

						
	Week 1 INSET		Week 2	Week 3	Week 4	Week 5
Themed Days	• 22nd April Earth Day • 23rd April English Language Day			• 18th Apr International Astronomy Day • 12th -19th May Mental Health Awareness		• 20th May – World Bee Day • 21st May World Day for Cultural Diversity
English Reading	Leaf Sandra Diekmann 	Leaf -Book Talk -Response to illustration -Dictogloss -Reading Aloud -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 the book 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. ▪ Looking at language ▪ Role on the wall -Use of Multimodal texts ▪ Drama and Role-Play -Observational Drawing -Conscience Alley ▪ Story predictions ▪ Story mapping				
		Leaf -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 -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher. -Develop positive attitudes towards and stamina for writing by: -writing narratives about personal experiences and those of others (real and fictional) -Writing about real events.				

		-Writing poetry -Writing for different purposes -Consider what they are going to write before beginning by: 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 -Make simple additions, revisions and corrections to their own writing by: 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 -Read aloud what they have written with appropriate intonation to make the meaning clear.				
English Writing		Incidental writing: -Role on the Wall -Debate -Writing in Role -Double Bubble -Role-Play -Non-chronological Report -Letter -Description -Persuasive Speech Writing outcome: -Setting description -Narrative				
Deen	Topic: Prophet Muhammad (SAW) L.O: To explore the importance of the Prophet Muhammad (SAW) in our lives	Topic: Abdul Muttalib L.O: To learn about who Abdul Muttalib was	Topic: Year of the Elephant L.O: To explore the significance of the Year of the Elephants to the life of the Prophet (SAW)	Topic: Story of Halimah (RA) L.O: To learn about the significance of Halimah (RA) and the special blessings Allah blessed her with	Topic: Rebuilding the Ka'bah L.O: To explore the honour the Prophet Muhammad (SAW) has amongst the Arabs	Topic: Rebuilding the Ka'bah Writing outcome based on unit
RE	Topic: How do we mark stages in the human journey? L.O: To describe the principal stages in a human journey	Topic: How do we mark stages in the human journey? L.O: To Compare how different religions mark	Topic: How do we mark stages in the human journey? L.O: To use religious vocabulary to describe	Topic: How do we mark stages in the human journey? L.O: To find out about non-religious ways of	Topic: How do we mark stages in the human journey? L.O: To describe importance of prayers and	Topic: How do we mark stages in the human journey? Writing outcome based on the unit

		significant events in human life	rituals and ceremonies in the human journey	marking stages in a human journey	ceremonies for new members of faith	
PSHE	Topic: Families L.O: I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.	Topic:-Keeping Safe - exploring physical contact L.O: I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	Topic: Friends and Conflict Assessment Opportunity L.O: I can identify some of the things that cause conflict with my friends	Topic: Secrets L.O: I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	Topic:-Trust and Appreciation L.O: I recognise and appreciate people who can help me in my family, my school and my community	
Maths	Number: Fractions To introduce parts and whole To recognise equal and unequal parts To recognise a half ($\frac{1}{2}$) To find a half ($\frac{1}{2}$)	Number: Fractions To recognise a quarter ($\frac{1}{4}$) To find a quarter ($\frac{1}{4}$) To recognise a third ($\frac{1}{3}$) To find a third ($\frac{1}{3}$)	Number: Fractions To find the whole To explore unit fractions To explore non-unit fractions To recognise the equivalence of a $\frac{1}{2}$ and $\frac{2}{4}$	Number: Fractions To recognise $\frac{3}{4}$ To count in fractions to a whole End of Block assessment	Measurement: Time O'clock and half-past Quarter past and quarter to To tell the time past the hour To tell the time to the hour	Consolidation/gaps
Science	Plants L.O: What do plants grow from?	Plants L.O: What do plants grow from?	Plants L.O: How do bulbs and seeds grow?	Plants L.O: How do bulbs and seeds grow?	Plants L.O: What does a seed need to grow?	Plants Writing outcome based on unit
Computing	iBlog L.O: To log in to a class blog	iBlog L.O: To know how to respond to the writing of others	iBlog L.O: To know how to post on a blog	iBlog L.O: To explain what you think and why	iBlog L.O: To use a blog to demonstrate and share learning	iBlog L.O: To reflect on work and make improvements
Geography	What is it like to live by the coast? To locate the seas and oceans surrounding the UK.	What is it like to live by the coast? To explain what the coast is.	What is it like to live by the coast? To identify the physical features of the coast.	What is it like to live by the coast? To identify human features on the coast.	What is it like to live by the coast? To investigate how people use the local coast.	What is it like to live by the coast? Writing outcome based on unit
Art/DT	Sculpture and 3D: Clay houses To use my hands as a tool to shape clay	Sculpture and 3D: Clay houses To shape a pinch pot and join clay shapes as decoration.	Sculpture and 3D: Clay houses To use impressing and joining techniques to decorate a clay tile	Sculpture and 3D: Clay houses To use drawing to plan the features of a 3D model	Sculpture and 3D: Clay houses To make a 3D clay tile from a drawn design	Sculpture and 3D: Clay houses Assessments

Music	In this unit pupils will explore, songs based on familial love and affection positive values, morals, perseverance, integration, wellbeing love and Happiness Key Skills In this unit, pupils: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music Nasheed Focus Don't be shy [Yusuf Islam]	Musical Focus Exploring Pitch Singing Key Skills In this unit, pupils: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music Nasheed Focus Don't be shy [Yusuf Islam] Number one for me	Musical Focus Exploring Pitch Singing Key Skills In this unit, pupils: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music Nasheed Focus Moonshadow [Yusuf Islam]	Musical Focus Exploring Pitch Singing Key Skills In this unit, pupils: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music Nasheed Focus Moonshadow [Yusuf Islam] You Raise me up	Musical Focus Exploring Pitch Singing Key Skills In this unit, pupils: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music Nasheed Focus To be what you must You Raise me up	Musical Focus Exploring Pitch Singing Key Skills In this unit, pupils: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music Nasheed Focus To be what you must [Yusuf Islam] I am Live
PE	Topic: Football Learn how to dribble a ball, change direction and maintain control.	Topic: Football To be able to turn with a ball into space.	Topic: Football Learn how to receive a ball and improve accuracy of passing.	Topic: Football Learn what skills might be used to stop someone scoring.	Topic: Football Learn how to attack as team.	Topic: Football Use skills and tactics learned in previous lessons.
Arabic	Masculine & feminine L.O: To identify words with Shaddah symbol. Know the difference between the sound of words with the Shaddah symbol and the way the words are written. To ask the question this Animal ؟ - ما هذ ؟	My family L.O: To recognize and correctly pronounce words with 'Lam Al-Qamariyah' in Arabic To ask the question who is this ؟ مَن هَذَا ؟	In my house L.O: To recognize and correctly pronounce words with 'Lam Al-Qamariyah' in Arabic To ask the question this Animal ؟ - مَن هَذَا ؟	In my school L.O: To recognize and correctly pronounce words with 'Lam Al-Qamariyah' in Arabic To ask the question this Animal ؟ - مَن هَذَا ؟	My Colours L.O: To recognize and correctly pronounce words with 'Lam Al-Qamariyah' in Arabic To ask the question this Animal ؟ - مَن هَذَا ؟	Consolidation/gaps
Quran	Memorisation Ash-Sharh Revision	Memorisation Ad-Duha 1-3 Revision	Memorisation Ad-Duha 3-6	Memorisation Ad-Duha 6-8	Memorisation Ad-Duha 8-11	Consolidation/gaps

	Al-Fil, Al- Humaza kauther, Al-Maaun & Al-Qauriah Reading words from Qaida Book	Al-Fil, Al- Humaza kauther, Al-Maaun & Al-Qauriah Reading words from Qaida Book	Revision Al-Fil, Al- Humaza kauther, Al-Maaun & Al-Qauriah Reading words from Qaida Book	Revision Al-Fil, Al- Humaza kauther, Al-Maaun & Al-Qauriah Reading words from Qaid	Revision Al-Fil, Al- Humaza kauther, Al-Maaun & Al-Qauriah Reading words from Qaida Book	
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