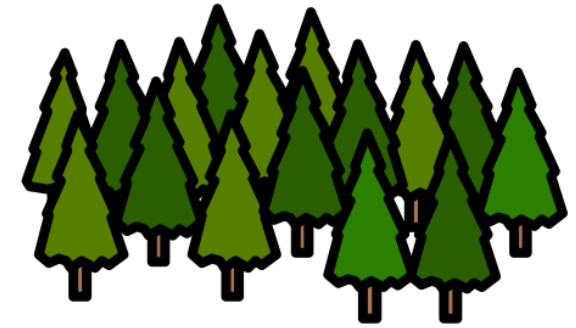


# Class 1 Essential Knowledge

Spring 2 - 2026

# Forest School Mondays!

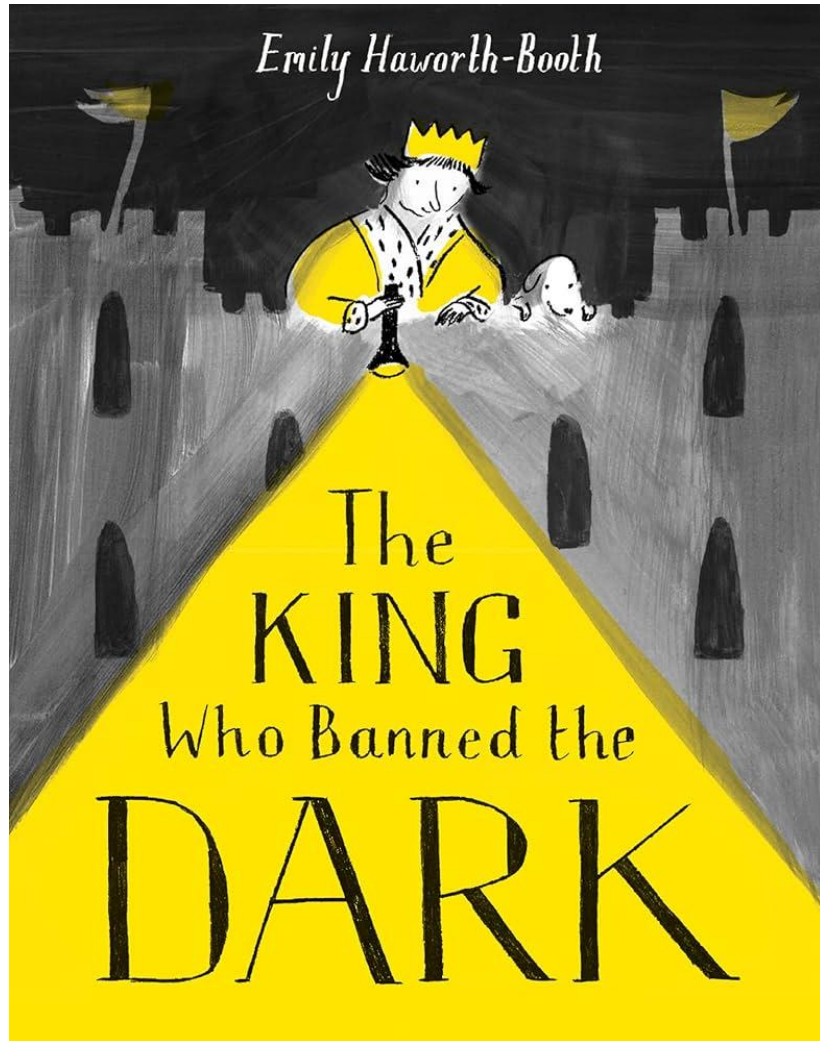
- ▶ We will be going to the forest on a Monday Afternoon.
- ▶ Please send children in clothes that are ok to get dirty and with waterproof clothing and wellies!



**Forest  
School**

# English

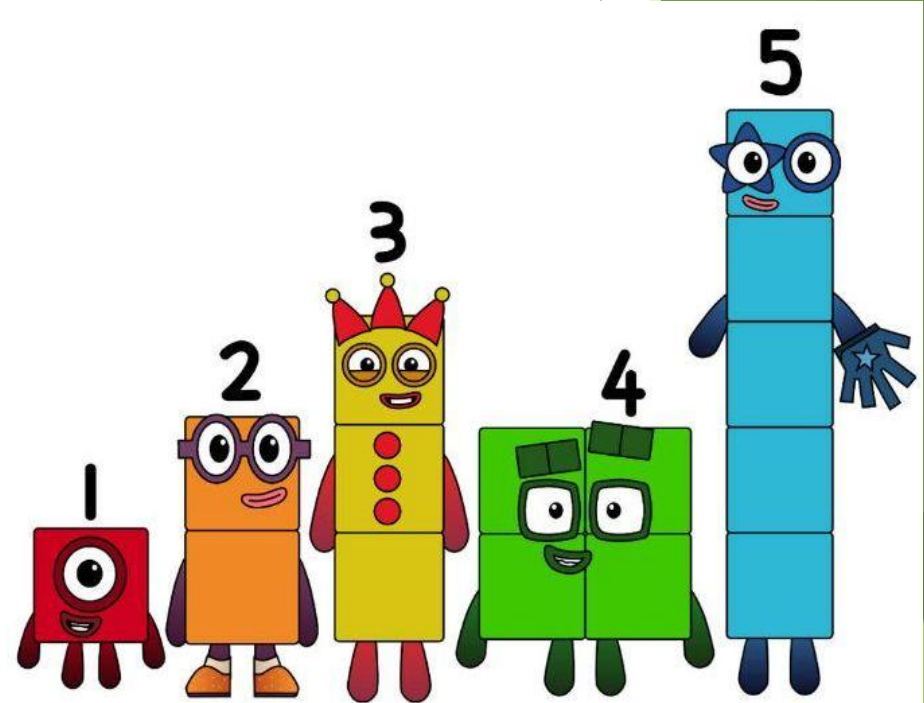
In English we are looking at the story 'The King Who Banned the Dark' by Emily Haworth-Booth



<b>E</b>
<b>Vehicle Text</b>
<b>The King Who Banned the Dark</b>
<b>Writing Outcome &amp; Writing Purpose</b>
<b>Non-Fiction:</b> Persuasive Letter <b>Purpose:</b> To persuade
<b>Narrative:</b> Banning Narrative <b>Purpose:</b> To narrate
<b>Grammar: Word</b>
<b>Build on previous units &amp; focus on:</b> Formation of nouns using suffixes e.g. -ness, -er Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs
<b>Grammar: Sentence</b>
<b>Build on previous units &amp; focus on:</b> Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but, so) How the grammatical patterns in a sentence indicates its function as a question and a statement
<b>Grammar: Text</b>
<b>Build on previous units &amp; focus on:</b> Correct choice and consistent use of past and present tense throughout writing
<b>Grammar: Punctuation</b>
<b>Build on previous units &amp; focus on:</b> Use of capital letters, full stops and question marks to demarcate sentences. Apostrophes to mark where letters are missing in spellings Commas to separate items in a list

# RECEPTION MATHS

This half term we are will continue to develop our subitising and counting skills and explore the composition of numbers within and beyond 5. We will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. We will also begin to connect quantities to numerals.



# Year 1 Maths

## Week 1 & 2

**Step 1** Count in 2s

**Step 2** Count in 10s

**Step 3** Count in 5s

**Step 4** Recognise equal groups

**Step 5** Add equal groups

**Step 6** Make arrays

**Step 7** Make doubles

**Step 8** Make equal groups - grouping

**Step 9** Make equal groups - sharing

## Week 3

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**Step 1** Compare lengths and heights

**Step 2** Measure length using objects

**Step 3** Measure length in centimetres

## Week 4 & 5

**Step 1** Heavier and lighter

**Step 2** Measure mass

**Step 3** Compare mass

**Step 4** Full and empty

**Step 5** Compare volume

**Step 6** Measure capacity

**Step 7** Compare capacity

# Year 2 - Maths

## Weeks 1 & 2

**Step 9** The 2 times-table

**Step 10** Divide by 2

**Step 11** Doubling and halving

**Step 12** Odd and even numbers

**Step 13** The 10 times-table

**Step 14** Divide by 10

**Step 15** The 5 times-table

**Step 16** Divide by 5

**Step 17** The 5 and 10 times-tables

## Week 3

**Step 1** Measure in centimetres

**Step 2** Measure in metres

**Step 3** Compare lengths and heights

**Step 4** Order lengths and heights

**Step 5** Four operations with lengths and heights

## Weeks 4 & 5

**Step 1** Compare mass

**Step 2** Measure in grams

**Step 3** Measure in kilograms

**Step 4** Four operations with mass

**Step 5** Compare volume and capacity

**Step 6** Measure in millilitres

**Step 7** Measure in litres

**Step 8** Four operations with volume and capacity

**Step 9** Temperature

# Geography - Where we are

## Countries and capital cities of the United Kingdom



There are four countries in the United Kingdom (UK):

- England
- Scotland
- Wales
- Northern Ireland.

Each country has a capital city. This is usually where laws of the country are made.

- London (England)
- Edinburgh (Scotland)
- Cardiff (Wales)
- Belfast (Northern Ireland)

## Rural, urban and coastal areas



**Rural areas** are areas in the countryside. They may have:

- **hill**: an area of high ground that is smaller and usually less steep than a mountain.
- **mountain**: an area of high ground that is taller and usually **steeper** than a hill.
- **forest**: an area of land that has many trees.
- **river**: a moving body of water.
- **village**: a small settlement.



**Urban areas** are places in towns and cities. They may have:

- **office**: a building where people carry out paperwork tasks.
- **shop**: where people go to buy goods such as bread or clothes.
- **factory**: a building where things are made by people.



**Coastal areas** are places by the sea. They can be rural or urban. They may have:

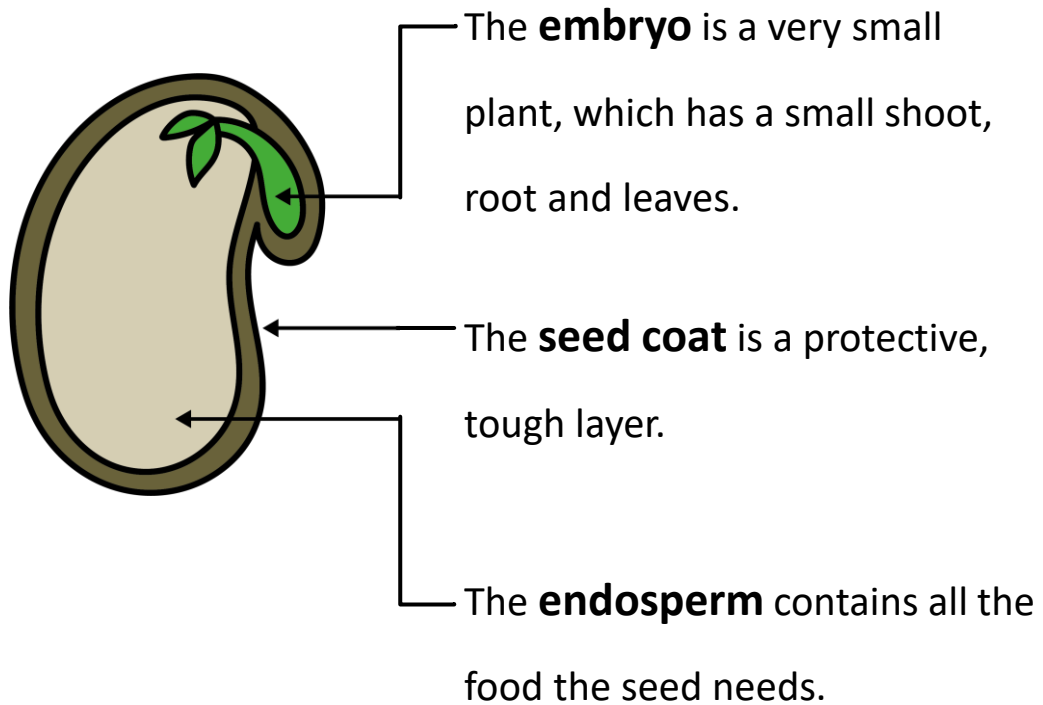
- **beach**: the flat land next to the sea.
- **cliff**: a steep area of land that can be found at the coast.

# Science

## Plant growth

### Seeds

- Seeds are **alive**. They are **dormant**.
- A seed is the earliest form of a plant.



### Seed germination

**Germination** is where the seed starts to develop into a plant. To **germinate**, seeds need water and the right temperature.



### Plant growth

To grow, plants need **water**, **light** and the right **temperature**. As they grow, their stem gets longer and wider. They develop more leaves.



# DT - Glove Puppets

## Joining Materials (fabrics)

### Materials

- Fabrics are a type of material.
- Different fabrics can have different properties including rough, smooth, hard, soft, shiny or dull.
- Different fabrics are used to make different objects.



wool jumper  
warm and soft



cotton t-shirt  
light and cool

Fabrics can be joined with:



staples



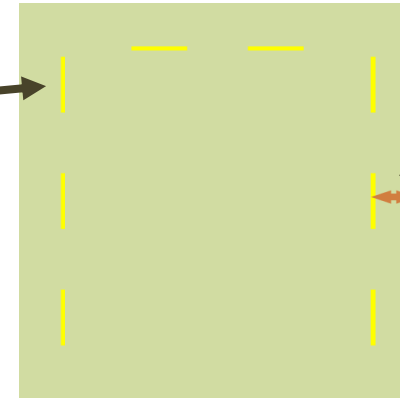
fabric glue



running stitch

### Seam

The line of stitches that join two pieces of fabric.



### Seam allowance

The gap between the edge of the fabric and the seam.

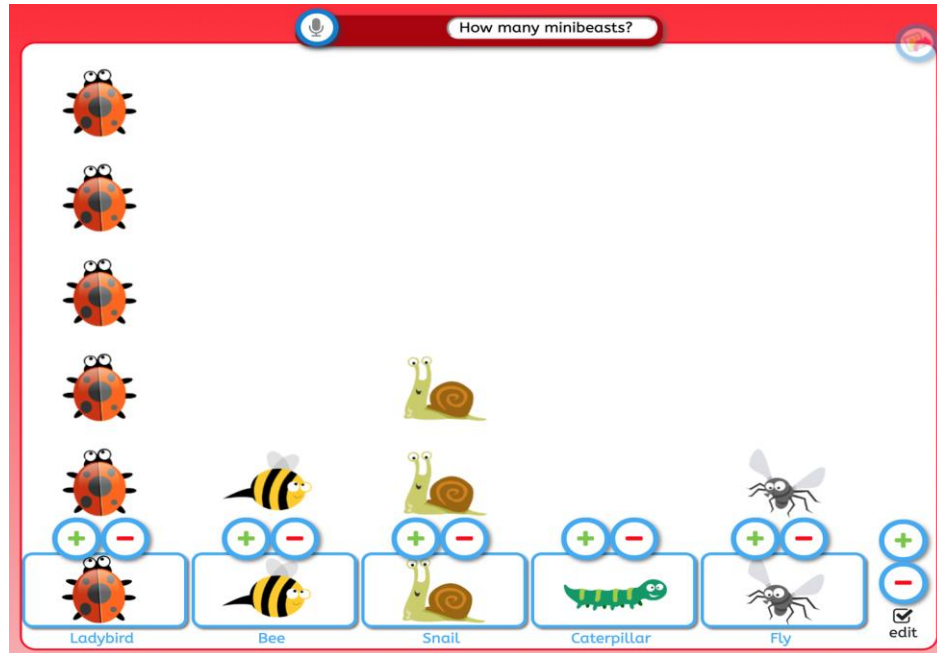
Seams can be hidden (on the inside) or visible (on the outside).

# PSHE - Difference and Diversity

In PSHE this half term we are going to celebrating everyone's differences. We will be talking about how everyone is different and unique as well as that families are difference and diverse.



# Computing



In computing we are going to be learning about pictograms. We will learn what a pictogram is and why it is an effective method for recording information. We will also be learning about attributes and how we can use these to choose how we record information.

# R.E

Our I wonder question for this half term is:  
‘What makes some places sacred?’

We are going to be exploring both the church and the mosque as sacred places this half term. We will be learning why these places are sacred to either Christians and Muslims and why.



# Music



## Knowledge Organiser – I Wanna Play In A Band – Year 2, Unit 3

charanga  
MUSICAL SCHOOL

### 1 – Listening: I Wanna Play In A Band

**Find the pulse as you are listening to the music:** You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet!

**Instruments/voices you can hear:** keyboard, drums, bass, electric guitar, singers.



### 2 – Musical Activities

#### Find the pulse!

- You decide what you will be.

#### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

**Singing** in all the different styles!

**Playing instruments** using up to three notes – F or D and C. *Which part did you play?*

**Improvise** using the notes F + G:

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

*Which challenge did you get to?*

**Compose a simple melody** using simple rhythms, choosing from the notes F + G or F, G + A.

### 3 – Perform & Share

A class performance of I Wanna Play In A Band. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

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### Have a think...

*What did you like doing best?*



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Being a rock star?



**This unit is about playing together in a band and rock music**

**Words you need to know:** Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo