



ISLAMIA PRIMARY SCHOOL

ESTABLISHED 1983

Meet The Teacher Year 1

Striving for Excellence

ISLAMIC REMINDER

Children are like mirrors; they rarely do what we tell them to do, but they *always* do what they see us do.

- **If they see us pray on time**, they learn spiritual discipline.
- **If they see us speak kindly** to others, they learn character (*Akhlaq*).
- **If they see us handle stress with patience (*Sabr*)** and turn to Allah in Du'ah, they learn resilience.

Every adult has a responsibility, whether parent, carer or teacher, to be a good mirror for our children.



MEET THE SENIOR LEADERSHIP TEAM

Headteacher



Senior Leaders Supporting Year Groups



Aysha Islam
Assistant
Headteacher

**KS1 Phase Leader &
Lead at Winkworth
Hall**



Yasmin Hussain
(Deputy
Headteacher

**KS2 Phase
Leader**



Farida Manze
SENDco and
Inclusion Lead



SAFEGUARDING TEAM

❓ Safeguarding – Everyone's Responsibility

The safety and wellbeing of every child is our highest priority.

Our Safeguarding Team

DSL: T. Yasmin

DDSLs: T. Hussain, T. Aysha, T. Farida, Sr. Nur

DSOs: Coach Sam, T. Lamees

How parents can help:

- Please **speak to us** if you have any concerns about a child's safety or wellbeing.
- Keep the school informed of any **changes at home** that may affect your child.
- Ensure your **contact and emergency details are up to date.**
- Follow school procedures for **collection, visitors and site safety.**
- Support safe and age-appropriate **online behaviour at home.**

If you see or hear something that concerns you, please tell us.
Safeguarding is everyone's responsibility.



Raising a Concern

We encourage parents to follow the appropriate **chain of communication** so that concerns can be addressed promptly and by the person best placed to help.

1. Class Teacher

Your first point of contact for concerns relating to your child, their learning, wellbeing or day-to-day experience.



2. Senior Leader

If your concern has not been resolved or requires further support, please speak to the relevant Senior Leader.



3. Headteacher

Where a concern remains unresolved, or is of a more serious or strategic nature, the Headteacher can provide further support and oversight.

Our shared responsibility:

We ask parents to raise concerns **directly**. If you have an issue that requires time, request a meeting with class teacher rather than having a conversation at drop-off and pick-up.



Our Values in Communication

Please note that **the school does not set up or manage WhatsApp groups for parents**. Any parent WhatsApp groups that exist are independently created and managed by parents.

We kindly ask all members of our school community to be mindful of adab (etiquette), language and content when using these groups.

- **Pause and verify:** Not all information shared in parent groups has been checked or verified. In Islam, we are encouraged to establish the truth of information before passing it on and to avoid spreading doubt or misinformation.
 - **Take responsibility:** If information is shared, please take personal responsibility for checking its accuracy with the appropriate source before accepting or forwarding it.
 - **Protect one another's dignity:** Please be mindful that discussions about individuals, including staff, parents or children, can become **gheebah (backbiting)** if they involve speaking about someone in their absence in a way they would dislike.
 - **Raise concerns appropriately:** If you have a concern about your child or the school, please contact the school directly so that we can listen, clarify and respond appropriately.
 - **Remember our shared values:** Our communication should reflect the adab, respect, kindness and responsibility that we seek to nurture in our children.
- Let us model the values we teach: verify before sharing, speak with kindness and raise concerns through the appropriate channels.**





T Yasmin Hussain
Deputy Head
Teacher

Designated
Safeguarding Lead



T Farida Manze

SENDCo and
Inclusion Lead

Coordinating and
supporting vulnerable
and disadvantaged
pupils

INCLUSION Team

The Inclusion Team

We are fortunate to have a strong **Inclusion Team**, comprising skilled, experienced and dedicated staff who work collaboratively to ensure that every child is **known, valued, supported and able to thrive**.

We are committed to:

- **Promoting early identification and intervention**, ensuring concerns are recognised, explored and responded to promptly.
- **Coordinating a whole-school approach to inclusion**, ensuring that all pupils have equitable access to learning, participation and wider school life.
- **Listening to and promoting pupil voice**, ensuring children are involved in decisions about the support they receive wherever appropriate.
- **Working with specialist and external agencies** to ensure pupils and families can access appropriate advice, assessment and support.
- **Working collaboratively across SEND, pastoral and safeguarding**, recognising that a pupil's behaviour, emotional wellbeing, learning and wider circumstances can be interconnected.
- **Promoting belonging, dignity and high expectations**, ensuring that additional need does not become a barrier to achievement or participation.





T Farida Manze
Special Educational
Needs and Disabilities
Coordinator



ELSAs

- ✓ Sr Shakeela (WWH),
- ✓ Sr Nadia (MS),
- ✓ Sr Mallale (KS1)



Autism Champion

- ✓ Sr Mallale

Special Education Needs



SEND Support at Our School

Working together so every child can thrive

Inclusive
Supportive
Nurturing
Together

Working with External Agencies

We work in partnership with specialist services to ensure the right support for our pupils.



SaLT



BOAT



OT



EPS



Brent
Mental Health
Team



Brent
Inclusion Team



BVIS



Trained and
Experienced ELSAs



Trained Autism
Champion

In-House SaLT Assistant

Supporting pupils with speech and language therapy (Expressive and receptive language) through:

- Autism Attention Bucket
- Intensive interaction
- Colourful semantics
- Blanks
- Developing social skills and communication



Nurture Room



A calm and supportive space for all pupils to access for soft starts, self-regulation and emotional wellbeing.

Different needs. Brighter futures.

BELONG | LEARN | SUCCEED



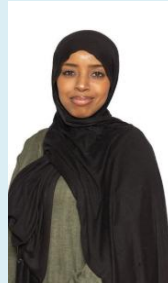
**In-House
SaLT Assistant**
✓ **Sr Nazha**

MEET THE TEACHERS

Class teacher – Fatima



Class teacher – Zahra



Who are we?
What are our
roles?

Teaching Assistant

Dalia



Shabana



Rasha

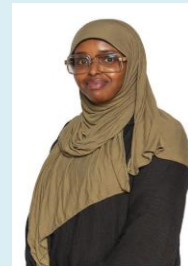


Teaching Assistant

Jamila

HLTA

Shukri



UNIFORM EXPECTATIONS

School Uniform:

This can be purchased from Ace Clothing

<https://www.aceclothing.co.uk/>

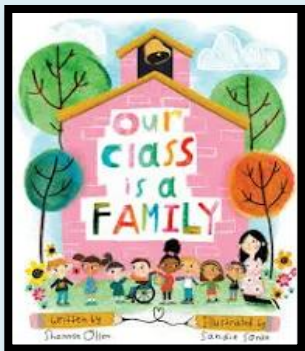
Details for the school uniform can be found on the school website

<https://islamia.brent.sch.uk/our-parents-community/uniform>

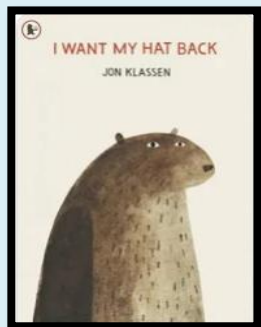


CURRICULUM: ENGLISH

Autumn 1



Autumn 2

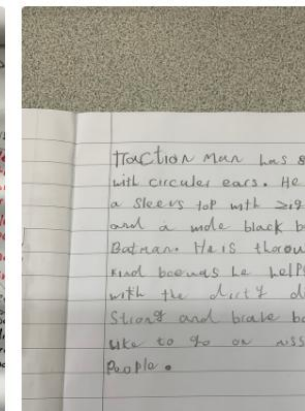
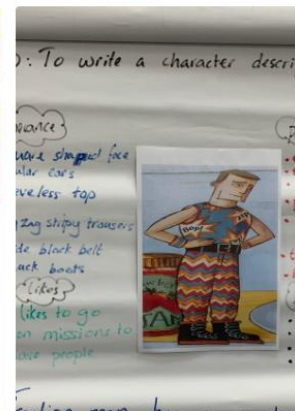


Year 5 Explore 'The Year of the Elephant'

As part of their Seerah unit, Year 5 have been learning about The Year of the Elephant: a significant historical event in which Abraha, a powerful ruler, marched with an army of elephants to destroy the Ka'bah. To deepen their understanding, pupils explored this story through reading activities and discussions. In art, they brought the narrative to life by creating striking pastel drawings, showcasing both their creativity and their grasp of this momentous event.



Year 1 have been reading the story, Traction Man, and were learning how to describe him.



CURRICULUM: READING

Every Minute Counts

**Child 'A' reads
1 minute each day**

180 minutes in a school year

8, 000 words

**Child 'B' reads
5 minute each day**

900 minutes in a school year

282, 000 words

**Child 'C' reads
20 minute each day**

3, 600 minutes in a school year

1, 800, 000 words

- Children are expected to read daily for a **minimum** of **20-30 minutes at home daily**
- Ask your child questions about what they have read – the 5Ws (Who? What? When? Where? Why?)
- Please return any school reading books which pupils take home and ensure these are not damaged



CURRICULUM: MATHS

Autumn 1

Number

Place value
(within 10)

Step 1 Sort objects

Step 2 Count objects

Step 3 Count objects from a larger group

Step 4 Represent objects

Step 5 Recognise numbers as words

Step 6 Count on from any number

Step 7 1 more

Step 8 Count backwards within 10

Step 9 1 less

Step 10 Compare groups by matching

Step 11 Fewer, more, same

Step 12 Less than, greater than, equal to

Step 13 Compare numbers

Step 14 Order objects and numbers

Step 15 The number line

World!

Autumn 2

Number

Addition and subtraction
(within 10)

Step 1 Sort objects

Step 2 Count objects

Step 3 Count objects from a larger group

Step 4 Represent objects

Step 5 Recognise numbers as words

Step 6 Count on from any number

Step 7 1 more

Step 8 Count backwards within 10

Step 7 1 more

Step 8 Count backwards within 10

Step 9 1 less

Step 10 Compare groups by matching

Step 11 Fewer, more, same

Step 12 Less than, greater than, equal to

Step 13 Compare numbers

Step 14 Order objects and numbers

Step 15 The number line

Geometry
Shape



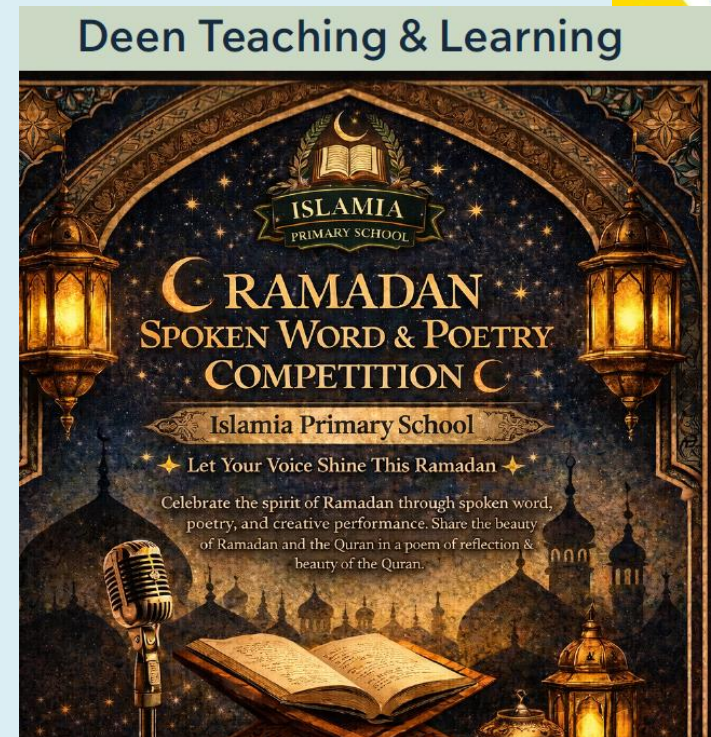
CURRICULUM: DEEN

Autumn 1 Topic

Topic: Saying Salaam	Topic: Who am I?	Topic: Who is Allah?	Topic: What is my religion?	Topic: Who is my Prophet?	Topic: What is my book?	Topic: What is my book?
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Autumn 2 Topic

The Five Pillars of Islam



CURRICULUM: SCIENCE

Autumn Topic



Y1 – Animals including humans

How can we group animals and what makes us human?

Overview of learning

In this unit, children will learn about different common animals and be able to discuss their features using scientific language such as feathers, beak, scales, fins etc. They will begin to identify similarities and differences between different animals. Children will also look at the diets of different animals and compare these. Finally, children will focus on humans, identifying body parts and linking these to senses as well as discussing the similarities and differences between humans.

Knowledge and understanding objectives

NC Year 1:

Children will:

- 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

Paddington: Floating Classroom



Raising chicks in Reception

EYFS provides children with a hands-on, experiential learning experience that supports understanding of life cycles, growth, and living things.

Children observe eggs hatching in an incubator, care for chicks, and develop empathy and communication skills while strengthening their

Understanding of the World.



grounds and carrying out an enquiry as to how their playground can be improved.

CURRICULUM: HISTORY/GEOGRAPHY

Autumn 1 Topic

What is it like here?



What is it like here?

Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.

River Thames by Boat

The river Thames experience was gratefully received. The children explored river creatures, identified bridges and compared the historical use of the river. Experiencing the exclusive boat hire enabled the children to have lunch on the deck and enjoy London views as we navigated the high and low tides.



Autumn 2 Topic

How I'm making History?



How am I making history?

Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.

Year 3: Beech Visit the Natural History Museum



CURRICULUM: QURAN & ARABIC

Autumn 1 Topic

Memorisation

Surah Quraish

Surah Al-Fil

Revision

From Al-Maun to An-Nas

Reading

Words with the short vowel Fatah

Joining the Arabic Alphabet
* Identify the letters

depending on the letter's position within the word.
* Pronounce the letters

correctly with sound fathah.
* Write the given letters accordingly depending on its position along the line

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Autumn 2 Topic

Memorisation

An-Nasr

Al-Humaza

Revision

From Al-Fil to An-Nas

Reading

Words with short vowel Fatah and Kasra

Learn to write letters with similar shapes at the beginning middle and end with the fatha sound

Learn the Arabic words that associate with each letter
Speaking

Learn dual body parts

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Speaking

Such as one hand becomes two hands, one eye, two eyes

CURRICULUM: ART & DT

Autumn 1 Topic

Art and design

Drawing: Seerah week

Autumn 2 Topic

Design & Technology

Structures: Constructing a windmill

Through our Art & DT curriculum we aim to deliver:

- A curriculum that is accessible to all pupils
- A curriculum which encourages our pupils to express their creativity through planning, designing and making.
- contribute to children's personal development in creativity, independence and aspiration, covering and encouraging the basic skills and attitudes across the curriculum.

Artists of the Half-Term



We were delighted to hold a special assembly this week to celebrate our Artists of the Half Term. One pupil from each class was chosen in recognition of their outstanding creativity, effort, and the high quality of their artwork. During the assembly, each selected artist was presented with a certificate to celebrate their achievement, while the rest of the school enjoyed seeing examples of their fantastic work.

CURRICULUM: RE

Autumn 1 Topic

Seerah of the Prophet (saw)

Autumn 2 Topic

Friendship



RE Curriculum

The children identified similarities and differences between the different religions and discussed the importance of showing respect to all religions.

CURRICULUM: PSHE

Autumn 1 Topic

Seerah of the Prophet
(saw)

Autumn 2 Topic

Being Me in My World

Curriculum Corner Anti-Bullying Week



This week, Ash Class has been celebrating Anti-Bullying Week with the national theme "The Power of Good."

CURRICULUM: PE

- **CHESTNUT Class have PE on THURSDAY**
- **MAPLE Class have PE on TUESDAY**

Please ensure pupils come in correct PE uniform.

Sports Days

We had two wonderful Sports Days towards the end of the academic year - well done to all the students participating, the teachers, parent volunteers and Coach Sam for organising and leading these days!



Our sports days were a day for friendly competition, showcasing sporting talents, and promoting physical activity and teamwork.

Well done to ALL our children for taking part!



CURRICULUM: COMPUTING

Autumn 1 Topic

E Safety/ Algorithm

Autumn 2 Topic

E Safety/ Algorithm



Y3 - Computing

This week in Computing, Year 3 have been exploring the exciting world of programming using Micro:bits! Pupils learned how to create "emotion badges" by coding facial expressions that represent different feelings. It's been a fantastic introduction to digital creativity and logical thinking!



CURRICULUM: MUSIC

Autumn Term

Musical Focus
Dynamics - loud and
quiet Singing
Key Skills

In this unit, pupils:
Sing, listen and explore
loud and quite
instruments and songs



CURRICULUM - HOMEWORK

Homework:

- RWI coloured groups sounds is set on Microsoft Teams weekly
- Pupils are given a Homework Journal to take home

Homework tasks:

English – Reading, Spelling (KS1 also do handwriting)

Maths – Task in books

Quran – Memorisation

Arabic – EYFS/KS1 Journal tasks



Our Approach to Behaviour

Behaviour at Islamia Primary School

At Islamia, we believe that good behaviour is an important part of developing the whole child. Our approach is rooted in our Islamic ethos and in our commitment to helping every child become a respectful, responsible and successful member of our school community.

We encourage our pupils to demonstrate:

Adab – showing good manners, respect and consideration for others

Ihsan – striving to do our best and taking pride in our actions

Responsibility – making positive choices and taking ownership of our behaviour

Kindness and compassion – treating others with care and dignity

Self-discipline – managing emotions and behaviour appropriately

Respect – for Allah, ourselves, others and our school environment

Our school strapline, “**Striving for Excellence**”, applies not only to academic achievement but also to **character, conduct and relationships**.



Working together - Behaviour

Behaviour is a shared responsibility

Children learn best when school and home communicate clear and consistent expectations.

We ask parents to:

- Talk positively with your child about our school expectations.
- Encourage respectful language and behaviour at home and at school.
- Support your child to take responsibility for their choices.
- Listen to your child's concerns and encourage them to resolve difficulties appropriately.
- Work with school staff when concerns arise.
- Reinforce the importance of ***adab & respect*** towards adults as this is part of our Islamic ethos as well taking responsibility.

Our aim is not simply to respond when behaviour goes wrong, but to **teach children how to make better choices.**



How We Monitor Behaviour – Trackit

Trackit: Supporting Consistency and Communication

We use **Trackit** to record and monitor behaviour across the school.

Trackit enables us to:

- Record positive behaviour
- Record significant behaviour incidents consistently.
- Identify patterns and recurring concerns.
- Monitor behaviour over time.
- Ensure that appropriate follow-up takes place.
- Identify where additional support or intervention may be needed.
- Recognise where a child has made positive changes.



It helps us understand what is happening, respond appropriately and provide the right support.



When behaviour needs addressing

We use behaviour incidents as opportunities for learning

When a child makes an inappropriate choice, our response will consider:

**What happened? → Why did it happen? → Who has been affected?
→ What needs to happen next?**

Depending on the situation, this may involve:

- A conversation with the child
- Reflection and restorative discussion
- Repairing relationships
- Communication with parents & meetings with parents
- Additional pastoral or behaviour support
- Monitoring and follow-up
- Appropriate consequences and sanctions



What can you do to help?

- Ensure your child has a good night's sleep – on average, children need between 8 and 10 hours to help them function properly.
- Help your child get to school on time every day - show your child how to set and use an alarm clock.
- Provide healthy snacks and/or healthy packed lunch (no sweets or crisps)
- Support with homework completion



What can you do to help?

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- Support with homework completion

Healthy Eating

Pupils have made a fantastic start to the new academic year by bringing in healthy snacks such as apples, dates, and cucumber. This year, we are placing a strong focus on healthy eating and encouraging all children to make nutritious choices during snack times.

To support this, we kindly ask that all snacks brought into school are healthy and nut-free. Please note that, for health and safety reasons, including the risk of allergies, pupils are not allowed to share snacks with others.

Thank you for your support in helping us promote a healthy, safe environment for all our pupils.



KEY DATES

- Trips: Half term 1 (local area trips)
- Seerah Exhibition date tbc



Half term Holiday

- Mon 26th October 2026 - Fri 30th October 2026

Christmas Holiday:

Last day of school: Friday 18th December 2026

Return: Tuesday 5th January 2027

INSET DAY:

Monday 4th January 2027



COMMUNICATION - WEBSITE

- Keep updated on school events and announcements on website
- <https://islamia.brent.sch.uk/>



COMMUNICATION - LETTERS

- It is important to read any school documents that your child brings home and take note of any letters & medical incident forms.

COMMUNICATION - Chronicles of Islamia

Chronicles of Islamia – Keeping Families Connected

Our bulletin is an important way for us to **connect school, children and families** and keep parents informed about life at Islamia.

- Each week, the bulletin provides parents with:
- **Updates from school** – important messages and developments
- **Curriculum news** – achievements, learning and activities across the school
- **Learning beyond the classroom** – opportunities and experiences our children are enjoying
- **Attendance** – weekly attendance data
- **Islamic reminders** – supporting our shared Islamic ethos and encouraging reflection at home



Headteacher's Message

As Salam Alaykum wa Rahmatullahi wa Barakatuhu

Labbayk Allahumma Labbayk

As we enter the blessed month of Hajj we turn to Allah and engage in the ultimate act of worship, encompassing the spirit of all other forms of devotion and requiring great sacrifice. On this unique occasion, around three million Muslims from across the globe travel to Makkah to pray together. Regardless of the season, as male pilgrims we wear special clothing known as Ihram — two simple, unstitched white garments that remove all distinctions of wealth, status, class, and culture. In this state, everyone stands united and equal before God. Through this, a person's social or economic status, or national origin, cannot be identified by what they wear. During Hajj, people of every race and nationality come together in worship, demonstrating unity, equality, and devotion to God.

The Talbiya: "I respond to Your call O Allah! I respond to Your call. You have no partner. I respond to Your call. All praise, thanks and blessings are for You. All sovereignty is for You. And You have no partners with You."

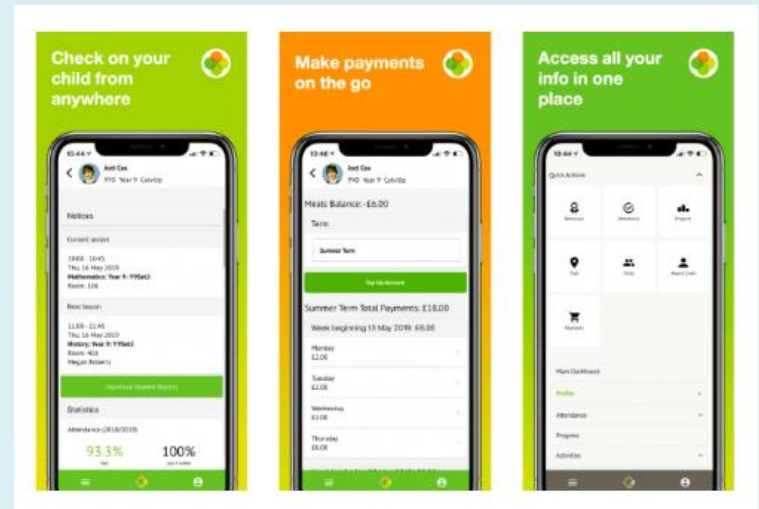
COMMUNICATION – ARBOR APP

Arbor App

It is important that to ensure you keep up to date with communication from the school. Parents and carers download the Arbor App.

We are transitioning to the 'Arbor App'. This allows parents to see information about your child at Islamia Primary School.

You were sent login information last term. Please reset password and create your own password the first time you login in.



You can then download the Arbor Education App onto your device, this is available from Apple and Google Play store.



Any questions?