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| **Long Term Planning** | **Class** | Year 1 | **Teacher** | Miss Manal | **Year** | 2020-2021 |

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| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Our Islamic Values** | **Faithfulness** | **Tolerance** | **Patience** | **Respectfulness** | **Gratitude** | **Justice** |
| **British values linked to Islamic values** | **Rule of law**  Introducing British Values with classroom & school rules.  Understand the need for rules and laws  Know what is right/ wrong- Express and justify personal opinion.  Islamic sharia and following the sunnah. | **Democracy**  Tolerance of those of different beliefs and faiths Similarities and differences between people:  likes, gender, appearance, abilities, families, cultural backgrounds, etc.  People have differences and things in common, but everyone is unique.  Respect the similarities and differences between people. | **Living in the wider world**  Everyone in a community has rights and responsibilities  Right and Wrong- What’s appropriate behavior and unkind behavior.  Thanking Allah for all the bounties. | **Respect, Tolerance and Diversity**  Respect for all Including parents, neighbors, adults including other religions and cultures.  Positive Relationships with friends, family and the community. | **Helping others in the community**  Kindness and being generous.  Supporting / donating to helping the poor and needy  Appreciating our country (UK)and our living  Ramadhan - Piety (taqwa) | **Individual Liberty**  Making the right choice  Freedom of speech and expression  Preparing for change |
| **P.S.H.E** | **Fairness**  Making a good choice or a bad choice  Make rules that can easily be adhered by all.  Black history month. | **Bullying**  **Safety**  Anti Bullying week  Cyber bullying. Internet/e-safety,  Road safety.  School council elections. | **Communication**  **Emotions**  Positive thoughts and negative thoughts.  Feelings and emotions | **Healthy lifestyle**  **Hygiene**  Eating out five a day  Dental Hygiene/ Washing Hands/keeping clean | **Rules and responsibilities**  Right and Wrong- what’s behavior. Appropriate like? What does tease look like is this kind? Unkind behavior? Why? Why not?. | **Families and Friends**  **Changing and growing**  Respect and kindness for family, relatives, friends and the wider community |
| **Phonics / Read Write Inc** | **Phase 3**  Recap. Naming letters in the alphabet in order. Words containing phonemes already taught. Common exception words. | **Phase 4.**  Words containing phonemes already taught Common exception words. | **Phase 5**  Part A. Days of the week. Words containing phonemes already taught. Common exception words. | **Phase 5**  Part B. Days of the week. Words containing phonemes already taught. Common exception words. | **Phase 5**  Part C. Using letter names to distinguish between alternative spellings of the same sound. | **Recap on phases 4 and 5.**  Using letter names to distinguish between alternative spellings of the same sound. |
| **Guided Reading** | **Pink Book**  (Book 1-5) | **Pink Book**  (Book 5-10) | **Orange Book**  (Book 1-5) | **Orange Book**  (Book 5-10) | **Yellow Book**  (Book 1-5) | **Yellow book**  (Book 5-10) |
| **D.E.A.R** | **Fantastic Mr Fox** | **Fantastic Mr Fox** | **Matilda** | **Matilda** | **Charlie** | **Charlie** |
| **English** | **SPAG:** using capital letters at the start of a sentence and a full stop.  Simple sentences with gaps between words and some punctuation  **Fiction: Stories in Familiar Settings**  Non-Fiction: Labels, captions and Lists | **SPAG:**: using exclamation mark, question mark or Apostrophe for Contraction at the end.  **Non-fiction: Information texts (inc. non-chronological reports), recounts** Fiction: Retelling traditional tales, character descriptions | **SPAG:**: using nouns, adjectives, verbs and expanded noun phrases.  **Fiction**: Fantasy Stories (setting and character descriptions) | **SPAG:**: Prefixes and Plural Suffix -s and -es, Pronoun  **Non-Fiction:** Letters and postcards. | **SPAG:** Suffix -ed and Suffix -ing, Subordination and Coordination  **Non-Fiction:** Instructions How to... grow a plant Non-chronological report | **SPAG:** using statement, dialogue and conjunction  **Fiction**: Alternate endings, setting descriptions |
| **Math’s** | Place Value within 10.  Addition and subtraction, problem solving within 10.  Sorting/counting/representing objects in different ways to create deeper understanding.  Reading and writing numbers 1 to 10. | Place value within 20.  Representing objects in different ways including ordering numbers to 20.  2D and 3D shape properties. | Numbers: Addition and subtraction within 20.  Place Value: count within 50.  Measurement: length and height. Measurement: weight and volume | Counting in 2s 5s 10s. Counting forwards and backwards in these multiples.  Place Value: count within 50.  Measurement: length and height. Measurement: weight and volume | Numbers: Multiplication and division (Reinforce multiples of 2,5 and 10).  Number: Fractions.  Geometry: position and direction. | Number: Place Value within 100.  Measurement: Money  Measurement: Time. |
| **Science** | **Seasonal Changes – Summer to Winter**  Daily weather patterns Comparing our climate to others. | **Everyday Materials** Identifying, naming and comparing common materials Describe simple properties of materials Compare and classify materials | **Animals, including Humans (HUMANS)** identify and name the main part of the human body identify which parts are associated with which sense | **Animals, including humans (ANIMALS)** Describe and compare the structure of a variety of animals Grouping animals Animals and food **Seasonal Changes- Spring** | **Plants** –  Identify and name common wild and garden plants, including deciduous and evergreen trees. Identify basic structure of flowering plants, including trees **Seasonal Changes** | **seasonal Changes – Spring to Summer**  Daily weather patterns Comparing our climate to others. |
| **Geography / History** | Who lives here? Local area/field work | Learning about Toys. | Four seasons and The Farm | The Great Fire of London | UK Where do I live? | Beaches/ Holidays |
| **Arts and craft /DT** | AC-Colour creations Mix primary colours to create secondary colours. Children will use white and black paint to create lighter and darker shades. | DT-Moving Pictures-based on characters and scenes from stories/Christmas, children develop their understanding of how movement can be created, dioramas/moving characters. | DT-Homes-observe different types of buildings and develop an understanding of structures, Design and construct a model home which is strong and stable and incorporates the main features. | AC Paper Art Differing types of paper and their uses, making a collage using paper, using tissue paper to create collage also. Using papier mache to create a sculpture. | AC-Andy Goldsworthy –art in nature-use forest school/outdoors to sort items depending on material and colour, to use natural materials to create spirals/circles/paths/walls and sculptures. | DT.Eat more fruit and vegetables- understand where food comes from. Grow plants, investigate and taste different types of food and prepare and combine ingredients into a specific topic. |
| **Quran** | Reading and blending the letters. Joining letters together to make a word. | Reading and blending the letters. Joining letters together to make a word. | Reading with Tajweed. Reading fluently. Using the correct pace and pronunciation. | Reading with Tajweed. Reading fluently. Using the correct pace and pronunciation. | Memorizing the Quran. Reading with Tajweed. | Memorizing the Quran. Reading with Tajweed. |
| **Tarbiyah/ Tafsir & Religious Education** | **5 Pillars of Islam.**  Names the five pillars and give examples.  Tafsir- AyatulKursi. | **Dua-**  Before sleeping, when waking up, sleeping. Leaving the house, returning.  Tafsir- Surah Iklas and Fatiha | **Manners – Aklaaq**  Ways to show manners.  Tafsir- Surah Khaf | **Prophets**-  Naming them and some of the significant stories behind them.  Tafsir – Surah Isra | **Companions –**  who are the companions?  Tafsir- Ayah from Surah Baqrah and Imran. | **Worship and Fiqh**  Tafsir- JuzTabarak. |
| **Arabic** | Read 5 letters with harakat. Memories three words starting with each letter. ب ت ر م ن ل | Read 4 letters with harakat. Memories three words starting with each letter.د س ج ح | Read 4 letters with harakat. Memories three words starting with each letter. ش ف ك ص | Read 4 letters with harakat. Memories three words starting with each letter.  ض ط ق ع | Read 5 letters with harakat. Memories three words starting with each letter.  غ خ ز ه و | Read 5 letters with harakat. Memories three words starting with each letter.  ي ا ث ذ ظ |
| **PE** | Move in a variety of ways using different parts of their body. Focus on spatial awareness so they understand the importance of moving safely in a space. balance on different parts of their body. | Fitness tests/skills in running/jumping/hopping including fundamental movement skills. | Gymnastics. Attacking and defending/changing direction. | Throwing and catching, rolling, striking and kicking. Fundamental movement skills. | Games-hitting a ball with a bat Sports day preparation, running at different speeds/distances- including endurance. | Preparing for sports day. Running, skipping, egg on spoon. |
| **ICT** | Basic Computer Skills Teach children the basic computer skills they will need in order to use the iPads and computers correctly, eg, log off, shut down etc. | Word Processing children will learn how to type, use the shift key, space and enter key correctly, edit work using the backspace and delete keys. | Animation children will create their own images and animations using software and focus on mouse and track pad skills. | Word processing and animation continued children will create their own images and animations using software and focus on mouse and track pad skills. Children will learn how to undo and redo and select text and add text to an image/animation. | Moving around maps. Children will use instructions/co-ordinates to move around a map. They will start by inputting instructions one at a time. | Children produce a short video of themselves following simple instructions/recipes for a healthy meal or snack. |
| **Music** | Nasheeds | Nasheeds | Nasheeds | Nasheeds | Nasheeds | Nasheeds |
| **Trips** |  | History Museum |  | Acute garden |  | South End |