



DATE VALLEY
SCHOOL
CURRICULUM
BOOK

Academic year September 2017 - July 2018

"If a child lives with criticism, he learns to condemn . . .
If a child lives with hostility, he learns to fight . . .
If a child lives with fear, he learns to be apprehensive . . .
If a child lives with pity, he learns to feel sorry for himself . . .

.
If a child lives with ridicule, he learns to be shy . . .
If a child lives with jealousy, he learns to feel envy . . .
If a child lives with shame, he learns to feel guilty ...

BUT

If a child lives with tolerance, he learns to be patient . . .
If a child lives with encouragement, he learns to be confident

. . .
If a child lives with praise, he learns to be appreciative . . .
If a child lives with acceptance, he learns to love . . .
If children live with approval, they learn to like themselves..
If a child lives with honesty, he learns what truth is . . .
If a child lives with fairness, he learns justice . . .
If children live with recognition, they learn to have a goal.
If children live with sharing, they learn to be generous.
If a child lives with security, he learns to have faith in
himself and those about him . . .

If a child lives with friendliness, he learns the world is a nice
place in which to live . . .

A poem by Dorothy Nolte

Introduction

This booklet provides an overview of the school's curriculum and the school's assessment, recording and reporting systems. It aims to provide information to enable parents to support their child's learning and provide information that will enable parents and children to maximise their learning opportunities whilst at Date Valley School

Parents / Carers and Communication with School

A successful partnership between parents and the school is the most powerful tool for successful learning. The more a parent knows about what their child is doing whilst at school and the more willing they are to participate in their child's learning process the more productive their child's time at school is likely to be. Inshallah if all the various ways of achieving this are utilised, then the possibility of this will be greater:

- **Curriculum Information Booklet** – to be read and referred to for information of all curriculum areas as and when required
- **Settling in meetings** – a parents first formal meeting with the teacher and the opportunity to ask about all areas of the school day
- **Parent / Teacher meetings** – Individual meetings to be held in both the Autumn Term and the Summer Term. This gives the parent the opportunity to discuss their child's current progress. The aim is to develop a partnership between teaching staff and parents that will provide the support necessary for each child to gain the greatest benefit from the opportunities at school. (If further meetings are required, these can be organised with your child's class teacher by phoning the school office (please see table below for information on who teaches your child))
- **Home Communication book** – This book needs to be looked at and signed daily by both the class teacher and the parent. This gives both the opportunity to communicate about daily matters and little concerns / questions that may arise. The Home Communication book should not be used for more serious matters as this is best communicated directly to the teacher through a letter.
- **Progress Reports** – Progress Reports will be sent home for all the children at Date Valley School detailing progress in all core subjects as well as Quran and Arabic. These will be sent at the end of the Autumn term; the middle and end of the Spring term and the middle of the Summer term.
- **School Report.** A full School Report will be given for all the children at the end of the Academic year. The report consists of information of what your child is achieving in each subject area and what they still need to achieve. Targets for each subject are included as well as attendance information.
- **Homework for year 1** – Formal written homework is not given for Year 1's until the middle of the second term. However this does not mean that the child should not supplement their education at home. Children are expected to focus a great deal on reading – both Arabic and English. Mental maths with recognition of number bonds is important and handwriting practice is essential. Children will be given sight words to learn and some spelling will be given from term 1.
- **Homework for other year groups.** Homework is set in two ways for two different reasons. On a weekly basis children will bring home work that revises and reinforces basic important skills in both literacy and numeracy. This will tie in with work being done in school as much as possible, but not always. Once or twice a term, children will be given project work which will be based on another curriculum subject, but will bring in cross curricular links and skills. The project work will give parents a chance to see what else their child is learning as well as helping your child to develop very useful skills of research, investigation and independence. When project work is set, other literacy and numeracy homework will not be set, although Arabic / Quran will continue as normal. (Please see homework attachment for further information)

Assessment

Children are assessed in all curriculum subjects according to National curriculum criteria. Stages are recorded on an online monitoring system that is updated every 6 weeks. Stages awarded signify the stage of knowledge, understanding and skills that the student possesses.

For the majority of subjects, children are assessed on teacher assessment. Teacher assessments are formally moderated termly to check for accuracy.

Formal written assessments take place in both literacy and numeracy. These take place once in each term and the results are used, together with the teacher's on-going assessments, to inform planning and individual action when required.

Target setting and progress checking meetings take place with subject teachers once a term. These meetings are initially used to set targets for all children. Subsequent meetings are to check that children are making the expected progress and if not to discuss why not. Parents will be asked to come in for a meeting if their child is not making the expected progress. Help is given to those who need it, if this is deemed necessary.

Expected Stages of Progress

YEAR	Autumn Term		Spring Term		Summer Term	
Year 1	Stage 1 beginning	Stage 1 beginning +	Stage 1 Developing	Stage 1 Developing +	Stage 1 Expected	Stage 1 Exceeding
Year 2	Stage 2 beginning	Stage 2 beginning +	Stage 2 Developing	Stage 2 Developing +	Stage 2 Expected	Stage 2 Exceeding
Year 3	Stage 3 beginning	Stage 3 beginning +	Stage 3 Developing	Stage 3 Developing +	Stage 3 Expected	Stage 3 Exceeding
Year 4	Stage 4 beginning	Stage 4 beginning +	Stage 4 Developing	Stage 4 Developing +	Stage 4 Expected	Stage 4 Exceeding
Year 5	Stage 5 beginning	Stage 5 beginning +	Stage 5 Developing	Stage 5 Developing +	Stage 5 Expected	Stage 5 Exceeding
Year 6	Stage 6 beginning	Stage 6 beginning +	Stage 6 Developing	Stage 6 Developing +	Stage 6 Expected	Stage 6 Exceeding

Children are expected to progress through the stages each term from beginning to expected. This is in line with the curriculum expectations for each child's year group.

ARABIC AND QURAN

At Date Valley School the children spend a minimum of 5 hours per week Quran lessons in years 1 and 2 and 5 hours per week on Arabic and Quran from years 3 upwards. At times the subjects are taught by the same teacher and other times two teachers. The objectives are intertwined and the teachers work closely together to make sure that the objectives of the curriculum are fulfilled.

In year 1 and 2 we do not teach Arabic as we firstly want our children to become proficient Quran readers. Our focus is to teach the children to read and once they have the ability to read well they will be introduced to the Arabic language. Children also spend part of their time during Quran lessons memorising set Surahs.

During Arabic and Quran lessons, the children will be focussing on the following areas:

Year 1 and 2

- Memorisation of the Quran.
- Reading of the Qaida, leading to reading from the Quran
- Tajweed incorporated in the reading lessons
- Hand writing practice
- Tafsir of some Surahs, to lead to an understanding that the Quran is a book of guidance and knowledge.

The children in Year 1 will be covering the following in each term:

Term	Quran Memorisation	Quran Ayahs / Reading	Tajweed Rules
Autumn	Al Humaza; Al Asr; Al Thakathur; Al Qariah	Children to continue to learn Arabic Alphabet, to lead onto reading short words, then sentences	Signs used
Spring	Al Adiyat; Al Zalzalah; Al Bayinah; Al Qadr	Children to continue to learn Arabic Alphabet, to lead onto reading short words, then sentences	Signs used
Summer	Al Alaq; At Tin; Inshirah	To begin to read Ayahs from cards / Quran	Signs used

The children in Year 2 will be covering the following in each term:

Term	Quran Memorisation	Quran Ayahs / Reading	Tajweed Rules
Autumn	Ad Duha; Al Lail; Shams	Reading Ayahs from the Quran / from cards. Can be topic based	Vowel Signs and stops
Spring	Al Balad; Fajr;	Reading Ayahs from the Quran / from cards. Can be topic based	Vowel Signs and stops
Summer	Gashiyah; Al Ala	Reading Ayahs from the Quran / from cards. Can be topic based	Vowel Signs and stops

Years 3 to 6

- Memorisation of the Quran
- Reading of the Quran. The focus is not to complete the Quran but to become proficient in reading, to be able to read with Tajweed, to understand that the Quran is a book of guidance and to have some knowledge of some of the lessons contained within the Quran.
- Tafsir of some Surahs, to lead to an understanding that the Quran is a book of guidance and knowledge.
- Learning the meanings and spellings of the Arabic vocabulary.
- Hand Writing practise.
- Listening skills through spoken Arabic in the class
- General understanding of Arabic.

The children will be covering the following in each term:

Arabic and Quran lessons (Year 3)

Term	Quran Memorisation	Quran Ayahs / Reading	Tajweed Rules	Arabic
Autumn	At Tariq; Buruj; Inshiqaq	From Quran, according to the speed of the child	Vowel Signs and stops	Lessons from Text book.
Spring	Mutaffifin; Infitar	From Quran, according to the speed of the child	Vowel Signs and stops	Lessons from Text book.
Summer	Taqwir; Abasa	From Quran, according to the speed of the child	Vowel Signs and stops	Lessons from Text book.

Arabic and Quran lessons (Year 4)

Term	Quran Memorisation	Quran Ayahs / Reading	Tajweed Rules	Arabic
Autumn	Naziat; Naba	From Quran, according to the speed of the child		Lessons from Text book.
Spring	Aytul Qursi; Last 2 Ayahs of Bakarah; First ten Ayahs Kahf	From Quran, according to the speed of the child		Lessons from Text book.
Summer	Surah Mulk; Surah Qalm	From Quran, according to the speed of the child		Lessons from Text book.

Arabic and Quran lessons (Year 5)

Term	Quran Memorisation	Quran Ayahs / Reading	Tajweed Rules	Arabic
Autumn	Al Haqah; Al Ma'arij	From Quran, according to the speed of the child		Lessons from Text book
Spring	Surah Nuh; Al Jinn	From Quran, according to the speed of the child		Lessons from Text book
Summer	Muzzamil; Muddathir	From Quran, according to the speed of the child		Lessons from Text book

Arabic and Quran lessons (Year 6)

Term	Quran Memorisation	Quran Ayahs / Reading	Tajweed Rules	Arabic
Autumn	Al Qiyamah; Al Insaan;	From Quran, according to the speed of the child		Lessons from Text book
Spring	Al Mursalat; Surah Yaseen	From Quran, according to the speed of the child		Lessons from Text book
Summer	Surah Yaseen	From Quran, according to the speed of the child		Lessons from Text book

The teaching of Quran and Arabic will include:

Writing

Handwriting practice is part of every Arabic lesson Children need to practice their writing in a variety of ways...

- Some Arabic writing in the Quran lesson
- Using a variety of resources – handwriting books, laminated writing cards, copying ayahs from the Quran.
- Writing out of exercises to be part of the lesson

Reading

Reading practice both at home and at school is important if children are to be fluent in their reading. At school the children do:-

- Individual reading of the Quran / Qaida / cards
- Individual reading from Arabic reading books / cards
- Group reading of Quran / Qaida / cards
- Group reading from Arabic reading books / cards
- Reading of text book and other activities

Conversation

Children need to learn standard spoken phrases, learn some grammar and how a sentence should be constructed to be able to speak the language Conversation will be taught by:-

- Teachers speaking partially in Arabic
- Children being given the opportunity to listen to conversation and interpret the meaning
- Using role play for conversational opportunities
- Spending some time during each lesson conversing

Understanding

Children should reach an understanding of Arabic through some of the means:-

- By understanding conversation
- Understanding when completing exercises in exercise book
- Understanding of grammar and vocabulary
- Some understanding of Surahs

Memorisation

Children need to memorise certain things for success in both Arabic and Quran:-

- Memorising Quran Surahs
- Memorising Vocabulary set

Curriculum Enrichment

Children have the opportunity to take up activities at other times in the school day in order to enrich their learning in Arabic and Quran

- Morning hifdh programme run as a motioning cub from 7.55-8.45
- Arabic after school clubs
- Annual Quran competition

LITERACY

At Date Valley School, we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing and listening skills to enable children to become confident and successful in their literacy. We follow the New Literacy Framework and other guidance to enable quality learning and teaching to take place.

Reading

We want our children to develop a love of reading. We want them to become independent readers, to be able to enjoy their reading and to learn essential lessons as they learn.

1. Independent reading

Independent reading is encouraged throughout the school. All children from years 1 to 6 have a book browser that they fill with books chosen from the library. They are encouraged to choose both fiction and non-fiction books and through the year will be encouraged to try different genres.

Book browsers contain 'good fit books' a 'good fit book' is one that the child can read with 99% accuracy. Higher levels of oral reading error rate are linked to significant increases in off-task behaviour.

To help the child choose a 'good fit book', the teacher asks the following questions:

- What is the purpose of the book
- What interests them
- Do they know the words
- Do they understand the text

The best way to become a better reader is to practice each day, with books you choose, on your just right reading level. It soon becomes a habit. Children read from their book selection for a minimum of half an hour every day

2. Listen to reading

Listening to reading is important as it helps the children to hear examples of good literature and fluent reading. Children learn more words, thus expanding their vocabulary and becoming better readers. Listening to reading is done when the teacher reads to a group as a model reader. For further listening practice and enjoyment, children are encouraged to listen to a variety of texts independently using the listening centre. Through being able to access this independently, children are able to enjoy a higher level of language and content that they may not yet be able to read for themselves.

3. Guided reading

Guided reading takes place in small groups with teacher input using a levelled text. A guided reading session takes place for all children once a week. During the guided reading session, the children continue to practice the skills of reading to someone and listening to someone read, but with teacher input at all times. Progress records are completed at each guided reading session.

4. Reading at home

Books are sent home with a reading record book for communication with parents. Children take home a book from the school reading scheme and work through the levels until they are considered fluent and 'free readers'.

Books are changed on a weekly basis and parents are asked to help the reading process, especially in key stage 1, by reading with their child every day. Once the child becomes a free reader, children bring home a book of their choice from the school library and will be encouraged to choose a book from the recommended reading list. Parents are then asked to participate in the reading process by making sure that their child sets aside time daily to read the book chosen from school.

Writing

We believe that writing should be a creative / developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have the potential to become successful writers.

1. Handwriting

Children practice their writing skills every literacy session for a period of 10 minutes. In Key Stage 1, there is a focus on the formation of the letters and making writing flow. As writing skills improve, children are given the opportunity to practice their knowledge of grammar whilst they practice writing, using specific exercises.

2. Independent writing

Just like reading, the best way to become a better writer is to practice each day. In addition to handwriting practice, 3 half hour sessions are set aside every week just for writing. Children will be taught the skills of effective writing before they are left to practice writing independently.

New skills are taught weekly as the children work through the objectives of the National Curriculum, and intensive practice of skills learnt is encouraged in all classes. Writing is improved through the immersion in reading that is part of the daily literacy lesson

The following tables show the programmes of study for years 1 to 6

AREA	STAGE 1	STAGE 2
WORD READING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading.
READING COMPREHENSION	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of 	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading

	<p>what has been read so far</p> <ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
SPELLING	<p>Pupils should be taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
HANDWRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.
WRITING COMPOSITION	<p>Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to</p>

		<p>their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
WRITING – VOCABULARY , GRAMMAR AND PUNCTUATION	<p>Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>The grammar for year 2 in English Appendix 2 Some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>

AREA	STAGE 3 AND 4	STAGE 5 AND 6
WORD READING	<p>Pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
READING COMPREHENSION	<p>Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader’s interest and imagination 	<p>Pupils should be taught to: Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning

	<ul style="list-style-type: none"> recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>is clear to an audience</p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views. Cultures and traditions</p>
SPELLING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus.
HANDWRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

<p>WRITING COMPOSITION</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors
<p>WRITING – VOCABULARY, GRAMMAR AND PUNCTUATION</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials <p>Learning the grammar for years 3 and 4 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>Learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses

		<ul style="list-style-type: none"> • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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Cross Curricular Literacy Opportunities

As well as during the literacy lesson, children get the opportunity to practice their literacy skills in a variety of subjects as writing effectively dominates a large section of the curriculum. Cross curricular links with literacy are encouraged throughout the school and teachers will use the opportunity to extend the children's knowledge of topic work through work set in the literacy lesson

Curriculum Opportunities

A large part of the public speaking and drama units are covered during the summer term, when the children hold a whole school presentation. This entails the children being on stage as they seek to share with parents what they have learnt, improving their public speaking skills, practicing drama skills and increasing their confidence.

Extra-Curricular Opportunities

- The school newsletter gives the pupils an opportunity to submit a well written piece of work for inclusion and pupils will be given the opportunity to enter other writing competitions.
- The weekly Friday sermons (Khutba) give the children an opportunity to research and speak about a thoughtful topic and present this to the audience.
- The children, by being part of the school council (shurah) have the opportunity to run voting campaigns, share presentations and debate their own principles. As part of the school council the children also have the responsibility of taking minutes of meetings they attend and organise various initiatives and fundraising events
- During assemblies the children share a rehearsed presentation with the audience.
- During school book-fairs and various other events children join in the advertising campaigns and produce leaflets and posters to raise awareness
- The school will also run a journalism club after school in the Autumn term.

NUMERACY

Focus of teaching at Key Stage 1

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Focus of teaching at lower Key Stage 2

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Focus of teaching at upper Key Stage 2

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

The following tables show the programmes of study for years 1 to 6

AREA	STAGE 1	STAGE 2
NUMBER AND PLACE VALUE	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words. 	<ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward Recognise the place value of each digit in a two-digit number (10s, 1s) Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems
ADDITION AND SUBTRACTION	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit 	<ul style="list-style-type: none"> Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods Recall and use addition and subtraction facts to 20

	<p>numbers to 20, including 0</p> <ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<p>fluently, and derive and use related facts up to 100</p> <ul style="list-style-type: none"> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
MULTIPLICATION AND DIVISION	<ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
FRACTIONS	<ul style="list-style-type: none"> Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions, for example $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
MEASUREMENT	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Mass / weight Capacity and volume Time Measure and begin to record the following: <ul style="list-style-type: none"> Lengths and heights Mass/weight Capacity and volume Time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day
PROPERTIES OF SHAPE	<ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes 	<ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes Compare and sort common 2-D and 3-D shapes and everyday objects.

POSITION AND DIRECTION	<ul style="list-style-type: none"> Describe position, directions and movements, including whole, half, quarter and three-quarter turns. and direction: 	<ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
STATISTICS	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data.

AREA	STAGE 3	STAGE 4
NUMBER AND PLACE VALUE	<ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) Compare and order numbers up to 1,000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1,000 in numerals and in words Solve number problems and practical problems involving these ideas. 	<ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1,000 Find 1,000 more or less than a given number Count backwards through 0 to include negative numbers Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) Order and compare numbers beyond 1,000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1,000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.</p>
ADDITION AND SUBTRACTION	<ul style="list-style-type: none"> Add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answer Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
MULTIPLICATION AND DIVISION	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12×12 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

FRACTIONS	<ul style="list-style-type: none"> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominator Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole Compare and order unit fractions, and fractions with the same denominator Solve problems that involve all of the above. 	<ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with 1 decimal place to the nearest whole number Compare numbers with the same number of decimal places up to 2 decimal places Solve simple measure and money problems involving fractions and decimals to 2 decimal places.
MEASUREMENT	<ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes Add and subtract amounts of money to give change, using both £ and p in practical contexts Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events 	<ul style="list-style-type: none"> Convert between different units of measure Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence Read, write and convert time between analogue and digital 12 and 24-hour clocks Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days
PROPERTIES OF SHAPE	<ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	<ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles and compare and order angles up to 2 right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry.
POSITION AND DIRECTION		<ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down <p>Plot specified points and draw sides to complete a given polygon.</p>
STATISTICS	<ul style="list-style-type: none"> Interpret and present data using bar charts and pictograms Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. 	<ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts,

AREA	STAGE 5	STAGE 6
NUMBER AND PLACE VALUE	<ul style="list-style-type: none"> • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • Solve number problems and practical problems that involve all of the above • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. 	<ul style="list-style-type: none"> • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across 0 • Solve number and practical problems that involve all of the above.
ADDITION AND SUBTRACTION	<ul style="list-style-type: none"> • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
MULTIPLICATION AND DIVISION	<ul style="list-style-type: none"> • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<ul style="list-style-type: none"> • Perform mental calculations, including with mixed operations and large numbers. • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the 4 operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
FRACTIONS, DECIMALS AND PERCENTA	<ul style="list-style-type: none"> • Compare and order fractions whose denominators are all multiples of the same number • Identify, name and write equivalent fractions of a given fraction, represented visually, including 	<ul style="list-style-type: none"> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Compare and order fractions, including

GES	<p>tenths and hundredths</p> <ul style="list-style-type: none"> • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number • Add and subtract fractions with the same denominator and denominators that are multiples of the same number • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • Read and write decimal numbers as fractions • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • Read, write, order and compare numbers with up to 3 decimal places • Solve problems involving number up to 3 decimal places • Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25 	<p>fractions > 1</p> <ul style="list-style-type: none"> • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply simple pairs of proper fractions, writing the answer in its simplest form • Divide proper fractions by whole numbers • Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. • Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three decimal places • Multiply one-digit numbers with up to 2 decimal places by whole numbers • Use written division methods in cases where the answer has up to 2 decimal places • Solve problems which require answers to be rounded to specified degrees of accuracy • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
MEASUREMENT	<ul style="list-style-type: none"> • Convert between different units of metric measure • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Measure and calculate the perimeter of composite rectilinear shapes in centimeters and meters • Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes • Estimate volume and capacity • Solve problems involving converting between units of time • Use all four operations to solve problems involving measure using decimal notation including scaling. 	<ul style="list-style-type: none"> • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places • Convert between miles and kilometres • Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use formulae for area and volume of shapes • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units
PROPERTIES OF SHAPE	<ul style="list-style-type: none"> • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees ($^\circ$) • Identify: <ul style="list-style-type: none"> ○ Angles at a point and 1 whole turn (total 360°) ○ Angles at a point on a straight line and half a turn (total 180°) ○ Other multiples of 90° • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 	<ul style="list-style-type: none"> • Draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
POSITION	<ul style="list-style-type: none"> • Identify, describe and represent the position of a 	<ul style="list-style-type: none"> • Describe positions on the full coordinate grid

AND DIRECTION	shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	(all 4 quadrants) <ul style="list-style-type: none"> Draw and translate simple shapes on the coordinate plane, and reflect them in the axes
STATISTICS	<ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables 	<ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average.
RATIO AND PROPORTION	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
ALGEBRA	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of 2 variables

Curriculum Opportunities

There will be opportunities for cross curricular links with other subjects in the projects done and during themed weeks. Examples of this are:

- Mapping in Geography
- Graphs in Science
- Measurements, shapes and angles in Design Technology
- Timelines in History
- Pattern and shapes work in Art and Design.
- Themed weeks make link to numeracy in different cultures, countries and also through the past.

These are just some examples. Teachers of all subjects must take the opportunity, when it arises, to teach mathematical concepts in real life situations, thus showing the children the value of maths in many different ways. Set half termly projects will take into account the mathematical skills that can be used as well as developing other cross curricular links.

Extra-Curricular Opportunities

- Children are encouraged to participate in World Maths Day.
- The school tuck shop which is run by the pupils in years 5 and 6, encourages children to deal with real money, solve money problems and calculate totals and change.
- School council initiatives and fundraising allow children to calculate initial costs and resource sourcing at advantageous prices in order to make a profit.
- During themed weeks when the school runs a bank and post office the children have the opportunity to deal with real life scenarios and problem solving.

COMPUTING

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

SCIENCE

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.

YEAR 1	
Plants	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees.
Animals, including humans	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Everyday materials	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties.
Seasonal Changes	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.

YEAR 2	
Living things and their habitats	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro- habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Plants	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro- habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Animals including Humans	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Use of everyday materials	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a

- range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

YEAR 3	
PLANTS	Pupils should be taught to: <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Animals including humans	Pupils should be taught to: <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Rocks	Pupils should be taught to: <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rocks recognise that soils are made from rocks and organic matter.
Light	Pupils should be taught to: <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.
Forces and Magnets	Pupils should be taught to: <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.

YEAR 4	
Living things and their habitats	Pupils should be taught to: <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.
Animals including humans	Pupils should be taught to: <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey.
States of matter	Pupils should be taught to: <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Sound	Pupils should be taught to: <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear

	<ul style="list-style-type: none"> • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.
Electricity	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

YEAR 5	
Living things and their habitats	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals.
Animals including humans	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age.
Properties and changes in materials	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Earth and Space	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Forces	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

YEAR 6

Living things and their habitats	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.
Animals including humans	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.
Evolution and inheritance	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Light	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Electricity	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.

ISLAMIC STUDIES

Islamic Studies is taught in all classes throughout the year for 2 and half hours per week. Islamic studies are based on the five following areas:

- Belief in Allah
- The study of the Quran
- History of Islam
- The worship of Allah
- Morals and manners

All the year groups focus on these areas, building on their knowledge each year.

At the end of Key Stage 1, the children should:-

- Know Allah through His Signs and His Creation
- Name the three degrees and the five pillars of Islam
- Know the general meaning of the shahadah
- Revere the Glorious Quran and learn its proper care
- Study selections of the biography of the Prophet (salallahu alayhi wassalam) and follow his Sunnah
- Know and apply the rulings on purification
- Realize the importance of obligatory prayers and perform them regularly
- Know some remembrances and adhere to them
- Be mindful of vices and bad manners
- Take care of mosques and perform prayers regularly therein.
- Treat parents, teachers, peers and neighbours respectfully
- Respect private and public property.

At the end of Key Stage 2, the children should:-

- Know the three degrees of Islam and religious evidence
- Recognise the signs of the existence and oneness of Allah manifested in his creation of man and the world.
- Learn some aspects of the Prophet's (saw) life
- Learn about the lives of the companions of the Prophet (saw) and the rightly guided Caliphs and develop a desire to follow their examples
- Know some rulings on worship practices, such as Salah, Zakah, Sawm and Hajj and their importance in the lives of Muslims
- Memorise and know the meaning of some remembrances prescribed in everyday life.
- Adhere to the commands of Islam with regard clothing and ornaments.
- Keep to the noble manners of Islam and practice them
- Take pride in being a Muslim

Programme of Study for Islamic Studies

		AUTUMN TERM		
AREA	YEAR 1	YEAR 2	YEAR 3	
1.Morals and Manners	Introduction to manners	The virtues of remembering Allah	The Masjid	
	Private Property	Sneezing	Respect for Masaajid	
	Other People's Property	Du`aa for entering and leaving the home	Looking after the Masjid	
	Public Property	Du`aa for leaving and entering the toilet	Neighbours	
	Taking care of belongings	Being Good to Teachers	The Rights of Neighbours in Islam	
	Being Good to Parents	Being Good to Friends	Being good to Neighbours	
	Parents Time	School Property		
	Respecting Our Parents	Looking After Things at School		
1.Morals and Manners		Lost Property		
		Things at Home		
	YEAR 4	YEAR 5 / 6 (Year 1)	YEAR 5 / 6 (Year 2)	
	Caring about personal appearance	Good Acquaintances	Du`aa : Recited When it Rains	
	Islamic Dress	How should good acquaintances be treated?	Du`aa : Said During a Wind Storm	
	Limits to the adornment that Islam allows	Bad Acquaintances	The manners of Attending Meetings	

	The meaning of imitation	How should bad acquaintances be treated?	Private conversations
	Blameworthy Imitation		Gheebah
	Reasons for prohibiting blameworthy imitation		Nameemah
	Permissible Imitation		Islam: The Perfect Religion
			Islam: The Religion of Mercy
			Islam: A Blessing from Allah

AREA	YEAR 1	YEAR 2	YEAR 3	
2.Ibadaat	Introduction to Worship	Obligatory acts of wudoo	Things that break Wudoo`	
	Tahaarah is Part of Islam	Facing the Qiblah	Some rulings on Wudoo`	
	Keeping Things Clean	The manner of Salah	Acts of worship and Wudoo`	
	Istinjaa`	Khushoo in Salah	The time of Fajr	
	Istijmaar	The adhkaar of Salah	The time of Dhuhr	
	Manners of Going to the Toilet	The Fajr Salah	The time of Asr	
	Wudoo`	The Dhuhr Salah	The time of Maghrib	
		The Asr Salah	The time of `Ishaa`	
		The Maghrib Salah	Prayer in Jamaa`ah	
		The Ishaa Salah	The manners of prayer in Jamaa`ah	
		Practical Salah	The Adhaan	
			The Iqaamah	
		YEAR 4	YEAR 5 / 6 (Year 1)	YEAR 5 / 6 (Year 2)
		Worshipping Allah	Introduction to Mas-h	Ibaadah
		The meaning and types of worship	The proof for wiping over the Khuffayn	The conditions of Ibaadah
		The Shahadataan	The conditions of wiping over the Khuffayn	Bid`ah
		The meaning of Salah	The manner of wiping over the khuffayn	Ihsaan
		The meaning of Zakah	The period of wiping over the Khuffayn	The Status of Ihsaan
		The meaning of Sawm	Things that nullify the mas-h	Practise Ihsaan
		The meaning of Hajj	Wiping over bandages,plasters,etc	Fasting: A Pillar of Islam
		Denying the Pillars of Islam	Jumu`ah: Virtue and Importance	The meaning of Sawm
		Virtues and conditions of Salah	Jumu`ah rulings	The Benefits of Sawm
		Obligatory acts of Salah	Jumu`ah : Manner of the Friday prayer	The Manners of Sawm
		The difference between a Pillar and an obligatory act of salah	Zakah: Definitions and Rulings	Sawm: Its Rulings
		Nullifiers of Salah	Zakah : Status and wisdom	Sawm – Its Nullification
		Disliked actions during Salah	Zakah: Encouragement to give it	Hajj : Its definitions and Rewards
		Sunan of Salah	Zakah : Warning Against Not giving it	Hajj : Its rulings, Pillars and obligations
		Khushoo in Salah	Zakah: Status and Wisdom	How to perform Hajj
		Practical Salah/Practise Salah	Zakah: Encouragement to give it	Umrah
		Remembrances after the obligatory Salah	Zakah: Warning against not giving it	
			Zakah: The ruling for those who do not give it	

AREA	YEAR 1	YEAR 2	YEAR 3
	Introduction to Belief	The meaning of La ilaha illAllah	The meaning of Ihsaan
	The Pillars of Islam	Muhammad Rasoolullah	The status and importance of Ihsaan
	The Shahadah	Benefits of reading the Qur`an	The merits of Ihsaan
	Allah-The Creator	The Shahadah	Ihsaan at all times
	Allah`s Creation	Belief in Allah	The meaning of Rabb
	The Three Principles	Belief in the Angels	Signs of the Rabb
	Salah: The Second Pillar of Islam	The Books and Scriptures of Allah	The Lordship of Allah

3. Aqeedah	The Five Daily Prayers	The Messengers (a.s)	The meaning of Ikhlāas (sincerity)
	How to Perform Salah	The Last Day	The significance of Ikhlāas
	The Benefits of Zakah	Allah`s Decree	The importance of Ikhlāas
	Sawm of Ramadaan: The Fourth Pillar	Loving Allah	The meaning of worship
	Hajj: The Fifth Pillar	Allah`s Blessings	
	YEAR 4	YEAR 5 / 6 (Year 1)	YEAR 5 / 6 (Year 2)
	The Thaqalaan	The Hadeeth of Jibreel	Messengers and Prophets
	Why were the Thaqalaan created?	Belief in Allah	Muslims believe in all the Messengers and Prophets of Allah
	Denying the pillars of Islam	Belief in the Angels	Muhammed (SAW) is the last Messenger of Allah
	The signs of Allah in the Universe	Belief in Allah`s Books	Why did Allah send the Prophets and Messengers (a.s)?
	The signs of Allah in creation	Belief in Allah`s Messengers	The Divine Books
	Only Allah deserves to be worshipped	Belief in the Day of Judgement	Belief in the Divine Books
		Belief in Qadar: the good and the bad of it	The Qur`aan the Final Revelation
		Denying the Pillars of Iman	Why did Allah send the Divine Books?

SPRING TERM			
AREA	YEAR 1	YEAR 2	YEAR 3
4. SEERAH	Knowing The Prophet (s)	Loving the Prophet (SAW)	The Prophet (SAW) in the cave of Hiraah`
	Introduction to History	The Prophet`s (SAW) call to Allah	The beginning of revelation
	The Name of the Prophet (s) and His Family	Being truthful	The first Revelation
	The Prophet`s (S) Birth and Childhood	The story of the Quraysh and the Ka`bah	Response of the Prophet (SAW) and Khadeejah (R.A)
		Being trustworthy	The first woman to accept Islam
	The study of Nuh (a)	The trustworthiness of the Prophet (SAW)	The first man to accept Islam
		The story of the Ka`bah	The first boy to accept Islam
		The story of the Elephant	
		The Ka`bah	The study of Ayub (a.s)
		The Ka`bah and Muslim Unity	
		The study of Hud & Saleh (a.s)	
	YEAR 4	YEAR 5 / 6 (Year 1)	YEAR 5 / 6 (Year 2)
	Rasulullah`s (SAW) call to Islam	Hijrah – Permission to migrate and the first Muhajiroon	Masjid Qubaa`
	Da`wah to the people	The Prophet`s (SAW) Hijrah	Al masjid An Nabawi
	Boycott in the area of Aboo Talib	Islam in Madeenah: The Early Days	Mu`aakhaah
	The Night Journey and Ascension	Hijrah: start of the Islamic Year	The Constitution of Madeenah
	The first pledge of Aqabah	Seerah	The construction of Al- Masjid An Nabawi
	The second pledge of Aqabah	Umar Ibn Al Khattab (r.a)	
	Abu Bakr`s (r.a) acceptance of Islam	Umar (r.a) : From Enemy to Ally	Uthmaan (r.a): His Early life and acceptance of Islam
4. SEERAH	Abu Bakr`s (r.a) companionship to the Prophet (SAW)	Umar`s (r.a) Appointment as Khaleefah and His Major	Uthmaan (r.a) : His noble qualities

		Achievements	
	Seerah	The spread of Islam under Umar (r.a)	Uthmaan (r.a) : His Khilaafah
	Abu Bakr`s (r.a) Khilafah		
	Abu Bakr`s (r.a) Conquests		Uthmaan (r.a) : His Compilation of the Qur`an
	The achievements of Abu Bakr (r.a)		Seerah (part 2)
	Study Of Yunus (a.s) - optional		Ali (r.a) : Birth & Early life
			Ali (r.a) : His noble qualities & wise sayings
			Ali (r.a) : His Khilaafah (part 1)
			Ali (r.a) : his achievements
			Muslim Role Models Mothers of the Believers (optional)

SUMMER TERM			
	YEAR 1	YEAR 2	YEAR 3
5. Role Models / Study of a Prophet	Role models- the 4 Caliphs	Muslim role models – companions of the Prophet (s.a.w)	Muslim role models- children around the Prophet (SAW)
	Study of Adam (a)	The study of Nuh (a)	Study of Yusuf (a.s)
	YEAR 4	YEAR 5 / 6 (Year 1)	YEAR 5 / 6 (Year 2)
	Study of Ibraheem (a.s)	Study of Musa (a.s) Memorise du`a : Surah Ta-Ha : 20: 25-28	Signs of Qiyamah (a.s)
	History of Muslim Spain	Comparative Religions <ul style="list-style-type: none"> • Christianity • Judaism • Hinduism • Sikhism • Buddhism 	Study of Eesa (a.s)

- **Extra-Curricular**
- Children will be introduced to the names and attributes of Allah in assembly
- Assembly discussions and stories help reinforce the lessons learnt in Islamic Studies
- Golden behaviour rewards also help to reinforce the moral lessons learnt in Islamic studies
- Researching and writing Friday Khutba

PSHE

The Date Valley School Social, Moral, Spiritual and Cultural policy is implemented primarily through the Personal, Social, Health and Emotional education which takes place in many subjects and many different areas. Many areas of this topic are covered during Islamic Studies, when children are taught what comprises good morals and manners. Circle time, when children have to communicate and share their thoughts with each other covers many of the social and emotional aspects of the curriculum. Assembly is another time when the focus is PSHE, and finally our school presentation covers many of the required objectives.

The development of all the areas within PSHE should be ongoing throughout the school day, from morning circle time, to lunch time, to discussion times. However to make sure that a framework is also followed, we have specific topics that will be discussed in assembly and these will then be developed further in class time.

The following topics will be covered during assembly time / class PSHE

AUTUMN TERM	SPRING TERM	SUMMER TERM
Welcome assembly	Beliefs, Values & Tolerance	Rspca
The Blessings Of Allah	Parents Rights	London Fire Brigade Assembly
Bullying & School Council	Friendship	Groups And Communities
Charity	Keeping clean- hygiene	Deaf Blind Awareness
Introduce school council	World Orphan Week	Ramadan
E-Safety	The Effects Of Backbiting / Slander	The Secrets Of The Quran
World Health Day		

PHYSICAL EDUCATION

Children do two hours of Physical Education per week in addition to any physical activity taking place at lunch times. All curriculum areas are not covered. We do not cover the dance module. At the moment we also do not manage to cover the gymnastic modules after key stage 1, as specific equipment is then required that we are in the process of purchasing

In all classes we work towards improving both the children's basic skills, such as throwing, catching etc, as well as improving their physical fitness. To help with this we will be holding a PE event each term, which then becomes a focus for the children to work towards during that term, in addition to completing specified units

Key Stage 1

During key stage 1, children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas, they develop their skills in movement and their coordination, and enjoy expressing and testing themselves in a variety of situations.

Children:

- find out what they can do as they explore a range of basic skills, actions and ideas, such as running, jumping and turning, throwing or kicking a ball;
- learn to practise by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive;
- watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play;
- recognise that their bodies feel different when they run short or longer distances, move slowly or suddenly, and lift heavy objects or float in water;
- learn to use space safely when they work alone and with others, showing increasing control over their movements.

Key Stage 2

During key stage 2, children enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Children:

- enjoy being active, showing what they can do;
- practise new skills across a range of activities that may include dance, gymnastics, games, swimming, athletic and outdoor and adventurous activities;
- learn consistency by repeating their movements and linking their skills until their performance is clearer, more accurate and controlled over time;
- pace themselves in challenges in activities such as swimming and athletic activities;
- use their creativity in performing dances, making up their own games, planning gymnastic sequences, responding to problem-solving and challenge activities;
- know how to improve aspects of the quality of their work, using information provided by the teacher and information and communication technology (ICT) opportunities, and increasingly help themselves and others perform effectively;
- know why activity is important to their health and wellbeing;
- understand the rules and conventions of taking part in different activities safely.

School Council

Date Valley School elects the Shura Council from amongst the students during the first half term of the academic year. The Shura is then asked to meet and to discuss ways in which things can be improved on, and what else they would like to introduce into the school year. They are responsible for working on the school newsletter, helping to organise the lunch time clubs and running the school tuck shop.

This year we hope that some members of the Shura will participate in school assemblies as well as helping younger children during the school presentation.

All children from years 6 are automatically part of the Shura and can attend all meetings. However some pupils from these year groups are elected into certain positions and given extra responsibilities. They attend all meetings and are the core group who make decisions.

Other Key Stage 2 classes have elected class representatives who are then part of the meetings and are responsible for sharing how their classmates feel about certain issues.

Special Educational Needs

Pupils accessing additional support are those with clear indicators of a learning difficulty or those with a statement of special needs. Information from class teachers and results of any formal assessments are used to identify these pupils. The identified pupil will be placed on the SEN register and will be at one of three thresholds as identified by the Code of Practice. i.e School Action, School Action Plus or an EHCP.

Identified pupils are observed by the SENCO, who then guides the teachers as to how best to support these pupils. Individual educational plans are drawn up for all pupils on the SEN register.

For pupils who display a need for extra support we run the reading intervention programme to scaffold children's learning.

The school SENCO is Ustadha Erum

Homework information.

Year 1

Children in year 1 do not get formal written homework during the first term and a half. Instead the focus is on the skills of mental maths, recognition of number bonds, handwriting practice and reading. The following timing for each activity is recommended

Time to be spent daily – 20 mins

Literacy			
Reading	Spellings	Memorizing sight words	Literacy written work (from the summer term)
10 mins daily	10 mins a week	5 mins at least 3 days a week	10 to 15 mins a week
Numeracy		Quran	
Practice number bonds / times tables	Numeracy written work (from the summer term)	Quran and Surah Memorisation	
5 mins, 3 days a week.	10 to 15 mins a week	10 mins, 3 days a week	
Children in Y1 will have the choice to participate in some very simple project work. This will come with clear guidelines and is so that the parent can get involved in all areas of the curriculum. Project work will be given twice a year and will entail some simple research / art work etc.			

Any homework set for the week will be given out on Friday.

Year 2

Literacy				Numeracy	
Reading (Alternate with Arabic)	Spellings	Memorizing sight words	Literacy written work	Practice number bonds / times tables	Numeracy written work
10 mins daily	10 mins a week	5 mins daily	15 to 20 mins a week	5 mins daily	15 to 20 mins a week
Quran Surah Memorisation		10 mins, 3 days a week.			
Project Work					
Children in Al Lail Y2 and Ad Duha will get some very simple project work. This will come with clear guidelines and is so that the parent can get involved in all areas of the curriculum. Project work will be given twice a year and will entail some simple research / art work etc.					

Time to be spent daily – 30 mins

Homework will be sent out on a Friday and collected on the Tuesday of the following week.

Year 3

Literacy		Numeracy	Arabic
Spellings	Literacy written work	Numeracy written work, Practice times tables / mental maths	Arabic spellings, vocabulary and written work
15 mins a week	20 to 30 mins a week	20 to 30 mins a week	30 mins a week
Quran		Project work	
Surah Memorisation		Children in Al Fajr will get some project work. This will come with clear guidelines and is so that the parent can get involved in all areas of the curriculum. Project work will be given twice a year and will entail some simple research / art work etc.	
10 mins, 3 days a week			

Time to be spent daily – 35 mins.

Arabic and English reading should be done daily, alternating each and spending a minimum of 15 mins per day Time spent on reading is not included in the homework time.

Homework will be sent out on a Friday and collected on the Tuesday of the following week.

Spelling test day will be set by each individual class teacher

Year 4

Literacy		Numeracy	Arabic
Spellings	Literacy written work	Numeracy written work, Practice times tables / mental maths	Arabic spellings, vocabulary and written work
15 mins a week	30 to 45 mins a week	30 to 45 mins a week	40 -50 mins a week
Quran		Project work	
Surah Memorisation		Children in At Tariq will get some project work. This will come with clear guidelines and is so that the parent can get involved in all areas of the curriculum. Project work will be given twice a year and will entail some simple research / art work etc.	
10 mins, 3 days a week			

Time to be spent daily – 40 mins.

Both Arabic and English reading should be done daily and time spent on reading is not included in the homework time.

Homework will be sent out on a Friday and collected on the Tuesday of the following week.

Spelling test day will be set by each individual class teacher

Years 5 and 6

Literacy		Numeracy	Arabic
Spellings	Literacy written work	Numeracy written work, Practice times tables / mental maths	Arabic spellings, vocabulary and written work
15 mins a week	30 to 45 mins a week	45 to 60 mins a week	50 to 60 mins a week
Quran		Project work	
Surah Memorisation		Children in Al Buruj/ Al Falaq will get some project work. This will come with clear guidelines and is so that the parent can get involved in all areas of the curriculum. Project work will be given twice a year and will entail some simple research / art work etc.	
10 mins daily			

Time to be spent daily – 50 mins.

Both Arabic and English reading should be done daily and time spent on reading is not included in the homework time.

Homework will be sent out on a Friday and collected on the Tuesday of the following week.

Spelling test day will be set by each individual class teacher

Recommended Reading List

KEY STAGE 1

- I will not ever never eat a tomato
- I am not sleepy and I will not go to Bed
- The Adventures of the Dish and the Spoon
- The Gruffalo
- A Squash and a Squeeze
- Mr Magnolia
- The Jolly Postman
- Funnybones
- Mrs Wobble the Waitress
- Owl Babies
- Wolves
- Pumpkin Soup
- The Baby Who Wouldn't Go To Bed
- Mouse Noses on Toast
- Lost and Found
- The Whisperer
- Dogger
- The Post Office Cat
- Mishka
- Mr Grumpy's Outing
- Avocado Baby
- The Diary of a Killer Cat
- The Magic Finger
- The Enormous Crocodile
- The Man Whose Mother Was a Pirate
- A Lion in the Meadow
- Pirate School
- Where the Wild things Are
- The Whales Song
- Gorilla
- Zoo
- The Hodgeheg
- This is the Bear
- Katie Morag Delivers the Mail
- The Rainbow Fish
- I Hate School
- Rosies Babies
- The Mousehole Cat
- Amazing Grace
- Little Animal Ark Stories
- Lauren Child
- Lauren Child
- Mini Grey
- Julia Donaldson
- Julia Donaldson
- Quentin Blake
- Allen Ahlberg
- Allan Ahlberg
- Allan Ahlberg
- Martin Waddell
- Emily Gravett
- Helen Cooper
- Helen Cooper
- Daren King
- Oliver Jeffers
- Nick Butterworth
- Shirley Hughes
- Gail E Haley
- Victor G Ambrus
- John Birmingham
- John Birmingham
- Anne Fine
- Roald Dahl
- Roald Dahl
- Margeret Mahy
- Margaret Mahy
- Jeremy Strong
- Maurice Sendak
- Garry Blythe
- Anthony Browne
- Anthony Browne
- Dick King-Smith
- Sarah Hayes
- Mairi Hedderwick
- Marcus Pfister
- Jeanne Willis and Tony Ross
- Martin Waddell
- Antonia Barber
- M Hoffman
- L Daniels

The following books may be used during teaching time in years 1 and 2. Teaching can be supplemented by using the same books at home.

- **Knuffle Bunny**
- **Harvey Slumfenburger**
- **Not a stick**
- **Billy's Bucket**
- **The Gingerbread man**
- **The Three Little Pigs**
- **Down behind the Dustbin**
- **Batman's Exercise Video**
- **Dogger**
- **Mr Tubs is Lost**
- **Little Penguin Lost**
- **Bring the rain to Kapiti Plain**
- **Handa's Hen**
- **We all went on Safari**
- **The House That Jack Built**
- **Anancy and Mr Dry-Bone**
- Mo Willems,
- John Burningham,
- Antoinette Portis
- Kes Gray and Garry Parsons
- Audrey Daly
- Joan Stimson,
- Michael Rosen
- Ian McMillan
- Shirley Hughes
- Bel Mooney
- Tracey Corderoy
- Verna Aardema
- Eileen Brown,
- Laurie Krebs
- Jenny Stow
- Fiona French

- Don't let the pigeon stay up late
 - Don't let the pigeon drive the bus
 - It Takes One to Know One
 - Snow White in New York
 - Hairy Tales and Nursery Crimes
 - Dear Greenpeace
 - The Dancing Tiger
 - Eliot Jones: Midnight Superhero
 - Superhero ABC
 - Super Daisy
 - Charlie's Superhero Underpants
 - A Lion in the Meadow
 - You Choose
 - John Patrick Norman McHennessy
 - Dear Teacher
 - There's No Such Thing as a Dragon
 - CLICK, CLACK, MOO Cows That Type
 - Hansel and Gretel
 - Baba Yaga and the Stolen Baby
 - Baba Yaga
 - The Dragon Machine
 - George and the Dragon
 - Diary of a Wombat
 - Diary of a Baby Wombat
 - Lost and Found and The Way Back Home
 - We're going on a bear hunt
 - Willy the Wimp, Gorilla, Silly Billy; The Night Shimmy
 - Harry and The Bucketful of Dinosaurs
 - Tyrannosaurus Drip
 - Maisie's Dragon
- Mo Willems,
 - Mo Wille,
 - Gervase Phinn
 - Fiona French
 - Michael Rosen
 - Simon James
 - Malachy Doyle
 - Anne Cottringer and Alex Smith
 - Bob McCleod
 - Kes Gray
 - Paul Bright,
 - Margaret Mahy
 - Nick Sharratt and Pippa Goodhart
 - John Burningham
 - Amy Husband
 - Jack Kent
 - Doreen Cronin
 - Anthony Browne
 - Alison Lurie
 - Tony Bradman
 - Helen Ward
 - Chris Wormell
 - Jackie French
 - Jackie French
 - Oliver Jeffries
 - Michael Rosen
 - Anthony Browne
 - Ian Whybrow
 - Julia Donaldson
 - Philippa Danvers

Recommended Reading List

LOWER KEY STAGE 2

- Stranger Danger
 - Diary of a Killer Cat
 - The Guard dog
 - Any Sophie title
 - Martians at Muddle Puddle Farm
 - And Pig's might fly
 - Farm Boy
 - Friend or Foe
 - The Butterfly Lion
 - The Cat Who Wanted to go Home
 - The Otter Who Wanted to Know
 - Charlotte's Web
 - Little House in the Big Woods
 - Sasha and the Wolf Cub
 - Super Spy, Miskin Snythely
 - Treasure in the Garden
 - Fantastic Mr. fox
 - Flat Stanley
 - Hundred – mile – an - hour dog
 - The Indian in the Cupboard
 - Please Mrs Butler
 - Adventures of the Little Wooden Horse
 - How the Whale Became and Other Stories
 - When Jessie Came across the Sea
 - Demon Headmaster
 - Fire work makers daughter
 - I was a rat
 - Harriet the Spy
 - The Iron Man
 - Stig of the Dump
- Ann Fine
 - Ann Fine
 - Dick King-Smith
 - Dick King-smith
 - Michael Morpurgo
 - Michael Morpurgo
 - M. Morpurgo
 - M. Morpurgo
 - M. Morpurgo
 - J. Tomlinson
 - J. Tomlinson
 - E. White
 - Laura Ingles Wilder
 - A. Jungman
 - A. Mathews
 - H. McKay
 - Roald Dhal
 - Jeff Brown
 - Jeremy Strong
 - Lynne Reid Banks
 - Allan Ahlberg
 - Ursula Moray Williams
 - Ted Hughes
 - A. Hest
 - Gillian Cross
 - Phillip Pullman
 - Phillip Pullman
 - Louise fitzburgh
 - Ted Hughes
 - Clive king

- Swallows and Amazons
- War Boy
- Woof
- Annie, the story of a Victorian Mill girl
- Blitz
- To the Edge of the world
- Spacebaby
- Letters from a Mouse
- Winter Sleepwalker
- Bernard's watch
- Whatever happened to Katy Jane
- Dinner ladies don't count
- Beat the Bullies
- The Life and Adventures of Robinson Crusoe
- Kidnapped
- Black Beauty
- Pollyanna
- The Secret Garden
- The Railway Children
- Alice's Adventures in Wonderland
- Beowulf
- The Borrowers
- The Battle of Bubble and Squeak

Arthur Ransome
 Michael Foreman
 Allan Ahlberg
 M. Nash
 R. Westall
 S. Ross
 H. Branford
 H. Brennan
 J. Aiken
 A. Noriss
 J. Ure
 B. Ashley
 M. Elliot
 Daniel Defoe
 Robert Louis Stevenson
 Anna Sewell
 Eleanor Porter
 Frances Hodgson Burnett
 Edith Nesbit
 Lewis Carroll
 Kevin Crossley- Holland
 Mary Norton
 Allan Baker

The following books may be used during teaching time in years 3 and 4. Teaching can be supplemented by using the same books at home.

- I'll Take you to Mrs Cole
- Dinosaurs & All that Rubbish
- Seasons of Splendour
- The Tiger Child
- Fantastic Mr. Fox
- King Arthur and the Knights of the Round Table
- The Day I Swapped my Dad for two Goldfish
- Diary of a Killer Cat
- Diary of a Wimpy Kid
- Diary of a Wombat
- The Hodgeheg
- The Witches
- Going to the Fair
- Aesop's Fables
- The Punctuation Book
- The Poetry Chest
- My Teacher's as Wild as a Bison
- The Pearl Diver
- A Gift of the Sands
- Africa is not a Country
- Mufaro's Beautiful Daughters retold
- The Pot of Wisdom – Ananse Stories
- The Rainbow Bear
- Zoo
- The Ice Bear
- Henry's Freedom Box
- Who Was Rosa Parks?

Nigel Gray & Michael Foreman
 Michael Foreman
 Madhur Jaffrey
 Joanna Troughton
 Roald Dahl
 Marcia Williams
 Neil Gaiman and Dave McKean,
 Anne Fine
 Jeff Kinney
 Jackie French
 Dick King-Smith
 Roald Dahl
 Charles Causley
 Michael Rosen,
 Sue Palmer
 John Foster
 Carol Rumble
 Julia Johnson
 Julia Johnson
 Margy Burns Knight,
 John Steptoe
 Adwoa Badoe,
 Michael Morpurgo
 Anthony Browne
 Nicola Davies
 Ellen Levine
 Yona Zeldis McDonough

UPPER KEY STAGE 2

- Oliver Twist
- Little Women
- Jack and Jill
- The Adventures of Tom Sawyer
- The Prince and the Pauper
- Treasure Island

Recommended Reading List

Charles Dickens
 Louisa May Alcott
 Louisa May Alcott
 Mark Twain
 Mark Twain
 Robert Louis Stevenson

- Anne of Green Gables
- Little House on the Prairie
- Journey to Jo'burg
- Journey to the River Sea
- Matilda
- Pig Heart Boy
- Stormbreaker
- Wolves of Willoughby Chase
- Two weeks with the Queen
- Once
- Zanzibar
- Private Peaceful
- Kensuke's Kingdom
- Bills New Frock
- Tulip Touch
- The Road of Bones
- Flour Babies
- Google Eyes
- Peppermint Pig
- Carrie's War
- Five Children and It
- When Hitler Stole Pink Rabbit
- Roll of Thunder, Hear my Cry
- The Ark
- Adventures of Huckleberry Fin
- Call of the Wild
- Across the Barricades
- Amazing Maurice and his Educated Rodents
- I am David
- The Kite Rider
- Little Soldier
- Watership Down
- Walkabout
- Clockwork

Lucy Maud Montgomery
 Laura Ingalls Wilder
 Beverly Naidoo
 Eve Ibbotson
 Roald Dahl
 Marjorie Blackman
 Anthony Horowitz
 Joan Aiken
 Morris Gietzman
 Morris Geitzman
 Michael Morpurgo
 Michael Morpurgo
 Michael Morpurgo
 Anne Fine
 Anne Fine
 Anne Fine
 Anne Fine
 Anne Fine
 Anne Fine
 Nina Bawden
 Nina Bawden
 E Nesbit
 Judith Kerr
 Mildred D Taylor
 Margot Benary-Isbert
 Mark Twain
 Jack London
 Joan Lingard
 Terry Pratchet
 Ann Holm
 Geraldine McCaughrean
 Bernard Ashley
 Richard Adams
 James Vane Marshall
 Phillip Pullman

The following books may be used during teaching time in years 5 and 6. Teaching can be supplemented by using the same books at home.

- **The Jungle Book**
- **Just So stories**
- **Boy and Going Solo**
- **Singing for Mrs Pettigrew and Homecoming**
- **The Graveyard Book**
- **All about... Michael Morpurgo**
- **Short**
- **Short Too!**
- **The Charlotte Dymond Murder Cornwall 1844**
- **Read Me 2: A Poem for Every Day of the Year** chosen
- **Quick, Let's Get Out of here**
- **The Hobbit**
- **Tales from Outer Suburbia**
- **Sensational! poems inspired by the five senses**
- **The Convergence of the Twain**
- **WarHorse**
- **War Game**
- **In Flanders Fields**
- **One Boy's War**
- **Northern Lights and Clockwork**
- **The Day of Ahmed's Secret**
- **Hurricane**
- **Private peaceful**
- **Soldier Dog**
- **Soldier's Game**

Rudyard Kipling
 Rudyard Kipling
 Roald Dahl
 Michael Morpurgo
 Neil Gaiman
 Shaun McCarthy
 Kevin Crossley Holland
 Kevin Crossley Holland
 Pat Munn
 Gaby Morgan
 Michael Rosen & Quentin Blake
 JRR Tolkien
 Shaun Tan
 Chosen by Roger McGough,
 Thomas Hardy,
 Michael Morpurgo
 Michael Foreman
 Jorgensen & Harrison-Lever
 Huggins-Cooper & Benfold Haywood
 Phillip Pullman
 Florence Parry Heide & Judith Heide Gilliland
 David Wiesner,
 Michael Morpurgo
 Sam Angus
 James Killgore

- **The Three Little Wolves and the Big Bad Pig** Eugene Trivizas & Helen Oxenbury
- **The Wolf's Story** Toby Forward & Izhar Cohen
- **The True Story of the Three Little Pigs** Jon Scieszka,
- **Honestly, Red Riding Hood was Rotten!** Trisha Speed Shaskan & Gerald Guerlais,
- **Seriously, Cinderella is so Annoying!** Trisha Speed Shaskan
- **Prince Cinders** Babette Cole
- **Sinbad the Sailor** Marcia Williams
- **The Seven Voyages of Sinbad the Sailor** J. Yeoman
- **Tales from Nasreddin Hodja** Cengiz Demir
- **The Tin Forest** Helen Wood & Wayne Anderson
- **Dinosaurs and all that Rubbish** Michael Foreman
- **Eco-Wolf and the Three Pigs** Laurence Anholt
- **Stories for a Fragile Planet** Kenneth Steven & Jane Ray
- **Classic Poems for Children** compiled Nicola Baxter
- **One Thousand and One Arabian Nights** Geraldine McCaughrean
- **Illustrated Arabian Nights** Anna Milbourne
- **Ali Baba and the Stolen Treasure** Tony Bradman and Tony Ross,
- **Just William 1** Richmal Crompton
- **The Eighteenth Emergency** Betsy Byers
- **When Jessie Came Across the Sea** Amy Hest
- **Mr George Baker** Amy Hest
- **Stone Age Boy** S Kitamura
- **The Secrets of Stonehenge** M Manning

**Home-school Agreement.
Learning Together**



The purpose of this agreement is to strengthen the partnership between
Parents / guardians and school.

Name of the child/ren:..... **Current age/s:**

Date:.....

In-shaa Allah the school agrees to:

- Provide a sound Islamic environment to nurture and educate your child in the deen, making Islam a way of life
- Foster in your child, a positive attitude to all aspects of school life
- Support your child to achieve their full potential
- Nurture your child , aiding the development of a positive self-image and high self esteem
- Foster in your child, a caring attitude within the school community
- Assist your child in developing a strong moral code that reflects the ethos of the school
- Welcome the community into the life of the school
- Strive to achieve high standards of work and behaviour
- Keep parents / guardians informed about the areas of learning that their child is engaged in
- Monitor your child's attendance, punctuality, progress and behaviour, informing the parent / guardian if a concern arises
- Be available to discuss parent's concerns
- Demonstrate that each and every child is valued as an individual
- Inform parents / guardians of any concerns that may arise
- Provide opportunities for parents / guardians to express their views on school issues and have those views listened to
- Keep parents / guardians informed about school events and provide opportunities for involvement in school life
- Make every effort to ensure that school policies are understood and followed by staff, children, parents and guardians
- Day to day home / school communication via the home communication book

In-shaa Allah the parents / guardians agrees to:

- Emulate the Islamic environment provided at school
- See that my child attends school and is punctual, informing of any absences immediately

- Abide by and support all school policies, including Attendance and Behaviour
- Inform the school about any problems that might affect work or behaviour
- Avoid booking holidays and appointments for my child during the school day
- Offer support with reading, homework and other home learning activities (Quran, number bonds, spelling etc)
- Attend curriculum evenings and parent teacher meetings
- Provide the school with current contact details, including mobile numbers and email addresses
- Ensure that my child wears the correct uniform (including PE) and is fully equipped for school
- Sign the home communication book daily

In-shaa Allah the child agrees to:

- Spend part of the day reading and practising the Quran
- Follow the school rules and take responsibility for my behaviour
- Listen to my teacher and work hard
- Let my teacher know if I have any worries
- Be a friend to everyone
- Be kind and respectful to all adults and children
- Respect school property and the property of others
- Take my homework seriously and always try to complete it on time
- Always do my homework neatly
- Wear the correct school uniform and to always look smart being a representative of the school

At our school:

- We come to school every day, arriving on time and with all the things we need
- We look after our garden and school
- We use the rubbish bins
- We look after each other and ourselves
- If we are unhappy we go and talk to an adult
- Playtime is a time when we enjoy our school with our friends
- We are never unkind to each other