



Nourishing the fitrah of each unique child

Curriculum Policy

“Every child is born upon the fitrah...”

(Saheeh Bukhari, 1292)

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Curriculum

Intent

At Unique Academy, our purpose is to nourish the fitrah (natural disposition) of each unique child. We achieve this by providing a broad range of subject disciplines, a balanced timetable designed to meet our aims, an ambitious creative curriculum which provides coherently planned learning to ensure progression of knowledge, skills and character development for all pupils, the combination of which lay a firm foundation for their future.

Our curriculum is holistic to ensure success and breadth in Islamic and academic fields of knowledge offering first hand learning experiences and engaging activities to build successful learners. Our curriculum is inclusive to ensure the needs of every child is being met and works in conjunction with our homework and behaviour policies.

Our curriculum is creative as it brings all subject disciplines together and encourages children to apply their learnt technical, academic and conceptual skills and understanding across a range of areas.

The curriculum provides opportunities for children to develop a range of interpersonal skills in order to develop as resilient, self disciplined and confident learners with high aspirations who know how to make a positive contribution to their families, community and wider society.

Our curriculum nurtures pupils into lifelong knowledge seekers who are well rounded, responsible citizens with the capability to problem solve, reflect and communicate. Our curriculum supports healthy lifestyles, physical education, well being and mental health which are key elements of developing a well rounded child who has a positive outlook about themselves and towards their learning in order to be motivated to strive to achieve their unique potential.

Our curriculum values equality and celebrates the cultural wealth of diversity within our community whilst supporting the development of the children's spiritual, moral, social, cultural awareness and understanding, so that that they are well prepared to take up opportunities, responsibilities and experiences as part of life in modern Britain, as well as the life in the Hereafter.

Curriculum Subject Disciplines

Implementation

Our thematic curriculum subject areas are based on the statutory requirements and objectives of the National Curriculum 2014. Children will also have experiences and opportunities which best meet the learning and developmental needs of all children in our school.

Our curriculum content will ensure that children meaningfully revisit and build upon their knowledge, understanding and skills through intervention.

Our subject areas are:

Islamic Education	
<i>Curricular areas</i>	Aspects
<p>Qur'aan</p> <p>Qur'aan will be taught for 15 minutes to 30 minutes on a daily basis as a discrete subject but will also be made reference to across other curriculum subject areas. Areas of learning such as Halaqah, Science, History and Geography can link with Qur'aan studies. We aim for children to develop a love and appreciation for the Qur'aan as the speech of Allaah. Children will learn the skills of pronunciation (Tajweed). Children will progress through Surah's together as a class and will receive Qur'aan memorisation homework targets on a weekly basis. Children will take part in annual performance events demonstrating that Qur'aan is important to the life of the school.</p>	Recitation with Tajweed
	Memorisation

<p>Arabic Arabic language will be taught as a Modern Foreign Language and cover the objectives set out in the National Curriculum. It will be taught for 20 to 40 minutes on a daily basis from the early year’s foundation stage, through to Key Stage 2. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills.</p> <p>Our lessons provide structure and context as well as offering an insight into the culture of Arab-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. Arabic lessons are taught by native Arabic speakers. The class teachers will also incorporate Arabic language through phrases and short sentences wherever possible the daily routines – replicating an immersive approach so that pupils absorb the language.</p>	<p>Listening</p> <p>Speaking (including Vocabulary)</p> <p>Reading</p> <p>Stories, poems and rhymes</p> <p>Writing</p>
<p>Halaqah This lesson will take place for pupils on a daily basis, through a circle time format and primarily through discussion with the aim of nourishing the <i>fitra</i> and developing children’s character, morals and manners. Children will learn Qur’aan stories in order to increase their understanding of the meaning of the Qur’aan so that they can connect to it, understand it’s significance, purpose and meaning and implement them in their lives in order to support the development of their character.</p>	<p>Halaqah</p> <ul style="list-style-type: none"> ● Aqeedah ● Fiqh ● Tarikh ● Seerah ● Qur’aan and Sunnah ● Adaab and Akhlaq
<p>Personal and Character Development Education</p>	
<p>Personal, Social, Health, Education and Citizenship (PSHEC) and Relationships Education (RSE) The aim of PSHEC is to develop children’s:</p> <ul style="list-style-type: none"> ● Confidence, responsible attitude and supporting them to make the most of their abilities ● Preparedness to play an active role as global citizens ● Health and to have a safe, lifestyle ● Relationship skills and respecting the differences between people <p>Our PSHEC lessons are designed to enable children to recall and build upon previous learning, exploring the underlying principles of PSHEC education regularly at a depth that is appropriate for the age and stage of the child as well as the wider community that the school is apart of. Lessons include key vocabulary to develop understanding. PSHEC is delivered predominantly in Halaqah (‘Circle time’) format through discussion, however aspects of Citizenship and SEAL are taught during assembly times as well.</p> <p>Thought-provoking PSHEC and SEAL discussions will enable children to build confidence and resilience. Assessment for learning opportunities are built into each lesson to allow teachers to evaluate and assess progress. Each PSHE lesson should begin with a discussion of children’s existing knowledge and experience, providing an opportunity to assess prior knowledge. Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools are provided for summative assessment, allowing progress to be recorded and tracked.</p>	<p>PSHEC and RSE</p> <ul style="list-style-type: none"> ● Family and relationships ● Health and well being ● Safety and changing ● Citizenship ● Economic Well being ● Identity (Year 6 Only) ● Transition

Core Education

<p>English</p> <p>Children will learn literacy genres of the theme, fiction, and nonfiction books, and poetry as this has shown to develop the thematic approach, and deepen learning and engagement. The aspects of English that we develop are phonics, reading fluency, grammar, writing, handwriting, Oracy and listening skills, based on the National Curriculum objectives for each year group ensuring continuity and progression.</p> <p>Our whole school phonics programme is: Jolly Phonics.</p> <p>We will use a variety of books to promote inclusion and diversity.</p>	<p>Spoken language</p> <p>Reading</p> <ul style="list-style-type: none"> ● Word reading ● Comprehension <p>Writing</p> <ul style="list-style-type: none"> ● Transcription ● Handwriting ● Composition <p>Spelling</p> <p>Vocabulary</p> <p>Punctuation</p> <p>Grammar</p>
<p>Mathematics</p> <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Our programmes of study follow National Curriculum guidelines and are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop confidence, fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.</p> <p>Mathematics will be taught using a range of visual and practical work to enable pupils to visualise Mathematics, conceptually understand it and be able to articulate and represent their reasoning.</p> <p>Pupils will also be encouraged to apply their mathematical knowledge to science and other subject disciplines.</p> <p>Mastery and love of mathematics is something that we want all pupils to acquire throughout their school lives and beyond.</p>	<p>Number</p> <ul style="list-style-type: none"> ● Number and place value ● Addition and subtraction ● Multiplication and division ● Fractions (including decimals and percentages) <p>Ratio and proportion</p> <p>Algebra</p> <p>Measurements</p> <p>Geometry</p> <ul style="list-style-type: none"> ● Properties of shape ● Position and direction <p>Statistics</p>
<p>Science</p> <p>The acquisition of key scientific knowledge is an integral part of our science lessons. Children will also develop key scientific competencies such as how to hypothesise and predict, experiment and record. Children will learn to retain important, useful and powerful vocabulary and knowledge contained within each unit as well as understand the contribution of Islam in the development of science.</p> <p>The progression of skills for working scientifically will be developed through the year groups and scientific enquiry skills will be of key importance within lessons. The progression of these skills is set out in the Science Progression Map below. Each lesson has a clear focus. Scientific knowledge and enquiry skills developed with increasing depth and challenge as children move through the year groups. They complete investigations and hands-on activities while gaining the scientific knowledge for each unit.</p> <p>Children will also have the opportunity to recap concepts where necessary. Our sequence of lessons helps to embed scientific knowledge and skills, with each lesson building on previous learning. There is also the opportunity to regularly review and evaluate children's understanding. We aim to ensure that activities are effectively differentiated so that all children have an appropriate level of support and challenge.</p>	<p>Working scientifically</p> <p>Earth science</p> <ul style="list-style-type: none"> ● Seasonal changes ● Rocks ● Light ● Earth and Space <p>Life science</p> <ul style="list-style-type: none"> ● Plants ● Animals, including humans ● Living things and their habitats ● Inheritance <p>Physical science</p> <ul style="list-style-type: none"> ● Everyday materials ● Properties and changes of materials ● States of matter ● Forces and magnets ● Sound

<p>Teachers are to be equipped with secure scientific subject knowledge, in order to deliver high-quality teaching and learning and to also be able to address possible scientific misconceptions in topics. Educational visits will be undertaken where appropriate to stimulate children's interest. Unique Academy staff will try to teach in meaningful everyday contexts, so that children can relate science to their everyday life experiences.</p>	<ul style="list-style-type: none"> ● Electricity
<h3>Humanities Education</h3>	
<p>History</p> <p>In order for children to know more and remember more in each area of history studied, we have structured lessons in sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. This ensures that revision becomes part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson will help children build on prior knowledge alongside introducing new skills and challenges. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Children will develop historical understanding through the use of artefacts and secondary sources in order to foster research skills and an appreciation for the past. Children will have a variety of experiences related to the historical period they are studying as well as become active in their learning through the use of role-play.</p> <p>Through our history lessons, we intend to inspire pupils to develop a love of Islamic, British and World history and see how it has shaped the world they live in.</p>	<p>Changes within living memory</p>
	<p>Events beyond living memory that are significant nationally and globally</p>
	<p>Lives of significant individuals in the past, including Muslims and people from diverse backgrounds, who have contributed to national and international achievements,</p>
	<p>Significant historical events, people and places, including Muslims and people from diverse backgrounds, in the locality and how these individuals may inspire them</p>
<p>Geography</p> <p>Geography is taught through a cross-curricular approach. Children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world. Children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. Through revisiting and consolidating skills, our lessons will support pupils to build on prior knowledge alongside introducing new skills and challenges. All children will participate in Geography by expanding their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Children will have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Progress in Geography will be tracked through half termly and termly assessments.</p>	<p>Locational knowledge</p>
	<p>Place knowledge</p>
	<p>Human and physical knowledge</p>
	<p>Geographical skills and field work</p>
<p>RE</p> <p>They will learn about Islam and other principle faiths found in the United Kingdom and beyond. Children will speak to visitors from other religious backgrounds and visit religious places.</p>	<p>RE</p> <ul style="list-style-type: none"> ● Islam ● Judaism ● Christianity ● Sikhism ● Hinduism
<h3>Creative Education</h3>	
<p>Art & Design</p> <p>At Unique Academy, each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Our lessons ensure that pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children will also know how art and design both reflect and shape history, and contribute to culture, creativity and wealth in the UK and beyond.</p>	<p>Design and Make</p>
	<p>Draw and paint</p>
	<p>Art and design techniques</p> <ul style="list-style-type: none"> ● Colour ● Pattern ● Texture ● Line ● Shape ● Form ● Space

	Artists and designers, including those from diverse backgrounds and cultures
<p>Design and Technology</p> <p>Design and Technology is taught using a wide range of mediums, e.g. clay, textiles, wood, paper and construction materials.</p> <p>At Unique Academy, Design and Technology skills and understanding are built into all lessons. The revision of ideas are also built into lessons as part of good practice and ultimately helps to build a depth to children's understanding. Through revisiting and consolidating skills, lessons help children build on prior knowledge alongside introducing new skills, knowledge and challenge. Revision and introduction of key vocabulary are built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Through our lessons, we intend to inspire pupils to develop a love of Design and Technology and see how it has helped shape the ever-evolving technological world they live in.</p>	Design
	Make
	Evaluate
	Technical knowledge
	Cooking and nutrition
Technological Education	
<p>Computing</p> <p>Our computing lessons ensure that there is opportunity for revision, analysis and problem-solving. Through our sequence of lessons, we intend for pupils to be inspired and see computing as the future. Cross-curricular links between computing and other subject disciplines are also important in supporting other areas of learning.</p> <p>Our lesson plans and resources help children to build on prior knowledge at the same time as introducing new skills and challenges. The focus is on developing the use of algorithms, programming and how technology can be used safely and purposefully. Children also develop their knowledge of computer networks, internet services and the internet safety and purposeful use of the internet and technology.</p> <p>Key vocabulary is used to show progression of the specific language involved in children's learning so that teachers can also assess understanding and progress through vocabulary.</p> <p>Our computing curriculum aims to develop children to become digital citizens (who are safe and responsible), digital communicators (who are digitally literate) and digital creators (who are logical and creative).</p>	Algorithms
	Create and debug programmes
	Logical reasoning
	Create, organise, store, manipulate and retrieve digital content
	IT
	E-safety
Physical Education	
<p>PE</p> <p>At Unique Academy, children will take part in weekly PE lessons.</p> <p>Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practice are built into lessons. Interwoven into the teaching sequence are key assessment questions which are identified in green. These allow teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning.</p> <p>Formative assessments take place on an ongoing basis. Pupil learning journeys are to include learning in PE to show a personal formative record from the child's perspective. A more formal summative assessment is carried out at the end of each term to help monitor the impact against National Curriculum aims.</p>	<p>Mastering basic movements</p> <ul style="list-style-type: none"> ● Running ● Jumping ● Throwing ● Catching ● Balance ● Coordination ● Agility
	Games
	Movement
	Athletics

We are committed to embedding our school’s aim of nourishing the *fitra* of each unique child and our values into the early year’s principles of education, which are:

- A unique child – we believe that each child is a unique creation of Allaah. They can be capable, resilient, confident, and consistently learning from the world around them.
- Positive Relationships – positive relationships and good communication between the key person, school, and home support children in making better progress.
- Enabling environments – children will feel safe and respond well in environments where their individual needs are catered for and practitioners and families work together to support their learning.
- Learning and development – children learn and develop at their own pace. We use the ‘Development Matters’ guidance which sets out the developmental statements which we use to observe, assess and plan the whole class, group and specific activities for children.

All children in the early years class will have a ‘key person’, who will be responsible for their learning and development, as well as be the main point of contact for their key child’s parents.

Our teachers will engage with children in a positive way, providing challenges ensuring that they are given playful opportunities to develop across the prime and specific areas of learning. These are:

Prime Areas	
Area of learning and development	Aspects
<p>Personal, Social, Emotional development Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	Self regulation
	Managing self
	Building relationships
<p>Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	Gross motor skills
	Fine motor skills
<p>Communication and Language The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them</p>	Listening , attention and understanding
	Speaking

<p>actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	
<p>Specific Areas</p>	
<p>Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	Comprehension
	Word reading
	Writing
<p>Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	Numbers
	Numerical patterns
<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	Past and present
	People, culture and communities
	The natural world
<p>Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	Creating with materials
	Being imaginative and expressive

Early Years practitioners also support children in developing the characteristics of effective learning, which are:

Characteristics of Effective Learning
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<p>Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to ‘have a go’</p>
<p>Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things</p>

Impact

Our commitment to nourishing the fitrah of each unique child will give birth to creative practices across the school which lay firm foundations for children enabling them to develop social skills, both indoors and outdoors.

The curriculum ensures that the needs of individuals as well as small groups of children are met within an Islamic environment where high quality teaching and learning takes place, and where support and intervention is personalised.

The positive impact of our curriculum can be seen in the positive character, knowledge, skills and outcomes which our pupils achieve. We monitor the impact of our curriculum through:

- Day to day assessment for learning strategies as well as summative assessment results
- Book looks / Learning journeys
- Learning walks
- Lesson observations
- Discussions with pupils and staff

Children feel safe to imagine, explore, enquire and create. High quality visits locally as well as further afield and visitors from a range of backgrounds and professions, enhance the curriculum experience. Children are able to talk about and share their learning with each other and others during presentations, as well as in school-based and external events.

Developing children’s fitrah, character, knowledge, technical, academic and conceptual skills are at heart all of our curriculum experiences.

Effective Learning

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account multiple intelligences when planning teaching and learning styles in order that pupils learn to:

- Effectively acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- Show maximum engagement, concentration, application and productivity.
- Develop skills and capacity to work independently and collaboratively.

We aim to offer opportunities for children to learn in different ways that may involve the use of varied seating arrangements. The learning styles used include:

- Independent work;
- Paired work;
- Group work;
- Whole-class work;
- Investigation and problem solving;

- Independent and group research;
- Asking and answering questions;
- Debates, role-plays and oral presentations;
- Watching and responding to live drama and musical presentations.
- Creative activities;
- Designing and making things;
- Use of the I.T;
- Use of games;
- Outdoor work and visits to places of educational interest;
- Use of audio visual resources
- Participation in athletic or physical activity.

Equal Opportunities

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress in the foundation subjects through the provision of a balanced curriculum – striving to meet basic skills levels for all in English and Maths.

Unique Academy has ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in valuing what the child brings to school.

Gender

Boys and girls have equal access to the curriculum.

Able, Gifted and Talented

Provision will be made to develop the talents of more able pupils in a variety of ways. Through increasingly complex investigative tasks, and open-ended tasks which enable them to tackle more complex issues and understand more difficult concepts.

Special Education Needs

Pupils with Special Educational Needs will be supported to help them succeed in all areas of the curriculum. Teachers will liaise with the Special Needs Co-ordinator when they are concerned about a child's progress. Pupils with learning difficulties will be given tasks which will be broken down into smaller steps, thus giving them achievable goals and Individual Education Plans (IEP) will be devised in collaboration with parents and reviewed at the end of each half term.

Resources

Pupils will have access to the necessary resources to undertake a variety of activities and facilitate the teaching of the whole curriculum.

Policy Into Practice

Scheme of Work

All guidelines are met for time allocation for all foundation subject teaching throughout the year. Science is taught each week and not in a block format. Our creative curriculum is brought to life by visiting experts, trips, creative home learning tasks and extra curricular activities.

Our teaching resources are drawn from the 2014 National Curriculum Standards and are written in a MTP format – which can be found on the internal cloud storage system for ‘Teachers’.

A year group curriculum overview indicates which themes are being covered and how they inter-link with different subjects (Appendix 1).

Social, Moral, Spiritual and Cultural

Through the attitudes we promote in our teaching of all subjects, we aim to develop pupils' social, moral, spiritual and cultural understanding and we actively promote fundamental British Values into the curriculum.

Education for Citizenship

Within our school the whole curriculum contributes to the education of pupils for citizenship by encouraging their development of key attitudes and skills. These enable our pupils to explore and make informed decisions. Through the use of a balanced range of teaching methods pupils are actively involved in lessons. Group work supports the development of personal and social skills by encouraging the children's co-operation, patience and open-mindedness towards the ideas of others.

Environmental Education

The children at Unique Academy are encouraged to develop an awareness of the environment through direct experience as well as secondary sources. We aim to stimulate their knowledge of how and why we need to maintain, protect and improve the quality of the environment. Pupils are encouraged to participate in a range of tasks and activities inside and outside the classroom and to make use of the wide variety of possibilities our surrounding area offers.

Our Classrooms are attractive learning environments

We believe that a stimulating environment sets the climate for learning.

An exciting classroom promotes independent use of resources and high-quality work by the children.

We change displays at least once a term (or half term as appropriate), to ensure that the classroom reflects the topics studied by the children.

We ensure that all children have the opportunity to display their best work at some time during the year.

We use Maths and English displays as well as Class Rules and Fire procedures.

Classrooms have a range of dictionaries and fiction and non-fiction books, which are attractively labelled, as are all equipment stored in the classroom.

Resources and equipment stored in the classroom are readily available and labelled to promote independent learning.

Teaching Methods

Classroom Organisation

The curriculum can be delivered in a variety of ways. Classrooms therefore should be organised in a way that allows the children to access necessary resources and equipment depending on the type of activity being undertaken. At Unique Academy, we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for different learning styles.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all backgrounds, the opposite gender and, in so doing, to promote positive attitudes towards other people and their possessions.
- Enable children to understand their community and help them feel valued as part of the school community.
- Help children grow into reliable, independent and positive citizens.
- Develop children's speaking and listening skills through interactive activities through a variety of subjects
- Develop children's literacy and numeracy skills using cross curricular opportunities

Grouping of Children

Lessons are taught in a range of formats:

- Mixed ability groups
- Phonics groups
- Maths groups
- Ability groups
- Smaller Intervention groups

Nature of Experience

Our pupils are provided with a range of learning experiences, dictated by the nature and content of the activity being undertaken (e.g questioning, describing, explaining, predicting, direct teaching, handling artefacts, research, observing, visits etc).

When teaching we focus on motivating the children by:

- Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity
- Ensuring there is a balance of appropriate teaching styles used and suitable teaching strategies
- Using interesting and good quality resources and visual aides to aide effective learning
- Building on their skills, knowledge and understanding of the curriculum
- Using the school curriculum plan to guide our teaching with clear learning objectives
- Ensuring the learning environment is stimulating to interest, encourage and engage pupils
- Make effective use of time and insist on high standards of behaviour
- Use Home-Learning effectively to reinforce and extend what is learned in school

Teaching Styles

The makeup of each lesson follows the guidelines and content set out in the 2014 National Curriculum. Typically lessons include a mental and oral starter, introduction, a main teaching and learning activities and a plenary. We aim to make our lessons fun and exciting, using as many different teaching styles as possible, including visual, audio and kinaesthetic methods as well as closed/open questions, discussion, debate, illustrations, labelling, ordering, identification, written work, recording observations, designing, individual/group investigations, audio/visual equipment and role play.

The learning objectives (WALT) and learning outcomes (WILF) are introduced to the whole class through the use of stimulating varied starting points.

Assessment for Learning is used in all classrooms as an assessment tool for teachers and for the children to take control of their learning.

Use of I.C.T

I.C.T. is incorporated in the curriculum through Computing lessons as well as Cross Curricular work.

Links with other subjects

All subjects are linked – when appropriate. An over- arching theme for each half term allows for cross curricular links. Pupils can ask questions about the theme which can inform additional content for the theme. Our progressive curriculum ensures that a range of skills and relevant knowledge are covered for each age group.

Resources

Teaching resources are kept in curriculum cupboards in the storage room. These are to be used when required and returned afterwards. They are audited every year and consumable resources are replaced when needed.

Safety

At all times the safety of the children in the class is paramount. We aim to teach and learn in as safe an environment as possible. Health and Safety guidelines are followed at all times and where necessary the relevant risk assessments are completed.

Pupils work in a healthy and safe environment.

We ensure that all tasks that the children undertake are safe and identify risks in the plans.

Educational visits are seen as an important way of enhancing the curriculum, but prior to any visit we consult the Head teacher and complete a risk assessment form.

Risk assessments are shared with both participating staff, adult volunteers and in an age appropriate manner to the children.

Parental permission for educational visits is always sought.

Assessment

Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development. This is then used to inform their planning and teaching. Assessment also allows staff to identify those children whose achievements fall outside the boundaries of differentiated activities.

Formative Assessment information for all subjects is completed regularly by staff using our Cornerstones Curriculum Maestro system.

Methods

Assessment is used to inform future planning and teaching and takes place in many ways:

Day to day assessment is carried out through constructive marking, AfL, observations in class and verbal discussions with children.

A more formal assessment is carried out every term in Maths, English and Science.

The results of this assessment (along with teacher assessment) are used to determine if children are in the correct ability groups and if they are working at age related expectations.

Reporting Procedure

Parents are invited to attend termly meetings, where they can discuss their child's progress with the class teacher. The child's teacher also provides a written report, which forms part of the annual report to parents.

Curriculum Monitoring, Review, Evaluation And Revision

The Headteacher is responsible for monitoring the curriculum. Monitoring is done in several ways, including:

- Monitoring planning
- Through analysing assessment data
- Monitoring targets
- Lesson observations
- Book looks
- Learning walks
- Pupil discussions
- SLT meetings
- Staff Professional development meetings
- CPD

The Headteacher is responsible for keeping abreast of current developments in the teaching of the whole curriculum, and feeding these developments back to staff.



Curriculum Themes

Year Groups	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	Me and my Community (3wks)	Starry Night (3 wks)	Once Upon a Time (3wks)	Dangerous Dinosaurs (3 wks)	Sunshine and Sunflowers (3 wks)	Big Wide World (3wks)
	Exploring Autumn (2wks)	Winter Wonderland (2 wks)	Sparkle and Shine (2wks)	Puddles and Rainbows (3 weeks)	Shadows and Reflections (2wks)	Splash! (2wks)
Reception	Let's Explore (3wks)	Marvellous Machines (3wks)	Ready Steady Grow (3wks)	Long Ago (3wks)	Animal Safari (3wks)	On the Beach (3 wks)
	Build it up (2wks)	Puppets and Pop – Ups (2wks)	Signs of spring (2wks)	Stories and Rhymes (2wks)	Creep, Crawl and Wriggle (2wks)	Move It/Moving On (2wks)
Cycle A Year 1 / 2	Childhood		Bright Lights, Big City		School days	
Cycle B Year 1 / 2	Movers and Shakers		Coastline		Magnificent Monarchs	
Cycle A Year 3 / 4	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
Cycle B Year 3 / 4	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
Cycle A Year 5 / 6	Dynamic Dynasties		Sow, Grow and Farm		Ground Breaking Greeks	
Cycle B Year 5 / 6	Maafa		Frozen Kingdoms		Britain at War	



**Nursery Class
Curriculum Long Term Plan**

2024 - 2025	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Productivity	Transparency	Excellency
Theme 1	Me and My Community	Starry Night	Once Upon a Time	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
Theme 2	Exploring Autumn	Winter Wonderland	Sparkle and Shine	Puddles and Rainbows	Shadows and Reflections	Splash!
Trip	Autumn Walk at Avenue Park	Science Museum	Puppet Show	National History Museum	Spring Walk	Water and Steam Museum
Visitor(s)	Mother and Baby	-	Author	-	Dentist	-
Qur'aan	Surah Fatihah Juz Amma Surah Naas Surah Falaq	Juz Amma Surah Ikhlaas Surah Masad Surah Nasr	uz Amma Suratul Kawthar Surah Quraish Surah Fil	Juz Amma Surah Humazah Surah Asr Surah Takathur	Juz Amma Surah Qariah Surah Adiyat Surah Zalzal	Juz Amma Surah Qadr Surah Teen Surah Inshirah
Arabic	Language Nut About Me	Language Nut Weather	Language Nut Celebrations	Language Nut Hobbies and Pets	Language Nut Seasons and holidays	Language Nut Around the world
C & L	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p>

PSED	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Manage their own basic hygiene and personal needs including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p>
PD	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Begin to show accuracy and care when drawing.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p>
L	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read words consistent with their phonic knowledge by sound blending.</p> <p>Write recognisable letters, most of which are correctly formed. Enjoys looking at books and sharing stories.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Enjoys looking at books and sharing stories.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Write recognisable letters, most of which are correctly formed. Enjoys looking at books and sharing stories</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>Enjoys looking at books and sharing stories.</p>

					sentences and books that are consistent with their phonic knowledge, including some common exception words. Enjoys looking at books and sharing stories.	
M	<p>Comparison1: More than, fewer than, same Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts Compare and talk about large and small amounts Make large and small collections Make collections the same</p> <p>Pattern 1: Explore repeats Listen to repeats in songs and stories Start to join in songs with repeats Clap along to songs Make line patterns with own sequences Choose blocks to build roads and towers.</p> <p>Counting 1 Hear and say number Hear some number names Join in saying some number names Model saying number names in order Practise saying number names in order Join in stable order counting forwards Join in stable order counting backwards.</p> <p>Shape, space and measure 1 Explore and play with shapes Show interest in simple differences between shapes Put shapes and blocks into position Select shapes for a reason Begin to explore and describe natural shapes and objects Find and collect objects for a purpose</p>	<p>Counting 2 Begin to order number names Model saying 1,2 and 3 in play Copy the sequence of 1, 2 and 3 Copy fingers to represent 1, 2 and 3 Begin to count actions Say number names in order Begin to recognise that anything can be counted</p> <p>Subitising 1 I see 1, 2, 3 Notice images in books Respond to 'I see 1,2, 3' Recognise 'I see 1, 2, 3' Copy 'I see 1, 2, 3' Point to 1, 2, 3 Recognise 1, 2 3 in well-known tales</p> <p>Patten 2 Join in with repeats Join in with repeated actions in songs Join in with repeats in songs and stories Sing some refrains independently Have a sense of daily routines Say what happens next Make arrangements in art</p> <p>Shape, space and measure 4 Explore position and space Respond to simple language of position Arrange blocks in a chosen position Select shapes for a space Recognise when 2 objects are the same shape Explore and describe shapes and objects Sort shapes and objects into simple categories</p>	<p>Subitising 2 Show me 1, 2, 3 Copy fingers to show 1 Copy fingers to show 2 Copy fingers to show 3 Show 1 finger when seeing 1 item in stories Show 2 or 3 fingers when seeing 2 or 3 in stories Show 1, 2, 3 on fingers when asked</p> <p>Counting 3 Move and label 1,2 3 Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes Notice number symbols as labels Label amounts as 1 and not 1 Label amounts as 1, 2 or 3</p> <p>Pattern 3 Explore own first patterns Explain simple pattern arrangements Make road and bridges with intent Choose blocks to copy simple creations Make simple line patterns with objects Make simple pattern arrangements Show an interest in patterns and shapes.</p> <p>Shape, space and measure 3 Explore position and routes Explore shape resources Talk about simple positions Move into simple positions Move through positions Follow simple small-world routes</p>	<p>Counting 4 Take and give 1, 2, 3 Choose a group to count Take out 2 from a group Take out 3 from a group Give others 2 items Give others 3 items Count 3 objects with one-to-one correspondence</p> <p>Subitising 3 Talk about dots Become familiar with dot patterns Say when there is 1 dot Say when there are 2 dots Recognise 1 and 2 in different arrangements Say when there are 3 dots Look for collections of large and small amounts</p> <p>Comparison 2 Compare and sort collections Notice when two collections are the same Make collections of small objects the same Make collections of large objects the same Recognise two collections are the same using large and small objects Make collections the same using large and small objects Sort and talk about their own collections</p> <p>Shape, space and measure 4 Match, talk, push and pull Match simple shapes Push some shapes and blocks together Make simple arrangements Talk about arrangements Follow simple routes outside Follow toys around a simple route</p>	<p>Lead on own repeats</p> <p>Pattern 5 Making patterns together</p> <p>Subitising 4 Make games and actions</p> <p>Shape, space and measure 5 Start to puzzle</p>	<p>Counting 5 Show me 5</p> <p>Pattern 6 My own pattern</p> <p>Counting 6 Stop at 1, 2, 3, 4, 5</p> <p>Comparison 3 Match, sort, compare</p> <p>Consolidation/Prep for Reception.</p>

<p>UW</p>	<p>Talk about the lives of the people around them and their roles in society. Discuss simple changes as they have grown from being a baby. Know ways to care for their local environment.</p>	<p>Talk about the lives of the people around them and their roles in society. Explore the natural world around them, making observations and drawing pictures of animals and plants. Sort and group materials and resources and talk about how they are similar or different.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Sort and group materials and resources and talk about how they are similar or different.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know ways to care for their local environment.</p>
<p>EAD</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Listen to a variety of music and sounds.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Listen to a variety of music and sounds.</p>	<p>Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Sing a range of well-known nursery rhymes and songs.</p>	<p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Share their creations, explaining the process they have used.</p>



Reception Class Curriculum Long Term Plan

2024 - 2025	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Productivity	Transparency	Excellency
Theme 1	Let's Explore (3wks)	Marvellous Machines (3wks)	Ready Steady Grow (3wks)	Long Ago (3 wks)	Animal Safari (3wks)	On the Beach (3 wks)
Theme 2	Build it up (2wks)	Puppets and Pop – Ups (2wks)	Signs of spring (2wks)	Stories and Rhymes (2 wks)	Creep, Crawl and Wiggle (2wks)	Moving On (2wks)
Trip	Avenue Park Walk	Legoland Windsor	Odds Farm	Gunnersbury Park Museum	Hanwell Zoo	Ruislip Lido
Visitor(s)	Bricker layer	Puppet show	Cooking different cultural food	Author	Minibeast workshop	Year 1 Transition
Qur'aan	Surah Fatihah Juz Amma Surah Naas Surah Falaq Surah Ikhass	Juz Amma Surah Masad Surah Nasr Surah Kawthar Surah Quraish	Juz Amma Surah Humazah Surah Asr Surah Takathur Surah Qariah	Juz Amma Surah Adiyat Surah Zalzalah Surah Qadr Surah Teen	Juz Amma Surah Inshirah Surah Kaafiroon Surah Maun	Juz Amma Surah Bayyina Surah Alaq
Arabic	Language Nut Where I live	Language Nut Technology	Language Nut Food and drink	Language Nut More about food and mealtimes	Language Nut Animals, Colours, Sizes	Language Nut Our world
Halaqah	Aqeedah Allaah Who are Muslims? What is Islam? Adaab and Akhlaaq Punctuality and importance of time. Toilet Smiling and making salaam	Fiqh Taharah Cleanliness/ Hygiene Festivals and rituals 5 pillars Adaab and Akhlaaq Eating and drinking	Tarikh Islamic calendar /Muharram-the First Islamic Month. Prophet Adam - The first man Bilal Muslim beliefs about the Prophet Eesa Prophet Ibrahim and his test. Prophet Musa - his early life Prophet Nuh and his success	Seerah Introduction to Seerah Prophet Muhammad Love for the Prophet Sending salutations Fiqh Sawm - Fasting	Hadeeth No bullying Making good friends Fiqh Kabah - Hajj	Adaab and Akhlaaq Positive body language and positive language Social inclusion Using the toilet Developing good character Consideration for others/Helping others

<p>C&L</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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<p>PSED</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Know which adults look after them and who to tell if they feel worried or scared.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of hygiene</p>	<p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
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<p>PD</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p>
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L	<p><u>Ourselves and our families:</u> Literacy context: Lists and labels Key texts: Do you like? (<i>Hamilton Group Reader</i>) It's ok to be different by Todd Parr, Peace at Last by Jill Murphy, The Great Big Book of Families by Mary Hoffman</p> <p><u>Stories with repeating patterns repetitive chants and rhymes:</u> Literacy context: Repetitive chants / rhymes Key texts: We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury, Little Rabbit Foo Foo by Michael Rosen</p> <p><u>Autumn leaves:</u> Literacy context: Lists and labels Key texts: Leaf Man by Lois Ehlert</p> <p><u>Sharing the harvest:</u> Literacy context: Lists, Labels and Oral Retelling Key texts: Pumpkin Soup by Helen Cooper Any version of The Enormous Turnip</p>	<p><u>Prepositions and Descriptors:</u> Light and dark: celebrations of light at the start of winter: Guy Fawkes Bears in the night by Stan Berenstain</p> <p><u>Space:</u> Literacy context: Lists, labels & captions Key texts: Whatever Next by Jill Murphy Toys in Space by Mini Grey Little Kids First Big Book of Space by Catherine D. Hughes Here Come the Aliens by Colin McNaughton</p> <p><u>Winter traditions:</u> The Jolly Postman by Janet & Allan Ahlberg</p>	<p><u>Winter, snow, ice & dark nights:</u> Literacy context: Captions & Instructions Key texts: <i>The Bear's Winter House</i> by John Yeoman <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson</p> <p><u>Dragons and Chinese New Year:</u> Literacy context: Captions Key texts: Tell Me a Dragon by Jackie Morris <i>The Dragon Machine</i> by Helen Ward <i>The Race Across the River</i> (<i>Hamilton Group Reader</i>) <i>Chinese New Year (Holidays and Festivals)</i> by Nancy Dickmann</p> <p><u>Food and cooking:</u> Literacy context: Lists, instructions and recipes Key texts: <i>Ketchup on Your Cornflakes?</i> by Nick Sharratt <i>The Giant Jam Sandwich</i> by John Vernon Lord <i>Mr Wolf's Pancakes</i> by Jan Fearnley A version of The Gingerbread Man</p>	<p><u>Pick up a Stick:</u> Literacy context: Labels and captions Key texts: <i>Stanley's Stick</i> by John Hegley <i>Stick Man</i> by Julia Donaldson</p> <p><u>Dinosaurs:</u> Literacy Context: Non-Fiction Texts and Stories Key texts: <i>Owls and Dinosaurs</i> (<i>Hamilton Group Reader</i>) <i>Dinosaur Roar</i> by Paul Stickland <i>The Dirty Great Dinosaur</i> by Martin Waddell <i>Linus the Vegetarian T. Rex</i> by R. Neubecker</p> <p><u>Spring into Spring:</u> Literacy Context: Captions, Labels, Non-Fiction Writing Key texts: <i>Wakey-Wakey</i> (<i>Hamilton Group Reader</i>) <i>Spring for the Birds</i> (<i>Hamilton Group Reader</i>) <i>The Odd Egg</i> by Emily Gravett <i>The Egg Drop</i> by Mini Grey A version of The Ugly Duckling</p>	<p><u>Animal Lifecycles:</u> Literacy context: Labels, lists, simple report sequences Key texts: The Very Hungry Caterpillar by Eric Carle Caterpillars and Butterflies by Stephanie Turnball Tadpole's Promise by Jeanne Willis Growing Frogs, by Vivian French</p> <p><u>People who help us:</u> Literacy Context: Captions, Greetings Cards & Letters Key texts: Dog eat Dog (<i>Hamilton Group Reader</i>) The Very Helpful Hedgehog by Rosie Wellesley Vet by Rebecca Hunter Dentist by Rebecca Hunter Firefighter by Rebecca Hunter Police Officer by Rebecca Hunter</p> <p><u>Superheroes:</u> Literacy Context: Descriptive writing Key texts: Superheroes – All Sorts (<i>Hamilton Group Reader</i>) Eliot: Midnight Superhero by Anne Cottringer My Mum is a Supermum by Angela McAllister Superhero ABC by Bob McCleod Supertato by Sue Hendra</p>	<p><u>Growing Plants:</u> Literacy context: Labels, lists, simple instructions Key texts: Grass for Tea! (<i>Hamilton Group Reader</i>) The Tiny Seed by Eric Carle Jasper's Beanstalk by Nick Butterworth Oliver's Vegetables by Vivian French Oliver's Fruit Salad by Vivian French</p> <p><u>Traditional Tales:</u> Literacy Context: Letters, retelling traditional stories – with a twist A traditional version of Jack and the Beanstalk: Jim and the Beanstalk by Raymond Briggs A traditional version of Hansel and Gretel</p> <p><u>Transport and Travel:</u> Literacy context: Lists, maps, recounts Key texts: You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck The Train Ride by June Crebbin The Hundred Decker Bus by Mike Smith Naughty Bus by Jan Oke</p>
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<p>M</p>	<p>Getting to know you</p> <p>Match, sort and compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p>Talk about measure and patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p>It's me 1, 2, 3 Find 1, 2 and 3 Subitise 1,2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3</p>	<p>Circles and triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p>1,2,3,4,5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p> <p>Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p>Mass and capacity Compare mass Find a balance Explore capacity Compare capacity</p> <p>Growing 6, 7, 8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p> <p>Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p>	<p>Building 8 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Double to 10 (find a double) Doubles to 10 (make a double) Explore even and odd</p> <p>Explore 3-D shapes Recognise and name 3-D shapes Find 2 -D shapes within 3 -D shapes Use 3 -D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns n the environment</p>	<p>To 20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p>How may now? Add more How many did I add? Take away How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p>	<p>Sharing and grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p>Visualise, build and map Identify units of repeating patterns Crate own pattern rules Explore won pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p>Make connections Deepen understanding Patterns and relationships.</p>
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<p>UW</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Sort and group materials and resources and talk about how they are similar or different. Make observations about the world around them.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and – when appropriate – maps.</p> <p>Purple Mash Digital Literacy Technology around us</p>	<p>Use technology safely and respectfully with support from adults.</p> <p>Find out about and use a range of everyday technology. Use technology to record their work and ideas. Create simple programs. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Sort and group materials and resources and talk about how they are similar or different. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Purple Mash Digital Literacy Hardware</p> <p>IT Keyboard skills</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Make observations about the world around them. Create simple programs. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Use technology to record their work and ideas. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Purple Mash Digital Literacy Safety and Privacy</p> <p>IT Drawing skills</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Use technology to record their work and ideas. Discuss simple changes as they have grown from being a baby. Sort and group materials and resources and talk about how they are similar or different. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Purple Mash Computer Science Robots</p> <p>IT Quizzes</p>	<p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Create simple programs. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Use technology to record their work and ideas. Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society.</p> <p>Purple Mash Information Technology Sounds</p> <p>Digital Literacy Using Purple Mash with an individual login</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Develop scientific knowledge through play activities, sharing stories and non fiction books and discussion. Discuss simple changes as they have grown from being a baby. Use technology to record their work and ideas.</p> <p>Purple Mash Information Technology Photography</p>
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<p>EAD</p>	<p>Share their creations, explaining the process they have used. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Use everyday products, stories, pictures, interests and experiences to inspire their creations.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Explore playing a variety of percussion instruments.</p> <p>Use pictures, interests and experiences to inspire their creations.</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Listen to a variety of sounds.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Sing a range of well known nursery rhymes and songs.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Test their ideas.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Explore artwork made by great artists.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Explore artwork made by great artists. Listen to a variety of music and sounds. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Test their ideas.</p> <p>Share their creations, explaining the process they have used.</p>
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Curriculum Long Term Plan – Year 1 / 2

Cycle A 2023 - 2024	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Childhood				School days	
Trip	Legoland		Tower of London		Reading Museum	
Visitor(s)	Parent visitors come in with toys and equipment from their childhood		Local MP		A parent visitor to come in with artefacts and photographs and talk about the school's history	
Qur'aan	Surah Fatihah Juz Amma Surah Naas Surah Falaq Surah Ikhlas Surah Masad	Juz Amma Surah Nasr Surah Kawthar Surah Quraish Surah Humazah Surah Asr	Juz Amma Surah Takathur Surah Qariah Surah Adiyat Surah Zalzalah Surah Qadr	Juz Amma Surah Qadr Surah Teen Surah Inshirah Surah Maun	Juz Amma Surah Bayyina Surah Alaq Surah Duha	Juz Amma Surah Laila Surah Shams Surah Balad
Arabic	Language Nut How I look	Language Nut Around the house	Language Nut The environment	Language Nut Going to work	Language Nut Going to school	Language Nut More about school
Halaqah	Aqeedah Introduction to Aqeedah Articles of faith Akhlaq/Adab Speech	Fiqh Introduction to Fiqh The pillars of Islam	Tarikh Introduction to Tarikh Creation of Adam Adam and Hawwa Akhlaq/Adab Respect Our body Washroom	Seerah Introduction to Seerah Childhood of our beloved Messenger ﷺ. His youth Prophethood	Hadeeth Introduction to Hadith Ahadith on: -Feeding the Hungry -Helping others	Adaab and Akhlaaq Introduction Cleanliness Fiqh Pillars of Islam: Hajj
RE	Jumua Islam	Harvest Christianity	Hanukkah Judaism	Ramadan	Eid al Fitr	Hajj
PSHE Citizenship and RSE	Families and relationships Introduction: Setting ground rules for RSE & PSHE lessons Family Friendships Families are all different Other people's feelings Getting along with others	Health and well being Understanding my feelings Relaxation - laughter and progressive muscle relaxation What am I like? Ready for bed? Hand washing and personal hygiene People who help us stay healthy	Safety and the changing body Communicating with adults People who help to keep us safe in our local community Road safety Safety with medicines Making a call to the emergency services My private parts are private	Citizenship Rules Similar, yet different Belonging Job roles in the community Our school environment Our local environment	Economic well being Money Needs and wants Looking after money Banks and building societies Jobs	Transition Transition lessons Revisit and review
English: Key Texts	Fiction: Stories with a theme -Feelings Essential texts: The Suitcase by Chris Naylor-Ballesteros <i>Rabbityness</i> by Jo Empson, and The Visitor by Antje Damm Non Fiction: Recounts Essential text: The Swallow's Journey written by Ruth Merttens and read by Ted Fletcher Diary of a Wombat by Jackie French and Bruce Whatley Waiting for Goliath by Antje Damm Poetry: Nonsense poetry by Edward Lear Essential texts: The Pobble Who Has No	Fiction: Traditional tales and Fables Essential Texts: <i>The Story Blanket</i> by Ferida Wolff and Harriet May Savitz, illustrated by Elena Odrozola <i>Wolfy</i> by Gregoire Solotareff <i>Little Red Riding Hood</i> told by Ruth Merttens or Deanna Rodger A version of Aesop's fable <i>The Boy Who Cried Wolf</i> <i>Why not me?</i> by Ruth Merttens and Jackie Abey, <i>Hamilton Group Reader</i> Non Fiction: Postcards and Letters <i>Dear Dinosaur</i> by Chae Strathie and illustrated by Nicola O'Byrne <i>Dear Postman</i> Hamilton Group Reader, written by Ruth Merttens and illustrated by Jackie Abey	Fiction: Classic Fiction Essential Texts: <i>The Tale of Two Bad Mice; The Tale of Tom Kitten; The Tale of Mr Jeremy Fisher; The Tale of Jemima Puddle-Duck</i> all by Beatrix Potter Non Fiction: information Texts Essential texts: Funny Bums, Freaky Beaks and other incredible creature features by Alex Morss and Sean Taylor. Illustrated by Sarah Edmonds Poetry: Caribbean Poetry <i>A Caribbean Dozen</i> edited by John Agard and Grace Nichols	Fiction: Modern Fiction Essential Texts: The Night Gardener by the Fan Brothers The Invisible by Tom Percival Last Stop on Market Street by Matt de la Peña Non Fiction: Instructions Essential texts: Tidy by Emily Gravett, Being Bossy by Ruth Merttens and Jackie Abey, Too Much Stuff by Emily Gravett Poetry: TBC	Fiction: Picture books from the USA Where the Wild Things Are by Maurice Sendak <i>Make Way for Ducklings</i> by Robert McCloskey <i>Watercress</i> by Andrea Wang and illustrated by Jason Chin <i>It's a Book</i> by Lane Smith Non Fiction: Information texts Essential texts: Diary of a Wombat by Jackie French and Bruce Whatley and Waiting for Goliath by Antje Damm Poetry: On the theme of animals <i>Jaws and Claws and Things with Wings</i> by Valerie Bloom and illustrated by Matt Robertson	Fiction: Stories by the same author Essential texts: The Best Guard Dog in the World; Betsey Moves House and Betsey on the Telly by Malorie Blackman Non Fiction: Instructions <i>I Will Not Ever Never Eat a Tomato</i> by Lauren Child <i>No Thank You</i> by Ruth Merttens and Jackie Abey Poetry: TBC

	Toes, The Owl and the Pussycat and The Quangle Wangle's Hat	Poetry: TBC				
English: SPaG	<p>Fiction: Coordinating and subordinating conjunctions</p> <p>Non - Fiction: Verbs and tense - simple past and present Days of the week; using capital letters correctly</p> <p>Poetry: Word classes: nouns and adjectives. Introducing noun phrases</p>	<p>Fiction: Subordination and Coordination, Past tense, simple and progressive forms</p> <p>Non fiction: Different sentences – questions, statements and commands Expanded noun- and prepositional phrases</p> <p>Poetry: TBC</p>	<p>Fiction: Verbs – the present and past tense; the progressive form of the past tense Sentence Punctuation</p> <p>Non - Fiction: Types of sentence; sentence punctuation, including capital letters for names Subordinating conjunctions; subordinate clauses</p> <p>Poetry: Suffixes and Compound Words</p>	<p>Fiction: Prefixes (un–) and suffixes (–er, –est) Descriptive writing – expanded noun and prepositional phrases</p> <p>Non fiction: Different forms of sentence. Sentence punctuation Verbs and tenses</p> <p>Poetry: TBC</p>	<p>Fiction: Coordination and Subordination The past and present tenses, including the progressive form</p> <p>Non fiction: Punctuation in different types of sentence Adjectives and qualifying adverbs in descriptive writing</p> <p>Poetry: Descriptive writing – adjectives, adverbs and prepositions Sentence punctuation – capital letters, full stops, question marks and exclamation marks</p>	<p>Fiction: Subordination, Past tense – simple and progressive forms</p> <p>Non fiction: Sentences of Different Sorts: Questions, Statements, Commands and Exclamations Commas in Lists; Spelling Plurals</p> <p>Poetry: TBC</p>
English: Composition	<p>Fiction: Writing a story</p> <p>Non fiction: Write a diary for a character from a story</p> <p>Poetry: Writing a sequel to the Owl and the Pussycat</p>	<p>Fiction: Plan and write a new version of Wolfy</p> <p>Non fiction: a polite letter of request</p> <p>Poetry: TBC</p>	<p>Fiction: Writing a new version of The Tale of Two Bad Mice</p> <p>Non - Fiction: Writing a blog post on how to help wildlife</p> <p>Poetry: Writing poems and autobiographies</p>	<p>Fiction: Writing a story inspired by a text shared in class</p> <p>Non fiction: Write Instructions and Explanations</p> <p>Poetry: TBC</p>	<p>Fiction: Writing a story inspired by Where the Wild Things Are</p> <p>Non fiction: Writing pages for class information books on birds</p> <p>Poetry: Writing kennings and poem appreciations</p>	<p>Fiction: Writing a story inspired by one of Malorie Blackman's</p> <p>Non fiction: Writing a Story Containing Commands and Instructions</p> <p>Poetry: TBC</p>
Maths	<p>Place Value (within 20) Count objects within 10 Represent numbers to 10 Count on and back within 20 Understand 10 Understand 11-15 Understand 16-20 1 more 1 less Number lines Estimate on number lines Less than, greater than, equal to Compare numbers Order numbers</p> <p>Addition and Subtraction (within 20) Parts and wholes Systematic number bonds within 10 Number bonds to 10 Number bonds to 20 Addition-add together Addition-add more Doubles Near doubles Add three 1-digit numbers Find a part Fact families=the eight facts Take away (how any left?) Find the difference Missing number problems</p>	<p>Place value (within 100) Count beyond 20 Count tens Groups of tens and ones Partition into tens and ones Use a place value chart Flexible partitioning Number lines Estimate on number lines 1 more and 1 less Compare numbers with the same number of tens Compare any two numbers Order objects and numbers</p> <p>Shape Recognise and name 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2 -D shapes Draw 2-D shapes Vertical lines of symmetry Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 2-D shapes and 3-D shapes Patterns with 2-D and 3-D shapes</p>	<p>Addition and Subtraction Related Facts Add and subtract 1s Add to the next 10 Add from a 10 Add across a 10 Subtract to a 10 Subtract from a 10 Subtract across a 10 Add 10s Subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems</p> <p>Multiplication and Division Count in 2s, 5s, and 10s Count in 3s Recognise equal groups Make equal groups Make arrays</p>	<p>Multiplication and Division (continued) Add equal groups Multiplication sentences Commutativity Make equal groups-grouping Make equal groups-sharing The 2-times tables Divide by 2 Doubling and halving Odd and even The 10 times-table Divide by 10 The 5 times-table Divide by 5 The 5 and 10 times-tables</p> <p>Length and Height Measure length using objects Measure length in centimetres Measure length in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights</p> <p>Statistics Tally charts Tables Block diagrams Draw pictograms Interpret pictograms</p>	<p>Money Recognise coins and notes Count money-pence Count money-pounds (notes and coins) Count money-pounds and pence Choose notes and coins Compare amounts of money Calculate with money Make a pound Find change</p> <p>Fractions Parts and whole Equal and unequal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit Fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole</p>	<p>Time (continued) Months and days Hours, minutes and seconds O'clock and half past Quarter past Tell time past the hour Quarter to Tell time past the hour Quarter to Tell time to the hour Minutes in an hour Hours in a day Time problems</p> <p>Mass, Capacity and Temperature Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millimetres Measure in litres Four operations with volume and capacity Temperature</p> <p>Geometry: Position and Direction Language of position Describe movement Describe turns Describe movement and turns</p>
Science	Animals, including humans <i>Amazing me!</i>	Everyday materials <i>Brilliant builders</i>	Seasonal changes <i>Wild weather</i>	Animals including humans <i>Wild and wonderful creatures</i>	Plants <i>Growing things</i>	Living things and their habitats <i>Food</i>

Computing	Digital Literacy Unit 1.1 Online Safety & Exploring Purple Mash Programs – Various	Digital Literacy Unit 2.5 Effective Searching Programs – Browser Computer Science Unit 1.4 Lego Builders Programs – 2DIY	Digital literacy Unit 1.9 Technology outside school Programs – Various Computer Science Unit 1.2 Grouping & Sorting Programs – 2DIY IT Unit 2.6 Creating Pictures Programs – 2PaintAPicture	IT Unit 2.6 Creating Pictures Programs – 2PaintAPicture IT Unit 1.8 Spreadsheets Programs – 2Calculate	Computer Science Unit 1.7 Coding Programs – 2Code	Computer Science Unit 2.1 Coding Programs – 2Code
PE	Indoor: Dance - Toys Outdoor: Invasion games	Indoor Dance – Materials Outdoor: Attacking and defending	Indoor: Gymnastics – Landscapes and Cityscapes Outdoor: Multiskills – Bat and ball	Indoor: Gymnastics - Under the sea Outdoor: Target games	Indoor: Circuit Training Outdoor: Sports day	Indoor: Circuit Training Outdoor: Sports day
History		Childhood Childhood in the past Timelines and important events Family trees Everyday life in the 1950s Childhood in the 1950s Creating timelines			School days Our school's history Important events The Victoria era Victorian schools A day in a Victorian school Victorian classroom artefacts	School days Significant people – Samuel Wilderspin Victorian lessons Historical words Sorting out school timeline
Geography	Our Wonderful World What is Geography? Maps Location Directional language Continents and oceans Four countries of the UK		Bright lights, Big City Life in the United Kingdom Physical features of the UK What is a city? Human features of the locality Weather in the United Kingdom	Bright lights, Big City This is London London landmarks Aerial photographs Giving directions Comparing capital cities		
Design & Technology		Shade and Shelter Investigating shelters Designing shelters Building prototype shelters Designing a play den Building a play den Evaluation		Taxi! Investigating wheels, axles and chassis Experimenting Exploring axles Designing our taxis Making out taxis Evaluating our taxis		Chop, Slice and Mash Investigating sources of food Preparing fruits and vegetables Exploring salads Designing a supermarket sandwich Making a supermarket sandwich
Art & Design	Mixing colours Primary and secondary colours Colour wheel Similarities and differences in artists' use of colour Colour mixing and printmaking		Rain and Sunrays Weather motifs Exploring line and shape Exploring texture Exploring collagraphy Creating weather collagraphs Evaluate		Street View Exploring street views Similar or different Significant artist: James Rizzi Exploring colour Exploring form Mural makers	



Curriculum Long Term Plan – Year 1 / 2

Cycle B 2024 - 2025	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Movers and Shakers		Coastline		Magnificent Monarchs	
Trip	Gunnersbury Museum		London Water and Steam Museum/Trinity Buoy Wharf		Hampton Court Palace	
Visitor(s)	Local Imam		Thames Water		Parents who came to the UK from different parts of the world	
Qur'aan	Surah Fatihah Juz Amma Surah Naas Surah Falaq Surah Ikhas Surah Masad Surah Nasr	Juz Amma Surah Fajr Surah Ghashiya Surah Ala Surah Tariq	Juz Amma Surah Burooj Surah Inshiqaq Surah Muttaffifin	Juz Amma Surah Infitar Surah Abasa Surah Takwir	Juz Amma Surah Naziat	Juz Amma Surah Naba
Arabic	Language Nut Healthy lifestyles	Language Nut Hygiene and healthcare	Language Nut On the way to school	Language Nut Useful phrases	Language Nut Describing people and things	Language Nut Clothes and shopping
Halaqah	Aqeedah Al-Razzaq Al-Rahman Akhlaq/Adab Smiling Eating and drinking	Fiqh Shahadah Taharah Wudu Salah	Tarikh Prophet Nuh Fiqh Zakah	Seerah Marriage Important Names Relatives Fiqh Sawm	Hadeeth Introduction to Hadith Ahadith on: Purity Truthfulness	Adaab and Akhlaaq Water Starting from the right Sleeping and waking up Fiqh Hajj
RE	Jumuah Islam	Prophet Eesa (Jesus)	Purim Judaism	Ramadan	Eid al Fitr	Hajj Islam
PSHE Citizenship and RSE	Family and relationships Setting ground rules of RSE and PSHE Family Friendships Getting along with others Gender stereotypes Change and loss	Health and well being Understanding my feelings Steps to success Developing a growth mindset Being active Relaxation: Breathing exercises Healthy diet Looking after your teeth	Safety and the changing body Road safety Safety at home What to do if I get lost? The internet Appropriate contact My private parts are private Respecting personal boundaries	Citizenship Rules Similar, yet different The needs of others Caring for others: Animals Democratic decisions School Council Giving my opinions	Economic well being Money Needs and wants Spending and saving Banks and building societies Jobs	Transition Transition Lessons Revisit and review
English: Key Texts	Fiction: Humorous Stories Essential texts: A Squash and a Squeeze by Julia Donaldson and Axel Scheffler. Animal Upsets by Ruth Merttens and Anne Holm Petersen, Alone! by Barry Falls Non Fiction: Instructions Variou texts Poetry: On a theme <i>We're Going to Find a Monster</i> by Malorie Blackman and Dapo Adeola. <i>In Every Corner</i> Hamilton Group Reader 'The Monster from Outer Space' by Pie Corbett 'The Monster's Alphabet' by Pie Corbett	Fiction: Farm Stories Essential texts: Farmer Duck by Martin Waddell The Mouse, the Frog and the Little Red Hen The Little Island by Smriti Prasadam-Halls and Robert Starling Sam's Duck by Michael Morpurgo Farmer Duck by Martin Waddell Non Fiction: Letters and Postcards Essential texts: The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers Meerkat Mail by Emily Gravett Poetry: TBC	Fiction: Myths and Legends Essentials texts: The Great Race by Emily Hiles The Runaway Wok by Ying Chang Compestine The Race Across the River by Ruth Merttens Non Fiction: Information texts Essential texts: The National Trust Out and About Minibeast Explorer by Robyn Swift and Hannah Alice Bugs and Ruth Merttens and Jackie Abey Poetry: Humorous Poems <i>Aliens Stole My Underpants</i> by Brian Moses	Fiction: Humorous Stories Essential texts: There's a Snake in my School! by David Walliams and Tony Ross The Creature Choir by David Walliams and Tony Ross There's a Snake in my School! by David Walliams and Tony Ross I Want a Pet by Lauren Child The Pet Person by Jeanne Willis and Tony Ross Non Fiction: Recounts Essential texts: This is How We Do It by Matt Lamothe The Animals' Outing by Ruth Mertens On the Way Home by Jill Murphy Poetry: TBC	Fiction: On a theme - Books Essential texts: Wanted! Ralfy Rabbit, Book Burglar by Emily Mackenzie Beware! Ralfy Rabbit and the Secret Book Biter Emily Mackenzie Charlie Cook's Favourite Book by Julia Donaldson and Axel Scheffler The Little Story Who Didn't Want to Be Told by Wilf Merttens Beware! Ralfy Rabbit and the Secret Book Biter by Emily Mackenzie Non Fiction: Persuasive writing Essential Text Library Lion by Michelle Knudsen King of the Birds retold by Ruth Merttens Poetry: Performance poetry Essential texts: Poems Out Loud! First poems to read and perform, Ladybird Books	Fiction: On a theme - Feelings Essential Texts What if?... by Anthony Browne Gustavo the Shy Ghost by Flavia Z Drago Arlo, the Lion who Couldn't Sleep by Catherine Raynor Can't you Sleep Little Bear by Martin Waddell Non Fiction: Information texts Essential texts: Crazy About Cats by Owen Davey The Scariest Baddie Ever by Ruth Merttens and Philippa Danvers Crazy About Cats by Owen Davey Poetry: TBC

English: SPaG	<p>Fiction: Reading and writing different types of sentence: statements, questions and exclamations Reading, writing and spelling adjectives with the suffixes -er and -est</p> <p>Non fiction: Writing and punctuating different sorts of sentence. Formation of adjectives using the suffixes -ful and -less</p> <p>Poetry: Sentences of different forms Using capital letters correctly and commas in lists</p>	<p>Fiction: Adjectives and Noun Phrases Verb Tenses</p> <p>Non fiction: Coordination and subordination comparatives and superlatives – spelling adjectives with – er and -est suffixes</p> <p>Poetry: TBC</p>	<p>Fiction: Subordinating Conjunctions Apostrophes for contracted forms</p> <p>Non fiction: Descriptive writing – adjectives, prepositions and adverbs Using commas to separate items in a list; using an apostrophe to indicate possession</p> <p>Poetry: Using noun phrases in descriptive writing Adding suffixes</p>	<p>Fiction: The past tense, including the progressive form coordination and subordination – using conjunctions to join clauses</p> <p>Non fiction: Verb Tenses – Present, Past and Progressive Using Capital Letters</p> <p>Poetry:</p>	<p>Fiction: Joining clauses using coordination or subordination Using the suffix -ly to turn adjectives into adverbs</p> <p>Non fiction: Different sentence types: questions, statements, commands, instructions. Using Contractions</p> <p>Poetry: Subordination Descriptive writing using adjectives, verbs and adverbs</p>	<p>Fiction: The past tense – simple and progressive forms Understanding and using the prefix ‘un’</p> <p>Non fiction: Descriptive writing using expanded noun phrases Using commas to separate items in lists</p> <p>Poetry: TBC</p>
English: Composition	<p>Fiction: Writing and orally retelling a funny story based on those heard in class</p> <p>Non fiction: Describe an online game and write instructions for it.</p> <p>Poetry: Compare poems about monsters and write an appreciation.</p>	<p>Fiction: Plan and write a version of a familiar story.</p> <p>Non fiction: Developing extended writing – letters and emails</p> <p>Poetry: TBC</p>	<p>Fiction: Write a story based on a traditional tale</p> <p>Non fiction: Writing an information book about a hidden minibeast; writing a book review</p> <p>Poetry: Writing descriptions and poems; reciting and performing poems</p>	<p>Fiction: writing stories about pets</p> <p>Non fiction: Write a Recount of Daily Life in the UK</p> <p>Poetry: TBC</p>	<p>Fiction: planning and writing stories about books</p> <p>Non fiction: Persuasive Writing</p> <p>Poetry: Writing a new version of a poem shared in class; performing poetry</p>	<p>Fiction: Story Writing</p> <p>Non fiction: writing information pages for a class ‘big book’ on big, bad and scary creatures</p> <p>Poetry: TBC</p>

Maths	<p>Place Value (within 20) Count objects within 10 Represent numbers to 10 Count on and back within 20 Understand 10 Understand 11-15 Understand 16-20 1 more 1 less Number lines Estimate on number lines Less than, greater than, equal to Compare numbers Order numbers</p> <p>Addition and Subtraction (within 20) Parts and wholes Systematic number bonds within 10 Number bonds to 10 Number bonds to 20 Addition-add together Addition-add more Doubles Near doubles Add three 1-digit numbers Find a part Fact families=the eight facts Take away (how any left?) Find the difference Missing number problems</p>	<p>Place value (within 100) Count beyond 20 Count tens Groups of tens and ones Partition into tens and ones Use a place value chart Flexible partitioning Number lines Estimate on number lines 1 more and 1 less Compare numbers with the same number of tens Compare any two numbers Order objects and numbers</p> <p>Shape Recognise and name 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2 -D shapes Draw 2-D shapes Vertical lines of symmetry Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 2-D shapes and 3-D shapes Patterns with 2-D and 3-D shapes</p>	<p>Addition and Subtraction Related Facts Add and subtract 1s Add to the next 10 Add from a 10 Add across a 10 Subtract to a 10 Subtract from a 10 Subtract across a 10 Add 10s Subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems</p> <p>Multiplication and Division Count in 2s, 5s, and 10s Count in 3s Recognise equal groups Make equal groups Make arrays</p>	<p>Multiplication and Division (continued) Add equal groups Multiplication sentences Commutativity Make equal groups-grouping Make equal groups-sharing The 2-times tables Divide by 2 Doubling and halving Odd and even The 10 times-table Divide by 10 The 5 times-table Divide by 5 The 5 and 10 times-tables</p> <p>Length and Height Measure length using objects Measure length in centimetres Measure length in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights</p> <p>Statistics Tally charts Tables Block diagrams Draw pictograms Interpret pictograms</p>	<p>Money Recognise coins and notes Count money-pence Count money-pounds (notes and coins) Count money-pounds and pence Choose notes and coins Compare amounts of money Calculate with money Make a pound Find change</p> <p>Fractions Parts and whole Equal and unequal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit Fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole</p>	<p>Time (continued) Months and days Hours, minutes and seconds O'clock and half past Quarter past Tell time past the hour Quarter to Tell time past the hour Quarter to Tell time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day Time problems</p> <p>Mass, Capacity and Temperature Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millimetres Measure in litres Four operations with volume and capacity Temperature</p> <p>Geometry: Position and Direction Language of position Describe movement Describe turns Describe movement and turns</p>
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Science	Animals including humans <i>Healthy animals</i>	Living things and their habitats <i>Habitats</i>	Everyday materials <i>Materials matter</i>	Everyday materials <i>Squash, Bend, Twist, Stretch</i>	Plants <i>Ready, Steady, Grow</i>	Living things and their habitats <i>Allotments</i>
Computing	Digital literacy Unit 1.1 Online Safety & Exploring Purple Mash Programs – Various	Compter science Unit 1.5 Maze Explorers Programs – 2Go IT Unit 2.4 Questioning Programs – 2 Question, 2Investigate	IT Unit 2.4 Questioning Programs – 2 Question, 2Investigate Digital literacy Unit 2.2 Online Safety Programs – Various	IT Unit 1.6 Animated Story Books Programs – 2Create A Story	IT Unit 2.3 Spreadsheets Programs – 2Calculate IT Unit 1.3 Pictograms Programs – 2Count	IT Unit 2.8 Presenting Ideas Programs – Various
PE	Indoor: Gymnastics: Animals Outdoor: Invasion games	Indoor: Gymnastics: Traditional tales Outdoor: Attaching and defending	Indoor: Dance: Seasons Outdoor: Multiskills: Running and Jumping	Indoor: Dance: Starry skies Outdoor: Multiskills: Bat and Ball	Indoor: Circuit Training Outdoor: Multiskills: Throwing and Catching	Indoor: Yoga Outdoor: Sports day
History		Movers and Shakers Exploring impact Significant explorers and exploration Christopher Columbus Neil Armstrong Exploration changes Significant activists: Emmeline Pankhurst, Rosa Parks Looking to the future: Retelling stories People and their quotes			English and British monarchy timeline Power and rule Royal portraits Sovereign's timeline Significant people – Alfred the Great Significant people – William the Conqueror	Hierarchy and power Significant people – Henry VIII Significant people – Elizabeth I Significant Queen Victoria Significant – Elizabeth II Who was the most significant sovereign Hierarchy
Geography	Let's Explore the World Atlases, maps and cardinal compass points Collecting primary data in locality Fieldwork: Hot, temperate and cold places Characteristics of the United Kingdom Comparing places		Geographical coastline features of the United Kingdom Human features of a coastal town Tourism	Dangers of the coast Celebrating the coast Map making		
Design & Technology		Remarkable Recipes Sources of food and tools used for food preparation Design criteria and devise recipes		Beach Hut Making and strengthening structures Different ways of joining materials		Cut, Stitch and Join Everyday fabric products Cath Kidston Sewing patterns
Art & Design	Still life Colour Study Still life Study Still life artists		Flower hand Flower art Exploring shape and form Explore texture Explore colour and pattern Creating flower sculptures		Portraits and poses Analysing paintings Sketch a pose Digital drawing Royal gallery Portraiture today Royal portraits	



Curriculum Long Term Plan – Year 3 / 4

Cycle A 2024 - 2025	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Through the Ages		Rocks, Relics, and Rumbles		Emperors and Empires	
Trip	The British Museum		Natural History Museum		Windsor Castle	
Visitor(s)	Portals to the past workshop		Geologist workshop		Roman Tours Workshop	
Qur'aan	Juz Tabarak Al Mursalat	Juz Tabarak Al Insan	Juz Tabarak Al Qiyama	Juz Tabarak Al Muddathir	Juz Tabarak Al Muzzammil	Juz Tabarak Al Jinn
Arabic	Language Nut Family & Relationship	Language Nut Future Plans	Language Nut Time and Daily routines	Language Nut Time and daily routines	Language Nut Leisure	Language Nut Leisure
Halaqah	Aqeedah Articles of faith Angels Books The Quran Adaab and Akhlaaq Greeting Speaking	Fiqh Keeping Clean Fara'id of Wudu Sunan of Wudu Tayammum Salah	Tarikh Prophet Hud Prophet Salih Adaab and Akhlaaq Entering a house and seeking permission	Seerah In the cave of Hira The first revelation The first believers The Invitation The sermon on mount Safa Trouble and pain on the early Muslims.	Hadeeth Truth Salam -Using the right hand -Drinking whilst sitting -Kindness to neighbours	Adaab and Akhlaaq -Sneezing -Yawning Aqeedah Al-Hafiz As-Sam' Al-Basir Al-Ahad
RE	Ganesh Chaturthi Hinduism	Guru Nanak Gurburab Sikhism	Lent Christianity	Ramadan and Eid al Fitr	Shavuot Judaism	Hajj Islam
PSHE Citizenship and RSE	Families and relationships Setting ground rules and signposting Friendship issues and bullying The effects of bullying and the responsibility of the bystander Stereotyping - Gender Learning who to trust Change and loss - bereavement	Health and well being My healthy diary Diet and dental health Relaxation - stretches Wonderful me Celebrating mistakes My happiness	Safety and the changing body Be kind online Cyberbullying Privacy and secrecy First Aid: Bites and stings First Aid: Emergencies and calling for help Road safety	Citizenship Recycling / reusing Local community buildings and groups Local council and democracy Rules Rights of the child Human rights	Citizenship Spending choices Budgeting Money and emotions Jobs and careers Gender and careers	Transition Coping strategies Revisit and review
English: Key Texts	Fiction: On a theme - Feeling at home Essential Texts: The Blue House by Phoebe Wahl I'll Take You to Mrs Cole by Nigel Gray and Michael Foreman Dear Mum by Brian Patten Crazy, Mayonnaisey Mum by Julia Donaldson Non - Fiction: Instructions and Explanations Essential Texts: Horrible History books Poetry: Michael Rosen <i>You Wait Till I'm Older Than You!</i> By Michael Rosen <i>Quick, Let's Get Out of Here</i> By Michael Rosen	Fiction: Traditional tales Essential Texts: The Wolf's Secret by Myriam Dahman and Nicolas Dagard Amulet by Ted Hughes Non - Fiction: Reports Essential Text <i>Last</i> by Nicola Davies Poetry: TBC	Fiction: Fairy tales Essential Texts: The Three Pigs by David Wiesner The True Story of the Three Little Pigs by Jon Scieszka The Wolf's Story by Toby Forward The Three Little Wolves and The Big Bad Pig by Eugene Trivizas and Helen Oxenbury Mixed Up Fairy Tales by Hilary Robinson and Nick Sharratt Non - Fiction: Biographies <i>Wild Lives: 50 Extraordinary Animals that Made History</i> by Ben Lerwill Poetry: Essential Text <i>Shaping the World</i> chosen by Liz Brownlee	Fiction: On a theme - Daily life Essential Texts:: The No. 1 Car Spotter by Atinuke Anna Hibiscus by Atinuke Non - Fiction: Information texts Essential Text: Rhythm of the Rain by Grahame Baker Smith The Dam by David Almond, illustrated by Levi Pinfold Poetry: TBC	Fiction: Fantasy - Amazing adventures Essential Texts: The Barnabus Project by The Fan Brothers The Antlered Ship by Dashka Slater and The Fan Brothers Non - Fiction: Explanations Essential Text: <i>Until I met Dudley: How Everyday Things Really Work</i> by Roger McGough Poetry: Poems by the same poet - Valerie Bloom Essential Text: Stars with Flaming Tails by Valerie Bloom	Fiction: Classic Fiction Essential Text: Harry's Mad by Dick King Smith Non - Fiction: Information texts Essential Texts: Various Our World in Pictures: Cars, Trains, Ships and Planes: A Visual Encyclopaedia to Every Vehicle by DK Poetry: TBC

SGaP	<p>Fiction: Punctuating direct speech</p> <p>Non Fiction: Paragraphs and Headings: Fitness Fun Possessive apostrophes, singular and plural, & commas in lists</p> <p>Poetry: Writing and Punctuating Speech Conjunctions indicating time and cause</p>	<p>Fiction: Verbs and the Present Perfect Tens Identifying and using adverbials, including fronted adverbials</p> <p>Non Fiction: Extended noun phrases Paragraphs</p> <p>Poetry: TBC</p>	<p>Fiction: Punctuating direct speech Verbs and the Present Perfect Form</p> <p>Non Fiction: Paragraphs and Headings Adverbials and Fronted Adverbials</p> <p>Poetry: Fronted Adverbials Investigating Words</p>	<p>Fiction: Punctuating direct speech; roleplay Verbs and the Present Perfect Form</p> <p>Non Fiction: Using conjunctions and prepositions to express time, cause and place Using pronouns to aid cohesion and avoid repetition</p> <p>Poetry: TBC</p>	<p>Fiction: Identifying and using adverbials, including fronted adverbials Verbs and the Present Perfect Tense</p> <p>Non Fiction: Extend sentences using a wider range of conjunctions: funny machines Nouns, pronouns and precise language: digital technology</p> <p>Poetry: Prepositions for time, place and cause Expanded noun phrases</p>	<p>Fiction: Dialogue Punctuation Fronted Adverbials: Retelling, predicting and describing</p> <p>Non Fiction: Adverbials and Fronted Adverbials Paragraphs and Headings</p> <p>Poetry: TBC</p>
English: Composition	<p>Fiction: Discussing, planning and writing stories based on those read</p> <p>Non Fiction: Writing guides for happy minds</p> <p>Poetry: Write and perform poems inspired by Michael Rosen</p>	<p>Fiction: Writing stories inspired by The Wolf's Secret</p> <p>Non Fiction: Researching endangered animals and taking action</p> <p>Poetry: TBC</p>	<p>Fiction: Writing mixed-up Fairy Tales</p> <p>Non Fiction: Write an illustrated animal biography spread</p> <p>Poetry: Writing Biography and Shape Poems</p>	<p>Fiction: Writing a 'daily-life' story</p> <p>Non Fiction: Writing an information page about Kielder Water</p> <p>Poetry: TBC</p>	<p>Fiction: Writing sequels to The Barnabus Project or The Antlered Ship</p> <p>Non Fiction: Invent and write explanations for a new technology</p> <p>Poetry: Special people and places: gift poems and dreamscapes</p>	<p>Fiction: Write a funny animal story inspired by Harry's Mad</p> <p>Non Fiction: Design and write a brochure for a transport of the future.</p> <p>Poetry: TBC</p>
Maths						
Science	Animals including humans <i>Fit for success</i>	Living things and their habitats <i>A world of living things</i>	Rocks <i>This planet rocks</i>	Forces and Magnets <i>Magnetic fun and games</i>	Plants <i>Feast of flowers, fruits, and seeds</i>	Light <i>Shining the light</i>
Computing	Computer science Coding Programs – 2Code	Digital literacy Unit 3.2 Online safety Programs – Various IT Unit 3.3 Spreadsheets Programs – 2Calculate	IT Unit 3.4 Touch Typing Programs – 2Type	Digital literacy Unit 3.5 Email (including email safety) Programs – 2Email, 2Connect, 2DIY	IT Unit 3.6 Branching Databases Programs – 2Question	IT Unit 3.7 Simulations Programs – 2Simulate, 2Publish IT Unit 3.8 Graphing Programs – 2Graph
PE	Indoor: Gymnastics - Movement Outdoor: Invasion games	Indoor: Gymnastics – Shape Outdoor: Invasion games: Football	Indoor: Dance- Rainforest Outdoor: Striking and Field - Fundamentals	Indoor: Dance – Extreme Earth Outdoor: Net and Wall - Fundamentals	Indoor: Circuit training Outdoor: Athletics/Sports day	Indoor: Dodgeball Outdoor: Outdoor Adventures/Sports day
History		Through the Ages Prehistoric Britain Stone Age; Bronze Age Iron Age Beyond the Iron Age			Emperors and Empires Everyday life in ancient Rome Founding of ancient Rome Ruling Rome Growth and expansion of the Roman Empire Emperors of Empire Hierarchy in ancient Rome Roman army	Emperors and Empires First invasions of Britain Roman conquest Boudicca's rebellion Struggle with Scotland Hadrian's Wall Life in Roman fort Life in Roman Britain
Geography	One Planet, Our World Geographical skills: Reading maps Analysing data Climate zones Locating European countries and cities The United Kingdom: Human and physical features Weather and the local environment		Rocks, Relics and Rumbles Plate Tectonics Ring of fire Features of volcanoes Latitude and longitude Volcanologist's report	Rocks, Relics and Rumbles Earthquakes The spread of tsunami Uses of rock Model volcanoes		

Design & Technology		Cook Well, Eatwell Healthy balanced diets Using cooking appliances Savoury dishes: Ratatouille Preparation techniques		Making It Move Machines and mechanisms Mechanical systems Cams Tools and equipment		Greenhouse Significant designers Greenhouse design Strengthening structures Investigating sheet materials
Art & Design	Prehistoric Pots Bell beaker pottery Exploring clay Styles and patterns Making bell beaker – style pots		Ammonite Exploring ammonites Draw it Print it Sculpt it Photograph it		Beautiful Botanicals Botanical Weavers Botanical artist Comparing work on a theme In the style Printmaking Botanical exhibition	



Curriculum Long Term Plan – Year 3 / 4

Cycle B 2023 - 2024	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
Trip	Windsor Castle		London Wetland Centre		Science Museum	
Visitor(s)	Anglo Saxons and Vikings Workshop		Water Aid		Islamic Art Workshop	
Qur'aan	Juz Tabarak Al Nuh	Juz Tabarak Al Maarij	Juz Tabarak Al Haqqa	Juz Tabarak Al Qalam	Juz Tabarak Al Mulk	Juz Qadsami'aAllaah At Tahrim
Arabic	Language Nut My life	Language Nut Where I live	Language Nut Weather and the environment	Language Nut Weather and the environment	Language Nut The world of work	Language Nut Festivals and Parties
Halaqah	Aqeedah Prophets and Messengers mentioned in the Quran Difference between a Prophet and a Messenger Attributes of Prophets and Messengers Adaab and Akhlaaq Studying	Fiqh Najasah Ghusl Salah Hadeeth Shukr Modesty Mercy	Tarikh Prophet Ibrahim Seerah Migration to Abyssinia Two great warriors accept Islam a different way The boycott The year of sadness The journey to Ta'if	Seerah Inviting the Arab tribes Al-Isra and Al-Miraj The actual event The events on the night of Mi'raj From the second heaven to the seventh heaven The gift of Salah	Hadeeth Love for Others Steadfastness Life This World Dua Guests	Adaab and Akhlaaq -Travelling -Qur'aan -Walking -Masjid
RE	Janmashtami Hinduism	Kathina Buddhism	Vaisakhi Sikhism	Eid ul-Adha Islam	Shabbat Judaism	Hajj Islam
PSHE Citizenship and RSE	Families and relationships Setting ground rules and signposting Friendship issues and bullying Healthy families Stereotyping - Age/disability How my behaviour affects others Effective communication to support relationships Respect and manners	Health and well being My healthy diary Looking after our teeth Relaxation – visualisation Meaning and purpose - my role Resilience: breaking down problems Emotions Mental health	Safety and the changing body Fake emails Internet safety: age restrictions Consuming information online Tobacco First Aid: asthma Alcohol and tobacco	Citizenship Recycling? reusing Local community buildings and groups Local council and democracy Diverse communities Rights of the child Charity	Economic well being Spending choices Budgeting Money and emotions Jobs and careers Jobs for me	Transition Coping strategies Revisit and review
English: Key Texts	Fiction: Stories on a theme Essential Texts: <i>The Heart and the Bottle</i> by Oliver Jeffers <i>The Red Tree</i> by Shaun Tan <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst and Ray Cruz <i>Grandad's Island</i> by Benji Davies Non - Fiction: Information texts Essential Text: <i>Wild Child</i> by Dara McAnulty, Illustrated by Barry Falls Poetry: <i>Poetry for a Change: A National Poetry Day Anthology</i>	Fiction: Humorous Stories Essential Text: <i>Grimwood</i> by Nadia Shireen Non - Fiction: Letters Essential Texts: <i>Oi, Get Off Our Train</i> by John Burningham, Red Fox <i>Lesser Spotted Animals</i> by Martin Brown Poetry: TBC	Fiction: Classic fiction Essential Text: <i>Stig of the Dump</i> by Clive King Non - Fiction: Information texts Essential Texts: <i>My Encyclopedia of Very Important Sport</i> by DK Selection of other non-fiction texts about sports Poetry: Poems by Alex Wharton <i>Daydreams and Jellybeans: Poems to read aloud</i> by Alex Wharton <i>Please Mrs Butler</i> by Alan Ahlberg	Fiction: Stories by the same author Essential Texts: <i>Changes, Gorilla, Into the Forest, The Tunnel, What If ...?</i> all written by Anthony Browne <i>The Night Shimmy</i> by Gwen Strauss and Anthony Browne <i>Voices in the Park</i> by Anthony Browne Non - Fiction: Reports and Recounts Essential Texts: <i>Real-life Mysteries: Can you explain the unexplained?</i> by Susan Martineau & Vicky Barker Poetry: TBC	Fiction: Stories by the same author Satoshi Kitamura Essential Texts: <i>Once Upon an Ordinary School Day</i> Colin McNaughton and Satoshi Kitamura <i>Lily Takes a Walk</i> by Satoshi Kitamura <i>Sheep in Wolves Clothing</i> by Satoshi Kitamura <i>UFO Diary</i> by Satoshi Kitamura <i>The Smile Shop</i> by Satoshi Kitamura <i>In the Attic</i> by Hiawyn Oram and Satoshi Kitamura <i>Me and My Cat?</i> by Satoshi Kitamura Non - Fiction: Letters and postcards Essential Texts: <i>Dragon Post</i> by Emma Yarlett <i>I'm Sorry</i> by Ruth Merrtens Poetry: Humorous Poems Essential Texts: <i>I Bet I Can Make You Laugh</i> Poems by Joshua Seigal and Friends	Fiction: Short stories Essential Text: <i>Look Both Ways</i> by Jason Reynolds Non - Fiction: Instructions and Explanations Essential Text: <i>Questions and answers: How does it work?</i> by Katie Daynes Poetry: TBC

SPaG	<p>Fiction: Verbs and tenses – the simple, progressive and perfect forms of the present and past tenses Adverbials and fronted adverbials in descriptive writing</p> <p>Non fiction: Use a wider range of conjunctions: Helping wildlife Expanded noun phrases: Describing living things for impact</p> <p>Poetry: Prepositions for time, place & cause Expanded noun phrases</p>	<p>Fiction: Writing correctly laid-out and punctuated direct speech Adding description using conjunctions</p> <p>Non fiction: Dialogue punctuation Paragraphs and sequencing words</p> <p>Poetry: TBC</p>	<p>Fiction: Prepositions for time, place & cause: describing and retelling Dialogue, writing and punctuating: arguments amongst thieves</p> <p>Non fiction: Introduction to paragraphs, headings and subheadings Apostrophes to mark possession</p> <p>Poetry: Punctuating dialogue Recognising and using adverbials</p>	<p>Fiction: Adding description using conjunctions Using pronouns to avoid repetition</p> <p>Non fiction: Adverbs for Time, Place and Cause Paragraphs and Headings</p> <p>Poetry: TBC</p>	<p>Fiction: Punctuating and setting out written dialogue Verbs – recognising and using the present perfect form</p> <p>Non fiction: Choosing to use pronouns or nouns within and across sentences to aid cohesion and avoid repetition Use of the indefinite article a or an</p> <p>Poetry: Prepositions (for time, place & cause) and prepositional phrases Expanded noun phrases</p>	<p>Fiction: Writing and Punctuating Dialogue Identifying and using adverbials, including fronted adverbials</p> <p>Non fiction: Conjunctions to order and explain Adverbs to order and specify: Instructions for robots and relatives</p> <p>Poetry: TBC</p>
English: Composition	<p>Fiction: Descriptive writing about feelings and emotions</p> <p>Non fiction: Reporting on a local environment and how to care for it</p> <p>Poetry: Write poetry and prose about a change</p>	<p>Fiction: writing a story linked to Grimwood</p> <p>Non fiction: Writing letters - Animal conversations</p> <p>Poetry: TBC</p>	<p>Fiction: Write a new chapter, continuing the story</p> <p>Non fiction: Research and write a webpage</p> <p>Poetry: Writing poetry and short stories inspired by poetry</p>	<p>Fiction: Discuss, plan and write a story based on one read</p> <p>Non fiction: Write a hoax report about mysterious encounter</p> <p>Poetry: TBC</p>	<p>Fiction: Writing imaginatively in response to a story shared in class</p> <p>Non fiction: Writing formal and informal letters</p> <p>Poetry: Write poetry and short stories inspired by poetry</p>	<p>Fiction: Discuss, plan and write a short story</p> <p>Non fiction: Write an information leaflet on a specialist subject.</p> <p>Poetry: TBC</p>
Maths						
Science	Living things and their habitats <i>Habitat helpers</i>	Sound <i>Sound spectacular</i>	States of matter <i>What's the matter?</i>	Animals, including humans <i>The circle of life</i>	Plants <i>Greatly green growers</i>	Electricity <i>Electric personalities</i>
Computing	Computer Science Coding Programs – 2Code	Digital literacy Unit 4.2 Online safety Programs – Various IT Unit 4.3 Spreadsheets Programs – 2Calculate	IT Unit 4.3 Spreadsheets Programs – 2Calculate IT Unit 4.4 Writing for different audiences Programs – 2Email, 2Connect, 2DIY	IT Unit 4.4 Writing for different audiences Programs – 2Email, 2Connect, 2DIY Computer science Unit 4.5 Logo Programs – Logo	Computer science Unit 4.5 Logo Programs – Logo IT Unit 4.6 Animation Programs – 2Animate	IT Unit 4.7 Effective Search Programs – Browser Computer science Unit 4.8 Hardware Investigators
PE	Indoor; Circuit Training Outdoor: Invasion games	Indoor; Badminton Outdoor: Tag Rugby	Indoor; Dance - Water Outdoor: Hockey	Indoor; Dance – Carnival of the animals Outdoor: Cricket	Indoor: Gymnastics – Movement Outdoor: Athletics	Indoor: Gymnastics – Shape and Balance – Ancient Egypt Outdoor: Outdoor Adventures/Sports day

History		Invasion Invasion timeline Significant events of early Middle Ages Anglo – Saxon invasion Anglo – Saxon kingdoms Sutton Hoo Anglo – Saxon monasteries Anglo – Saxon legacy Comparing everyday lives of Anglo – Saxons and Vikings Viking raids at Lindisfarne Surrender or fight back? Norman invasion			Ancient civilisation What is a civilisation? Development of ancient Sumer Food and farming Sumerian city states Hierarchy of ancient Sumer The world's first emperor	Ancient civilisation City life in ancient Egypt Hierarchy of ancient Egypt Role of the pharaoh Compare and contrast two civilisations Decline and decay Legacy
Geography	Interconnected World Geographical skills: Grid references The world: Tropics of Cancer and Capricorn North and South America The United Kingdom: Renewable energy National Rail network Canals		Misty Mountain, Winding River Rivers Case study – River Trent Mountains Topography and contour lines	Misty Mountain, Winding River The science of rivers and mountains Habitats Case study – Somerset Levels flooding Soil		
Design & Technology		Fresh Food, Good Food Fresh food Food packaging Diagrams and prototypes Fresh, healthy snacks		Functional and Fancy Fabrics Exploring fabrics Design features of familiar products Significant designer: William Morris Sewing hems		Tomb Builders Mechanical systems Simple machines Construction materials Simple machines
Art & Design	Contrast and Complement Watercolours Colour theory Colour in art Colour collectors Colour Compositions		Vista What a view! Mountainous landscapes Atmospheric perspective Warmth and coolness My landscape		Islamic Art Exploring Islamic art Exploring geometric motifs Creating pattern from a motif Stars in Islamic art Clay relief sculpture Creating geometric tiles	



Curriculum Long Term Plan – Year 5 / 6

Cycle A 2024 - 2025	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Dynamic Dynasties		Sow, Grow and Farm		Ground-breaking Greeks	
Trip	Victoria & Albert Museum		Hobbledown Heath		The British Museum	
Visitor(s)	Chinese Calligraphy and Food Workshop		Farm to Fork workshop		Portals of the past workshop: Ancient Greeks	
Qur'aan	Juz Qadsami'aAllaah At Talag	Juz Qadsami'aAllaah At Taghabun	Juz Qadsami'aAllaah Al Munafiqun	Juz Qadsami'aAllaah Al Juma	Juz Qadsami'aAllaah As Saff	Juz Qadsami'aAllaah Al Mumtahnia
Arabic	Language Nut Basics	Language Nut Basics	Language Nut Shopping and eating out	Language Nut Shopping and eating out	Language Nut Holidays and Travel	Language Nut Holidays and Travel
Halaqah	Aqeedah Where is Allaah? Tawheed of Lordship The Provider The Sustainer Taqwa	Fiqh Masah 'alal Khuffayn Conditions for the Khuff Different types of Khuff Important points to remember about masah Nawaqid of masah Masah on wounds	Tarikh Prophet Yusuf Fiqh Wajib acts of salah Sajdah as-sahw	Seerah The plot Hijrah Arrival in Madinah The masjid of Madinah Fiqh Sawm Breaking of the fast Fidya Tarawih	Hadeeth No to racism Good character Thanking others Friends Kindness Fiqh Hajj	Akhlaaq and Adaab Dua Dressing Guests/ Hosts Gathering Istinja
RE	Dharma Day Buddhism	Holi Hinduism	Passover Judaism	Ramadan and Eid al-Fitr Islam	Hajj Islam	Guru Arjan Gurburab Sikhism
PSHE Citizenship and RSE	Families and relationships Setting rules and signposting What makes a good friend Respecting myself Marriage Bullying Challenging stereotypes	Health and well being The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety	Safety and the changing body Online friendships Staying safe online First Aid: Choking Alcohol Drugs, alcohol and tobacco: Influences	Citizenship Breaking the law Prejudice and discrimination Protecting the planet Contributing to the community Rights and responsibilities Parliament and national democracy	Economic well being Borrowing Income and expenditure Prioritising spending Risks with money Careers*	Identity What is identity? Gender identity? Identity and body image Transition Roles and responsibilities* Year 5: Puberty Year 6: Physical and emotional changes of puberty Year 5: Menstruation Year 6: Conception Year 5: Emotional changes in puberty Year 6: Pregnancy and birth
English: Key Texts	Fiction: Stories on a theme - Difference Essential texts: The Proudest Blue by Ibthihaj Mhammad Perfect by Nicola Davies The Boy at the Back of the Class by Onjali Rauf Non fiction: Biography Essential texts: The Undefeated by Kwame Alexander and Kadir Nelson Coming to England by Floella Benjamin Poetry: Hope Poems Essential Text: <i>The Book of Hopes: Words and Pictures to Comfort, Inspire and Entertain</i> Edited by Katherine Rundell	Fiction: Adventure stories Essential text: The Girl Who Stole an Elephant by Nizrana Farook Non fiction: Recounts Essential texts: Shackleton's Journey by William Grill Serum Race: Blazing the Iditarod Trail by Debbie S Miller Poetry: TBC	Fiction: Fantasy Essential texts: Howl's Moving Castle by Diana Wynne Jones. Harper Collins Non fiction: Persuasive writing Optional texts: Made You Look: How Advertising Works and Why You Should Know by Shari Graydon Poetry: Portrait Poems Essential Text: <i>A Kid in My Class</i> by Rachel Rooney, illustrated by Chris Riddell	Fiction: African Stories Essential texts: Chasing the Sun: Stories from Africa, edited by Véronique Tadjo Non fiction: Reports Essential text: Fourteen Wolves by Catherine Barr and Jenni Desmond Poetry: TBC	Fiction: Graphic Novels Essential text: When Stars Are Scattered by Victoria Jamieson and Omar Mohamed Non fiction: Information texts Essential text: Tony Robinson's Kings and Queens by Tony Robinson Poetry: Migration Essential texts: On the Move by Michael Rosen, illustrated by Quentin Blake The Missing by Michael Rosen	Fiction: Adventure stories Essential text: The Explorer by Katherine Rundell Non fiction: Instructions and Explanations Essential text: Breaking News: How to Tell What's Real from What's Rubbish by Nick Sheridan Poetry: TBC

SPaG	<p>Fiction: Expanded noun phrases to convey information concisely Formal and informal language</p> <p>Non Fiction: Devices to build cohesion between and within paragraphs Formal language including use of subjunctive</p> <p>Poetry: Relative clauses Commas, colons and semicolons</p>	<p>Fiction: Writing integrated dialogue Noun Phrases to convey complicated information concisely</p> <p>Non Fiction: Adverbs of Possibility & Modal Verbs Bullets, colons and semicolons: Challenges of Polar Exploration</p> <p>Poetry:</p>	<p>Fiction: Relative Clauses Cohesive Devices</p> <p>Non Fiction: Adverbs of Possibility & Modal Verbs: TV adverts</p> <p>Poetry: Adverbs of Possibility & Modal Verbs Punctuation in Poetry</p>	<p>Fiction: Relative Clauses: Character & Setting Formal and Informal Language: Dialogue</p> <p>Non Fiction: Devices to build cohesion between and within paragraphs Active and Passive Voice</p> <p>Poetry: TBC</p>	<p>Fiction: Writing integrated dialogue Adverbs of Possibility & Modal Verbs</p> <p>Non Fiction: Explore formal and informal language Active and Passive Voice</p> <p>Poetry: N/A</p>	<p>Fiction: Relative clauses: rainforest settings Informal and formal language: realistic dialogue</p> <p>Non Fiction: Modal Verbs & Adverbs: Headlines, Speculation & Codes of Conduct Bullets, colons and semi-colons for lists: Newsworthy or Not?</p> <p>Poetry: TBC</p>
English: Composition	<p>Fiction: Write a story, inspired by one read, changing point of view</p> <p>Non Fiction: Reading autobiography and writing biographies – Coming to England</p> <p>Poetry: Write a piece for The Book of Hopes</p>	<p>Fiction: Writing playscripts</p> <p>Non Fiction: Writing a newspaper recount</p> <p>Poetry: TBC</p>	<p>Fiction: Writing a film review and a story</p> <p>Non Fiction: Influencing for good – Create a Campaign Blog</p> <p>Poetry: Writing poetry inspired by the poems of Rachel Rooney</p>	<p>Fiction: Writing a short story</p> <p>Non Fiction: Writing reports about animal reintroductions</p> <p>Poetry: TBC</p>	<p>Fiction: Writing graphic novel pages</p> <p>Non Fiction: Researching and writing about a king or queen</p> <p>Poetry: Writing poetry inspired by On the Move</p>	<p>Fiction: Plan and write an exciting new chapter of The Explorer</p> <p>Non Fiction: Create and Present a Guide on Fake News</p> <p>Poetry: TBC</p>

Maths						
Science	Forces <i>Welcome to force land</i>	Earth and Space <i>Space!</i>	Living things and their habitats <i>Illustrating life cycles</i>	Animals including humans <i>The human species</i>	Properties of materials <i>Special effects materials</i>	Properties of materials <i>Material consultants</i>
Computing	Computer science Coding (Purple Mash) Programs – 2Code	Digital literacy Unit 5.2 Online safety Programs - Various IT Unit 5.3 Spreadsheets Programs – 2Calculate	IT Unit 5.3 Spreadsheets Programs – 2Calculate IT Unit 5.4 Databases Programs – 2Question, 2Investigate	IT Unit 5.4 Databases Programs – 2Question, 2Investigate Computer science Unit 5.5 Game Creator Programs – 2DIY 3D	Computer science Unit 5.5 Game Creator Programs – 2DIY 3D IT Unit 5.6 3D Modelling Programs – 2Design and Make 12	IT Unit 5.6 3D Modelling Programs – 2Design and Make IT Unit 5.7 Concept Maps Programs – 2Connect
PE	Indoor: Dance: Chinese and Lunar Year Outdoor: Basketball	Indoor: Circuit Training Outdoor: Invasion games: Football	Indoor: Gymnastics (Movement) Outdoor: Striking and fielding - Rounders	Indoor: Gymnastics (Space) Outdoor: Tennis	Indoor: Circuit Training Outdoor: Athletics	Indoor: Handball Outdoor: Outdoor Adventures/Sports day
History		Dynamic Dynasties Yellow Emperor and the Xia Dynasty Shang Dynasty Significance of bronze Jade and silk Power and hierarchy Everyday life in Shang Dynasty Warfare enquiry End of Shang Dynasty Legacy of ancient China			Groundbreaking greeks Minoan Civilisation Comparing Minoans and Mycenaeans Discovering the dark age and Archaic period Comparing the dark age and archaic period Democracy in Athens Roles of men and women in Athens Social hierarchy in Athens	Groundbreaking greeks Significant Athenians The Acropolis Hippocrates – the father of medicine Master of Mathematics Ancient and modern Olympic Games Greek arts and culture Achievements of Alexander the Great Influence of the ancient Greeks in our local area

Geography	Investigating Our World Geographical skills: Ordnance Survey maps The world: Time and Climate zones Vegetation belts and Biomes Sustainable manufacturing processes The United Kingdom: Transport networks World cities		Farming in the UK Mapping using grid references Case study: Potato farming in Jersey Climate zones	Farming across the world North and South America Citrus Farming Coffee growing in Peru How far has your food travelled?		
Design & Technology		Moving Mechanisms Mechanical systems Pneumatics Product design Product Evaluation		Eat the Seasons Seasonality Nutritional Food Balanced diet Food hygiene Dicing, peeling and grating Taste test		Architecture Architecture over time Greek architecture Significant designer or inventor Complex structures CADs
Art & Design	Tints, Tones, and Shades Mixing tints, shades, and tines Tints, shades, and tones in landscapes Sketching landscapes Creating landscape paintings		Line, Light and Shadows Line up! Significant artist – Pablo Picasso Shading techniques Pen and Ink Drawing on black paper Black and white photographs Adding line and tone Creating artwork with line, light and shadow		Expression What is expressionism? Significant artist – Edvard Munch Expressionist colour Modern expressionism Creating an expressionist – style painting	



Curriculum Long Term Plan – Year 5 / 6

Cycle B 2023 - 2024	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Maafa		Frozen Kingdoms		Britain at War	
Trip	Gunnery Park Museum		Polar Exploration Museum London		Imperial War Museum	
Visitor(s)	Africa workshop		Animal Kind Workshop		War Workshop	
Qur'aan	Juz Qadsami'aAllaah Al Hashr	Juz Qadsami'aAllaah Al Mujadila	Juz Qala Fama Khatbukum Al Hadid	Juz Qala Fama Khatbukum Al Hadid	Juz Qala Fama Khatbukum Al Waqia	Juz Qala Fama Khatbukum Ar - Rahman
Arabic	Language Nut School	Language Nut School	Language Nut Holidays and Travel	Language Nut Holidays and Travel	Language Nut Global & Social Issues	Language Nut Global & Social Issues
Halaqah	Aqeedah Actions leading to Jannah Beliefs regarding Allaah Belief regarding Muhammad Belief regarding Prophets Belief regarding the Sahaba Akhlaaq and Adab Social interaction	Fiqh Tayammum Salah Qur'aan and Hadeeth Speaking good Good character Tarikh Prophet Jesus (Esa)	Tarikh Prophet Musa Qur'aan and Hadeeth Promise Tongue Ghibah Carrying Tales	Seerah The battle of Badr The battle of Uhud Battle of Ahzab Hudaibiyah – Bay'at Umrat al-Qada Conquest of Makkah Fiqh Id Salah	Hadeeth Intoxicants Names of Allaah Mu'awwidhat Fiqh Umrah Hajj	Akhlaaq and Adab Ghusl Writing Miswak -Visiting the sick
RE	Parinirvana Buddhism	Sunday Christianity	Rosh Hashanah and Yom Kippur Judaism	Lailat al Miraj Islam	Kumbh Mela Hinduism	Bandi Chhor Divas Sikhism
PSHE Citizenship and RSE	Families and relationships Setting rules and signposting Friendship skills Respect Resolving conflict Stereotyping Challenging stereotypes	Health and well being Relaxation - mindfulness What can I be? Taking responsibility for my health The impact of technology on health Immunisation Physical health concerns Good and bad habits	Safety and the changing body Critical digital consumers Social media First Aid: Bleeding First Aid: Basic life support	Citizenship Pressure groups Valuing diversity Food choices and the environment Caring for others Rights and responsibilities Parliament and national democracy	Economic well being Attitudes to money Keeping money safe Stereotypes in the workplace Gambling Careers	Identity What is identity? Gender identity? Identity and body image Transition Roles and responsibilities Year 5: Puberty Year 6: Physical and emotional changes of puberty Year 5: Menstruation Year 6: Conception Year 5: Emotional changes in puberty Year 6: Pregnancy and birth
English: Key Texts	Fiction: Classic fiction Essential Text: The Iron Man by Ted Hughes Non fiction: Interviews and articles Essential Text: Black and British – An illustrated history by David Olusoga Poetry: Diverse Voices Essential Texts: <i>Wicked World!</i> by Benjamin Zephaniah <i>Spin!: 10 Exciting New Voices in Poetry</i> by Joseph Coelho	Fiction: Science fiction Essential Text: Boy in the Tower by Polly Ho-Yen Non fiction: Reports Essential Text: My Encyclopedia of Very Important Oceans Dorling Kindersley Poetry: TBC	Fiction: Adventure stories Essential Text: Holes by Louis Sacher Non fiction: Reports and Recounts Essential Text:s: Hidden Figures - The True Story of Four Black Women and the Space Race by Margot Lee Shetterly Curiosity – The Story of a Mars Rover by Markus Motom Meet Jessica Watkins: Meet the first black woman to work on the ISS (see weblinks) Poetry: Poems about green and blue planet <i>Poems from a Green and Blue Planet</i> , edited by Sabrina Mahfouz	Fiction: Humorous Stories Essential Text: The Day the Screens went Blank by Danny Wallace Non fiction: Biographies Essential Text: Rise Up: Ordinary Kids with Extraordinary Stories by Amanda Li Poetry: TBC	Fiction: Short stories Essential Text: Happy Here: 10 Stories from Black Authors & Illustrators Introduced by Sharna Jackson Non fiction: Reports Essential Text: Survivors: Extraordinary Tales from the Wild and Beyond by David Long Poetry: On a theme - I am Unique Essential Texts: Life Doesn't Frighten Me by Maya Angelou Being Me: Poems About Thoughts, Worries and Feelings by Liz Brownlee	Fiction: Modern fiction Essential Text: Framed by Frank Cottrell-Boyce Non fiction: Persuasive writing (Historic speeches) Essential Text: Talking History by Joan Haig and Joan Lennon Poetry: TBC

SPaG	<p>Fiction: Cohesive devices: conjunctions and adverbials: Narrative Impact Expanded Noun Phrases: Settings & Characters</p> <p>Non - Fiction: Active and Passive Voice</p> <p>Poetry: Modal Verbs: Relationships and making our voices heard Revising punctuation: Communicating with Impact</p>	<p>Fiction: Relative clauses Formal language including use of subjunctive</p> <p>Non - Fiction: Complex punctuation (colons, semi-colons and bullet points) Cohesive devices</p> <p>Poetry: TBC</p>	<p>Fiction: Expanded Noun Phrases: Creating Atmosphere through Rich Images Formal & Informal Language; Dialogue Punctuation: Write an unseen story event</p> <p>Non - Fiction: Cohesive devices Use brackets, dashes or commas to indicate parenthesis</p> <p>Poetry: Punctuation in Poetry Vocabulary in Poetry</p>	<p>Fiction: Using modal verbs and adverbs of possibility Commas, colons and semi-colons</p> <p>Non - Fiction: Using the passive voice Using the perfect form of verbs</p> <p>Poetry:</p>	<p>Fiction: Using relative clauses in descriptive writing Using adverbs of time to create cohesive paragraphs</p> <p>Non - Fiction: Relative Clauses: Describing extreme environments Cohesion between and within paragraphs: Reporting events</p> <p>Poetry: Expanded Noun Phrases: Describing Happy Places Adverbs of Possibility & Modal Verbs: Exploring thoughts and Feelings</p>	<p>Fiction: Commas and Semi-colons: Character Misunderstandings & Mysteries Formal & Informal Language: Talking about Art</p> <p>Non - Fiction: Explore formal and informal language Modal Verbs, Parenthesis and Active/Passive</p> <p>Poetry: TBC</p>
English: Composition	<p>Fiction: Write a story about Iron Man with a future setting Explore formal and informal language</p> <p>Non - Fiction: Research and write an article and blog about a black British figure</p> <p>Poetry: Writing about: our diverse voices</p>	<p>Fiction: Composition: Plan and write a story about two other survivors of the Bluchers</p> <p>Non - Fiction: Plan and produce a double page spread</p> <p>Poetry: TBC</p>	<p>Fiction: Write a new chapter for Holes</p> <p>Non - Fiction: Plan and produce a double page spread non-chronological report. Write a diary entry in role</p> <p>Poetry: Writing Workshop: Four Poems from Poems from a Green and Blue Planet</p>	<p>Fiction: Write a story based on The Day the Screens went Blank</p> <p>Non - Fiction: Writing a biography</p> <p>Poetry:</p>	<p>Fiction: Writing a short story about gaining confidence</p> <p>Non - Fiction: Research and write a podcast episode about a survival story</p> <p>Poetry: Creative responses on the theme: poetry, prose and art</p>	<p>Fiction: Continue the story with a new narrator</p> <p>Non - Fiction: Writing and delivering a speech</p> <p>Poetry: TBC</p>

Maths						
Science	Living things and their habitats <i>The classification code</i>	Block A <i>Medical manoeuvres</i>	Electricity <i>Electric Art!</i>	Block B <i>Sensational Science</i>	Light <i>Lighting technicians</i>	Inheritance
Computing	Computer science Coding Programs – 2Code	Digital literacy Unit 6.2 Online safety Programs - Various	Digital literacy Unit 6.4 Blogging Programs – 2Blog	Computer science Unit 6.5 Text Adventures Programs – 2Code, 2Connect	Computer science Unit 6.6 Networks	IT Unit 6.7 Quizzing Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate
PE	Indoor: Gymnastics - Movement Outdoor: Netball	Indoor: Gymnastics – Shape & Balance Outdoor: Invasion Games	Indoor: Dance: Electricity Outdoor: Striking and Field	Indoor: Leadership in PE Outdoor: Volleyball	Indoor: Circuit Training Outdoor: Athletics	Indoor: Dance: World War II Outdoor: Outdoor Adventures/Swimming
History		Maafa Ancient African kingdoms Britain and the Maafa triangular slave trade Human impact of the triangular slave trade Resistance, revolt and refusal Abolition of slavery Life after abolition Colonisation of Africa Race Relations Act			Britain at war Causes of the First World War Volunteering to fight Start of the First World War Life in the trenches First World War weaponry Key events of the First World War Impact of the First World War on British citizens End of the First World War	Britain at war Causes of the Second World War Beginning of the Second World War Second World War weaponry and technology Impact of the Second World War on British civilians Anne Frank End of the Second World War Remembrance
Geography	Our Changing World Geographical skills: Features of Earth Latitude and longitude Time zones The world: Climate change Trade Natural resource management Human settlement patterns		Polar climates Polar day and night Polar oceans Polar climates Polar landscapes	Climate change Natural resources Indigenous people Case study – Tourism in the Antarctic		
Design & Technology		Food for Life Processed foods Packaging Hygiene Homemade food Whole food Recipes Savoury dishes		Engineer Significance of a designer or inventor Bridge structures Characteristics of materials Frameworks		Make Do and Mend Make Do and Mend campaign Deconstruct Stitch Repair

Art & Design	Trailblazers, Barrier Breakers Exploring trailblazers Breaking barriers Critical analysis In the style Inspired artwork		Environmental Artists Exploring and creating environmental art Recycle, reuse, and repurpose Ocean art		Bees, Beetles, and Butterflies Collecting images Insect artists Observational drawing Mixed media collages of beetles Pop art bees Insect inspired artwork	
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Nursery Class Timetable

AM	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:55	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes
8:55 – 9:10	CL activity	CL activity	CL activity	CL activity	CL activity
9:10 – 9:20	Get ready for the park				
9:20 – 10:15	PD & UW planned indoor/outdoor activities	PD & UW planned indoor/outdoor activities	PD & UW planned indoor/ outdoor activities	PD & UW planned indoor/outdoor activities	UW planned indoor/outdoor activities
10:15 – 10:30	Wash hands, snack, and milk				
10:30 – 10:50	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities
10:50 – 11:15	Arabic & Qu'raan	Arabic & Qu'raan	Arabic & Qu'raan	Arabic & Qu'raan	PD
11:15 – 11:30	Jolly Phonics	Jolly Phonics	Jolly Phonics	Jolly Phonics	Jolly Phonics
11:30 – 11:35	Story Time	Story Time	Story Time	Story Time	Story Time
11:35 – 11:40	Home time				

PM	Monday	Tuesday	Wednesday	Thursday	Friday
12:30 – 12:35	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes
12:35 – 13:00	Get ready for the park				
13:00 - 13:25	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	PD
13:25 – 13:45	CL activity	CL activity	CL activity	CL activity	UW planned indoor/ outdoor activities
13:45 - 14:20	PD & UW planned indoor/ outdoor activities	PD & UW planned indoor/ outdoor activities	PD & UW planned indoor/ outdoor activities	PD & UW planned indoor/ outdoor activities	PD & UW planned indoor/ outdoor activities
14:20 – 14:30	Wash hands, snack, milk, rhymes and salah				
14:30 – 15:00	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities
15:00 – 15:15	Jolly Phonics	Jolly Phonics	Jolly Phonics	Jolly Phonics	Jolly Phonics
15:15 – 15:25	Story Time/Rhymes	Story Time	Story Time	Story Time	Story Time
15:25 – 15:30	Home time				



Reception Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:55	Assembly/Registration	Assembly/Registration	Handwriting	Handwriting	Assembly/Registration
8:55 – 9:25	Jolly Phonics	Jolly Phonics	Jolly Phonics	Jolly Phonics	Jolly Phonics
9:25 – 10:15	Literacy/Free flow	Literacy/Free flow	Literacy/Free flow	Literacy/Free flow	Literacy/Free flow
10:15 – 10:30	Wash hands Snack, milk/drink break				
10:30 – 11:30	Free flow/PSED	Free flow/PSED	Free flow/UW	Free flow/UW	Free flow/EAD
11:30 – 12:00	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Rhymes/Reading/ Storytime
12:00 – 13:20	Lunch at 12:00 – 12:30 / Outdoor play at 12:30 – 13:00 / Salah at 13:00 – 13:20				
13:20 - 13:30	Registration	Registration	Registration	Registration	Registration
13:30 – 13:35	PD	Halaqah	CL	CL	RE
13:35 – 14:35	PD	Mathematics/Free flow	Mathematics/Free flow	Mathematics/Free flow	Mathematics/Free flow
14:35 – 15:25	Rhymes/Reading/ Storytime	Rhymes/Reading/ Storytime	Rhymes/Reading/ Storytime	Rhymes/Reading/ Storytime	Golden Time/Show and Tell
15:25 – 15:30	Home time				



Year 1/2 Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:55	Assembly/Registration	Assembly/Registration	Handwriting	Handwriting	Assembly/Registration
8:55 – 9:30	Spelling Test	Jolly Phonics	Jolly Phonics	Jolly Phonics	Jolly Phonics
9:30 – 10:15	English	English	English	English	English
10:15 – 10:30	Wash hands Snack, milk/drink break				
10:30 – 11:00	Reading	Reading	Reading	Reading	RE
11:00 – 12:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:00 – 13:20	12:15 - 12:45 (Outdoor Play), 12:45 - 13:05 (Lunch), 13:10 - 13:20 (Salah)				
13:20 - 13:25	Registration	Registration	Registration	Registration	Registration
13:25 - 13:50	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Indoor PE
13:50 – 14:50	Science	Outdoor PE	Computing	History/Geography	Art & Crafts/D & T 14:15 - 15:20
14:50 - 15:20	Halaqah	Halaqah	PSHE/RSE	PSHE/RSE	
15:20 – 15:30	Home time				



Year 3 / 4 Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:55	Assembly/Registration	Assembly/Registration	Handwriting	Handwriting	Assembly/Registration
8:55 – 9:30	Spelling Test	Jolly Phonics (Grammar Book 3/4)	Jolly Phonics (Grammar Book 3/4)	Jolly Phonics (Grammar Book 3/4)	Jolly Phonics (Grammar Book 3/4)
9:30 – 10:30	English	English	English	English	English
10:30 – 10:45	Wash hands Snack, milk/drink break				
10:45 – 11:00	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Handwriting
11:00 – 12:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:00 – 13:20	12:00 - 12:35 (Outdoor Play), 12:35 - 13:05 (Lunch), 13:10 - 13:20 (Salah)				
13:20 - 13:25	Registration	Registration	Registration	Registration	Registration
13:25 – 13:50	Halaqah	Halaqah	Halaqah	Halaqah	PE Outdoor
13:50 - 14:15	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	
14:15 – 15:25	Science	A&D/D&T	History/Geography	PE Indoors	RE
					PSHE/RSE
15:25 – 15:30	Home time				



Year 5 / 6 Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:55	Assembly/Registration	Assembly/Registration	Handwriting	Handwriting	Assembly/Registration
8:55 – 9:20	Spelling Test	Jolly Phonics (Jolly Grammar Book 5/6)	Jolly Phonics (Jolly Grammar Book 5/6)	Jolly Phonics (Jolly Grammar Book 5/6)	Jolly Phonics (Jolly Grammar Book 5/6)
9:20 – 10:20	English	English	English	English	English
10:20 – 10:35	Wash hands Snack, milk/drink break				
10:35 – 11:00	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
11:00 – 12:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:00 – 13:20	Outdoor play at 12:00 – 12:30 / Lunch at 12:35 – 12:50 / Salah at 12:50 – 13:20				
13:20 - 13:25	Registration	Registration	Registration	Registration	Registration
13:20 – 14:20	History/Geography	Computing	Science	A&D/D&T	PE
14:20 – 14:50	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	RE
14:50 – 15:25	Halaqah	Halaqah	Halaqah	Halaqah	PSHE/RSE
15:25 – 15:30	Home time				