

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

- Work in pairs and small groups at classroom activities.
- Talk to adults and peers in pairs and small groups.
- Circle time – talk, listen, ask questions, contribute own feelings and ideas.
- Respond to suggestions to try new activities.
- Use available resources to develop own work.
- Tell others about new/exciting activities.
- Encourage friends to join in.
- Join in discussions about stories and books that emphasise moral issues.

Specific Area: Literacy

- Develop handwriting: correct letter formation and position on the line.
- Write simple sentences using phonic knowledge, that can be read by themselves and others.
- Read words or sentences using phonic knowledge.
- Use sight recognition to read high frequency words (red words/tricky words).
- Write for different purposes: shopping list, invitation or greeting card, story, letter, postcard, journal/diary.

Specific Area: Understanding the World (UTW)

- Make a balloon rocket; what made it fly?
- Who was the first man on the moon?
- What are the differences between the moon and the earth?
- Why does the moon appear to be different shapes? Does it change shape?
- Observe things closely, record through drawing and modelling
- Find out about the world through looking at books, pictures, artefacts, talking to visitors.
- Discuss changes, patterns, similarities and differences.
- Use computers, calculators, programmable toys, voice

QUR’AN

- Suratu Quraysh
- Suraah al-Fil.

Prime Area: Communication and Language (C&L)

- Show sensitivity to their own and to others’ needs.
- Listen attentively in group times, play and to audio stories
- Confident to try new activities and show independence,
- Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.
- Talk about own experiences related to content of book.

PRINCIPLE
Principle of Interdependence

ETHOS THEME
Outer Space

Learning that I live in London, England, Earth! Learning that planets and moons are spherical and orbit the sun. Learning the difference between planets, moons and stars. Begin to understand the moon reflects the sun's light. Understanding that Earth is our 'Goldilocks planet' - it's just right for us, we cannot survive on any other planet! Appreciating that Allah (SWT) has provided humans and other creatures/plants a planet with perfect living conditions.

SUSTAINABILITY THEME

Looking after the earth and what we have - be grateful for it, e.g. walk to school as it reduces pollution in the atmosphere and would reduce global warming.

AYAAT/AHADEETH

And it is He Who created the night and the day, the sun and the moon. They are all gliding along smoothly in (their respective) orbits. Surah Al-Anbiya': Verse 33

ENQUIRY DRIVER
What is in space? Where are we?

BOOKS
Whatever Next
Man on the Moon
Wallace and Gromit - A Grand Day Out
How to catch a star
The Girl who Went to Space

ENRICHMENT/TRIP
Picnic on the Moon (making sandwiches)
Ramadhan & Eid ul fitr (different faiths & celebrations)
Goodmayes Park

HOMEWORK/PROJECT
Make a balloon rocket; what made it fly?

ARABIC

- ⇒ Transport
- ⇒ Asking and answering questions like: What is this? This is a car. This is a bike. This is a train.

Writing letters Haa to Yaa

Prime Area: Physical Development (PD)

Gross Motor:

- Develop coordination when steering, bouncing or kicking a ball.
- Play sending and receiving games with bats and balls, bean bags, quoits, hoops etc with increasing confidence and control.

Fine Motor:

- Hold a pencil using correct pencil grip to form letters accurately.
- Know, understand and show safe use of equipment.

Health:

- Describe change after being active .
- Adopt healthy and hygienic routines throughout the school day.

Specific Area: Mathematics

- Count forwards 0-20 and backwards 20-0.
- Count in tens and twos.
- Recognise odd and even numbers.
- Doubling and halving quantities and objects.
- Counting on/back: using numberline for addition and subtraction. E.g we’ve got 7, now 2 more. How many now?
- Understand number order: what come *before* 13? What comes *after* 16?
- Using a ten frame to represent numbers up to 20.
- Using part-whole model for addition and subtraction.
- Using ten frames for addition and subtraction.
- 3D shapes & 2D shapes

Specific Area: Expressive Arts and Design (EAD)

- Modelling with junk, clay, dough, construction
- 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
- Music: listening, exploring sounds, singing songs.

ISLAMIC STUDIES

- Prophet Ibrahim