

**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 al-Fatiha
- Surah an-Naas to al-Qariah

**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.

**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**

Balance Bike Training / Goodmayes Library / Making porridge / Discover Centre

**HOMEWORK/PROJECT**

Cultural Heritage Poster Presentation

**ARABIC**

- Greetings in Arabic and numbers 1-10
- Identifying Body Parts
- People who help us
- Colours in Arabic
- Transport
- Animals

**Prime Area: Physical Development (PD)**

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

**ISLAMIC STUDIES**

- Names of Allah
- Tafseer of surat Ikhlaas – one Allah
- Adam and Hawa – creation of Aadam, Iblees disobeying Allah, Adam and Hawa sent to Earth