

Prime Area: Personal, Social and Emotional Development (PSED)

- Circle time – talk, listen, ask questions, contribute own feelings and ideas
- Put on coats, aprons, dressing up clothes, hats
- Communicate needs to adults
- Establish simple routines of the day; beginning/end of day, tidy up time.
- Take turns to use limited equipment e.g. bikes, computer etc
- Sharing resources
- Work in pairs and small groups at classroom activities

Specific Area: Literacy

- Recognise words beginning with RWI set 1 sounds
- Read a familiar sentence.
- Re-order a familiar sentence.
- Write words rhyming with 'day'.
- Complete a simple sentence in writing.
- Begin to create a list.
- Write name at every opportunity
- Practice forming letters

Specific Area: Understanding the World (UTW)

- Explore textures such as wet/dry sand, dough.
- Get to know where things are kept in the classroom
- Become familiar with regular journeys within the school premises e.g. class to lunch hall, class to toilets etc.
- Observe things closely, record through drawing and modelling
- Use computers, calculators, programmable toys, confidently
- Explore modelling through clay, junk, fabric, construction kits, and cooking.
- Use small world and role play to explore other lives and environments
- Find out about the world through looking at books, pictures, artefacts, talking to visitors

QUR'AN

- Surah an-Naas,
- al-Falaq and
- al-Ikhlaas

Prime Area: Communication and Language (C&L)

- Talk about and listen to stories.
- Complete a sentence verbally.
- Follow a story when read and act it out in role play.
- Describe a character and imagine its feelings.
- Ask and answer questions about story characters.
- Act in the role of a story character.
- Give reasons for preferences.

PRINCIPLE

Principle of Diversity

ETHOS THEME

Travel and Heritage

Thinking about different ways of travelling to and from school and around the world. Learning that I am a Muslim in Britain and that I may have family that lives/lived in another country. Learning about the ethnic origin/heritage of my family. Learning how to be a good friend and how our actions affect others.

SUSTAINABILITY THEME

Healthy travel to and from school.

AYAAT/AHADEETH

We have dignified the Children of Adam and transported them around on land and at sea. we have provided them with wholesome things and favored them especially over many of those whom We have created.
(Sura 17 - Al-Isra : Verse 70)

ENQUIRY DRIVER

How do we get there?

BOOKS

Tilly's at Home Holiday / Mr Gumpy's Outing
Mr Gumpy's Motor Car
Billy Goat Gruff / Goldilocks and the Three Bears
Handas Surprise
Elmer the Elephant / Hilmy the Hippo Learns About Creation
The Queens Hat / We Completely Must Go to London
Non fiction books about different beliefs, celebrations and festivals

ENRICHMENT/TRIP

Making porridge / Discover Centre

HOMEWORK/PROJECT

Cultural Heritage Poster Presentation

ARABIC

- Identifying Body Parts
- Hand, stomach, head , ears, eyes etc

Prime Area: Physical Development (PD)

Gros motor@

- Explore range of climbing & balancing apparatus, wheeled toys, bats and balls, hoops etc.
- Join in PE lessons that focus on travelling skills (running, hopping, skipping, jumping, throwing)

Fine motor:

- Threading beads, reels, shapes etc
- Make collages and models using scissors, glue, tape, paper, junk
- Use pencils, paintbrushes and mark-makers
- Model with dough, clay, rolling pins and cutters, etc.

Health:

- Adopt healthy and hygienic routines throughout the school day.

Specific Area: Mathematics

- Compare two groups of non-identical objects and match them in order to find out which group has more, fewer or the same
- Find one more and one less than a number within 5
- Demonstrate one more/less using a five frame and cubes
- Use the vocabulary one less and one more in the correct context
- Order three familiar events from their day
- Use the language related to time: before, after, next, then, later
- Use the language of wholes and parts
- Use physical differences and number bonds to 5 to split a whole into two parts.

Specific Area: Expressive Arts and Design (EAD)

- Collage with different fabrics, papers, and materials
- Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.
- Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper
- Listen and respond to nursery rhymes and nasheeds through movement, painting, drawing and writing

ISLAMIC STUDIES

- 5 Pillars of Islam