequins and gems
paper	foams
paper tape	sellotape

### Making

Tool	Purpose
ruler	measuring lengths
set square	marking right angles
bradawl	making small holes
clamp	holding things secure
junior hacksaw	cutting hard materials

Working safely with tools:

- Always work sensibly and responsibly.
- Stay completely focused on what you are doing.
- Follow the instructions given.
- Avoid distracting other people who are working with tools.
- Never touch the tools at other times.