

## Hedgehogs– Spring 1 - 2024

### A Comparison of Suffolk and London

Vocabulary	
feature	An important or distinctive part of something or area of land
diverse	Very different
monarchy	A government with a King or Queen at the head
trade	Buying and selling goods and services
climate	The general weather over a long period
topography	The study and description of the physical features of an area, for example its hills, valleys, or rivers, or the representation of these features on maps



### CURRICULUM ENHANCER

A trip to a Hindu Temple.

During this study, we will be geographers. Geography is the study of where places are found, what they are like and the relationships between people and their environments.

What are the physical features of London?

What are the human features of London?

What are the Landmarks of London?

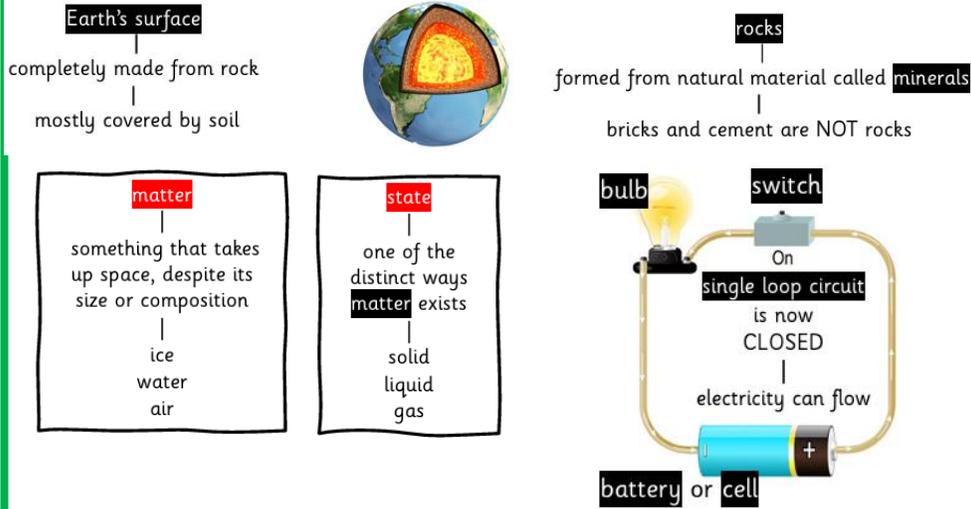
What is the topology of London?

### PSHE: Diversity and Community

In this unit, we will learn about:

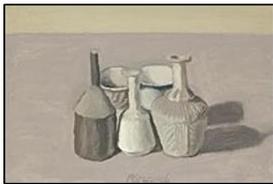
- \*that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- \*the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or belief
- \*what a stereotype is, and how stereotypes can be unfair, negative or destructive.

As **scientists**, we will be revisiting and learning about rocks and soils, electricity and states of matter.

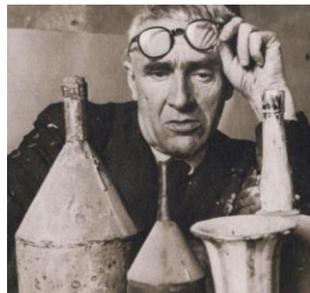


In **PE**, we will be learning about swimming and ball skills.

In **art**, we will be learning about drawing techniques, focusing on lines and detail. Children will select drawing materials based on their understanding of the marks that can be made. They will use a viewfinder to select a focal point. They will use Giorgio Morandi as their inspiration.



*Natura Morta* (1956) by Giorgio Morandi  
Teachers should click [here](#) to show pupils other still life drawings and etchings by the artist Giorgio Morandi.



**What should we know?**

**Karma means actions. Whatever we do produces a result.**

Hindus believe

- We all have a soul.
- The soul is reincarnated when we die, it lives on and moves into a new body.
- We collect good and bad karma through our actions which always have consequences.
- Hindus are encouraged in their holy books to perform acts of selfless kindness.



Like climbing a ladder. Good choices have good results.



Ghandi - an inspiration to many Hindus.



Sacred thread ceremony



Like buying and putting on new clothes - karma affects which clothes.

**What should we be able to do?**

*Explain how snakes and ladders links with the idea of karma. That good choices have good results.*

*Begin to describe what Hindus might learn from one of their stories about living the right way.*

*Know that Hindus are encouraged to perform acts of selfless kindness.*

*Talk about how karma influenced Ghandi.*

*Know that even Hindu children must learn to take responsibility for gathering good karma.*

**What words should we understand and be able to use?**

<b>Hinduism</b>	The name of a religion which started in India.	<b>Samsara</b>	The cycle of birth and death.
<b>Hindu</b>	Followers of Hinduism are called Hindus.	<b>Reincarnation</b>	After death the soul lives on and moves into a new body. Every human being has had many <u>past</u> lives.
<b>Karma</b>	Actions. What we do produces a result.	<b>Soul</b>	The spiritual part of a human being. The 'real self.'
<b>Moksha</b>	Breaking free from the cycle of reincarnation and the soul being one with God.		

In **computing**, we are learning about Data and how we can record and log it in different ways. We will be viewing, and analysing data to help us answer key questions.

In **music**, we are learning to explore salsa rhythms by learning to dance salsa, play a clave rhythm, sing the song, and play a percussion part. They will also compose rhythm patterns to incorporate into their whole-class performance.



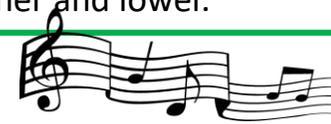
In **French**, we will be learning about introductions and questions.

In **computing**, we are learning about robot algorithms. We will:

- describe a series of instructions as a sequence
- change the order of instructions
- predict outcomes of a program (series of commands)
- design an algorithm
- debug a program I have written.

## Year 2

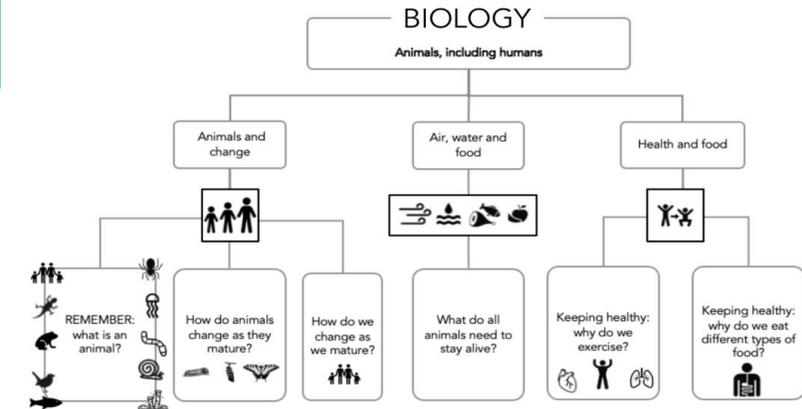
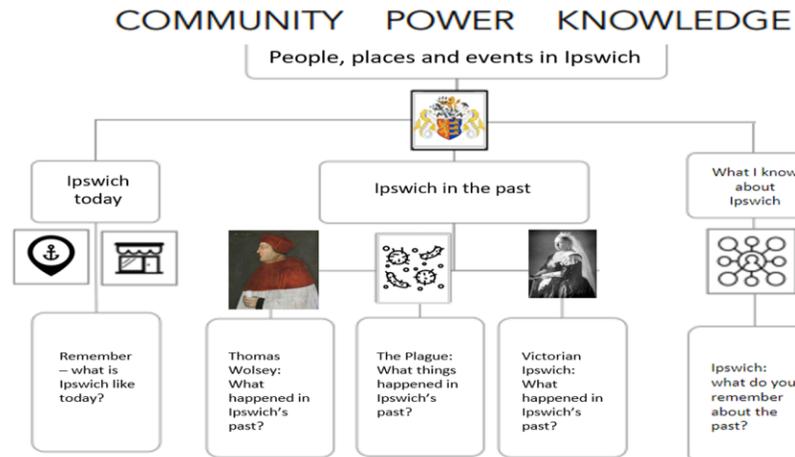
In **music**, we are learning to echo sing, compose word patterns, improvise with mi-re-do, and play a percussion ostinato. Activities will support children to understand the difference between pitched patterns and rhythm patterns, higher and lower.



In **PE**, we will be learning about swimming and dance.

As **scientists**, we will be learning animals including humans.

In **geography**, we will be developing our fieldwork and map skills. Revisiting our knowledge of human and physical features and learning how we can identify and label these on a map.



In **art**, we will be learning about drawing using our inspiration from the artist Beth Krommes.

In this block, applying previously acquired skills, pupils will use a range of marks to represent mood and movement. They will start to explore shape and texture through expressive mark making in response to a piece of music and descriptive language.

Pupils will use a picture book or piece of art as a starting point for their own artwork.



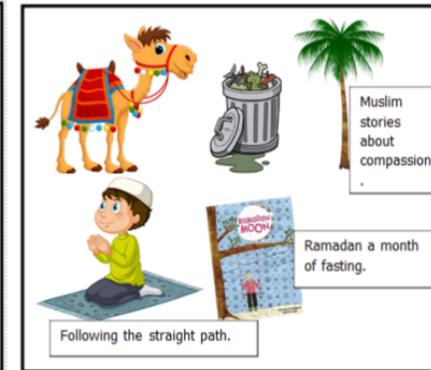
Waves

### What should we know?

That Muslims believe in **Allah** – the one true God.

Muslim's believe:

- That Allah is a compassionate God.
- That if Allah is compassionate, Muslims should be too.
- Allah wants Muslims to look after all living creatures.
- That Muhammad is an example for all Muslims to follow.
- That being hungry helps them feel compassion for those in need.



### What should we be able to do?

Recognise that the names 'Allah' and 'Muhammad' are important to Muslims.

Tell a story about Muhammad and an animal and say that it teaches a Muslim about compassion.

Recall some of the different names of Allah e.g. the doer of good, the generous.

Talk about what Muslims do during Ramadan. Use the words 'fasting' and 'sharing.'

Talk about how some Muslims show compassion at Eid with examples like giving gifts to those in need.

**KS1 How do some Muslims show Allah is compassionate and merciful?**

What words should we understand and be able to use?

<b>Qur'an</b>	A Muslim's special holy book. Always treated with respect and never put on the floor.	<b>Arabic</b>	The language of the Qur'an and the language spoken in the Middle East.
<b>Muhammad</b>	Allah's last prophet (his messenger). He is very special to all Muslims.	<b>Compassionate</b>	Feeling and showing concern for others.
<b>Allah</b>	The Arabic word for God.	<b>Islam</b>	The religion Muslims follow.