



Preparing children for life

Curriculum Summary

Autumn 2025

Year 2

Autumn Term 1 Topic:

Seagulls, Sand and Stories - A
History of Brighton

Autumn Term 2 Topic:

What's it like to live by the
coast?

Autumn Term Wow Day

Brighton Wow Day - Our
Brilliant City!

English

- Grace Darling
- Recount writing
- Non-Fiction writing about the Royal Pavilion
- Reading comprehension
- Sequencing a story
- Creating freeze frames of a story
- Writing exciting sentences to describe pictures
- Labelling the features of a leaflet
- Using notes to create writing
- Recapping full stops, capital letters & finger spaces
- Missing punctuation
- Past and Present tense
- Speech bubbles
- Word classes: verbs, adjectives, noun phrases

Mathematics

- Number and place value of 2-digit numbers
- Comparing and ordering numbers to 100
- Reading and writing numerals to 100
- Addition and subtraction: +/- facts to 20, +/- 2 digit and 1s and 2 digit and 10s
- Measures: compare and order length using < > =
- Money: combinations of coins that are the same
- Time: compare and sequence intervals of time
- 2D shape properties
- 2D shapes on 3D shapes
- Number and fractions - recognise and find 1/2, 1/4

Science

Living things and their habitats

- What is dead? What is alive?
- Exploring the difference between dead and alive
- Identifying different habitats and organisms within those habitats
- How do habitats provide for animals and plants?
- How do animals and plants obtain their food?
- Introduction of food chains

French

Dans Ma Ville

- Explore our town and the patterns and sounds through song
- Directions
- Determiners
- Noël

Music

- Create short sound patterns
- Listen for dynamics and tempo
- Create sound effects and soundscape about Brighton.
- Songs about Harvest and Christmas
- Nativity preparation

Art and DT

- Self portraits
- Observational drawings of Brighton using different materials
- Drawing skills and techniques
- Colour washing
- Collages using magazines and newspapers
- Pop up Christmas cards

PSHE

- Anti-bullying law - Anna's Monster Lies
- The power of giving
- How families look different around the world and in the community

Humanities

History: Local Study - Brighton and Hove

- Understand a timeline; how Brighton and Hove grew; people that played a significant role in the area: Martha Gunn, Dr Russell
- Understand the differences between past and present of the seaside: bathing machines, sea cure, why people visited Brighton, entertainment.

Geography

- Locating the United Kingdom and its countries on a map
- Identifying counties and major cities within the UK
- Locating the world's continents and oceans with a focus on Europe, North America and South America
- Understanding the concepts of North, South, East, and West using compass directions to describe places
- Using maps, globes, and atlases to locate places
- Understanding how geographical features and land-use patterns have changed over time
- Distinguishing between human and physical features, such as mountains, rivers, and buildings

RS: Understanding Judaism

- Special people to us and why they are special
- Beliefs - what Jews believe about God and the Torah
- Teachings and Stories - stories from the Torah including stories about Moses as a person, a leader and a teacher
- Practices and ways of life
- Major festivals
- Christmas: the Nativity

Computing

- Be confident logging on, accessing files, saving files and organising files
- Identify the uses of information technology in the school
- Identify information technology beyond school, its role, purpose and value
- Explain how information technology helps us to achieve different things (including Introduction to AI)
- Explain how to use information technology safely and the risks and dangers presented by IT
- Recognise that choices are made when using information technology

Philosophy

Resilience

Through philosophical enquiry, pupils explore what it means to persevere when faced with challenges. They reflect on mistakes as opportunities for learning, consider why resilience matters and practise supporting one another in dialogue and through stories.

PE, Games and Swimming

- Fundamental movement skills
- Refinement of basketball and football: development of passing, dribbling, control and striking with the ball, in isolation, with teammates and within competitive practice.
- Increased focus on spatial awareness and developing targets and accuracy.
- Improvement of water safety, stroke technique, speed and endurance in swimming.

Drama

- Create and sustain simple characters in roleplay and improvisations
- Use facial expressions, body language, and voice to show emotions and intentions
- Sequence ideas to tell a short story through drama
- Experiment with levels, space, and movement to add meaning to performance
- Use freeze frames and thought tracking to develop scenes
- Work effectively in a group, contributing ideas and respecting others
- Perform short scenes with increased confidence and clarity

How you can support your child

Reading

- Please read with your child for at least 10 minutes every day. If you are out and about, ask children to read any signs they see.

RWI

- Please regularly practise the recognition of Read Write Inc set 1, 2 and 3 sounds when they have been introduced.

Maths

- Please help support your child with times tables either using the Times Tables Rockstars game or the website 'Hit the Button'.

History/Geography

- When out and about in Brighton and Hove, please create a discussion around what your child sees, the beach and what makes Brighton special.

How you can support your child continued...

PSHE

- Please continue to discuss with your child the importance of the zones of regulation and the strategies and techniques they have learnt which can help their wellbeing.

Philosophy

- This term, the focus is on resilience which links in with our zones of regulation. Please use this question as a discussion topic: *'What is the difference between success and failure?'*

PE

- Practise balancing on one leg on a wobbly or uneven surface – how long can your child last? Can they do it with their eyes closed?
- Practise throwing a ball to themselves and with a partner
- Practise dribbling a football in the garden and passing a ball to a partner or off a wall

