



ISLAMIA PRIMARY SCHOOL

ESTABLISHED 1983

Meet The Teacher Year 3

Striving for Excellence

KEY EXPECTATIONS

Start of the school day

Main Site:

It is very important that your child arrives at school on time. The school gates open at 8.20am. Learning starts from 8.30am.

Winkworth Hall:

Gates open at 8.20am at main site & Winkworth Hall. Learning starts from 8.30am. They close promptly at 8.40am. Please bring any late pupils to main site. After 8.40am, pupils have no access to the school and letting them come in late presents a safeguarding risk.

End of Day

Main Site & Winkworth Hall:

Gates open at 3.15pm and close at 3.30pm for both sites. Please kindly call the school **by 1.35pm** if your child will be picked up by a different adult to ensure this can be communicated to class teachers. We will not release pupils to anyone under 16 years. Pupils who are attending after-school clubs must be collected by 4.15pm



KEY EXPECTATIONS

Attendance:

🎯 Our Attendance Target: **95%+**

Every school day matters.

Good attendance supports your child's **learning, wellbeing and progress.**

Please help us by:

- Making attendance and punctuality a **daily priority.**
- Booking appointments **outside school hours** wherever possible.
- Keeping children at home only when they are **genuinely too unwell to attend.**
- Avoiding holidays and unnecessary absence during term time.
- Informing school promptly of any absence.

⚠️ **Below 90% = Persistent Absence** and will require closer monitoring and support.

Punctuality:

🕒 Be on time, every day

Lessons start promptly.

Being late means missing valuable learning.

Together, let's aim for 95%+ attendance for every child.



EXPECTATIONS: Home-School Agreement

At Islamia Primary School our Home-School Agreement sets out our expectations for our tripartite relationship between home/parent, teacher/school and pupil, details can be found online and all parties are expected to abide by the agreement:

<https://islamia.brent.sch.uk/our-parents-community/home-school-agreement>



MEET THE SENIOR LEADERSHIP TEAM

Headteacher



Senior Leaders Supporting Year Groups



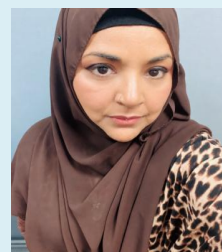
Aysha Islam
Assistant
Headteacher

**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.





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**



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.





ISLAMIA PRIMARY SCHOOL

ESTABLISHED 1983

Meet The Teacher Year 2

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.



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Headteacher



Senior Leaders Supporting Year Groups



Aysha Islam
Assistant
Headteacher

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



Yasmin Hussain
(Deputy
Headteacher

**KS2 Phase
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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



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✓ **Sr Nazha**

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MEET THE TEACHERS

Who are we?
What are our
roles?

Class teacher – T.Ibtissam

Class teacher – T.Hassina and T.Safia

Teaching Assistant – T. Aisha

Teaching Assistant – T. Lara

HLTA- Nadia

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>

Salah compliance



CURRICULUM: ENGLISH

Autumn 1



In our English lessons this term, our writing will be linked to the life of Prophet Muhammad PBUH. This gives the children a meaningful context for developing their Year 3 writing skills.

We'll begin by learning key facts about his life and character, including his honesty, kindness and trustworthiness.

We'll then explore important events such as the first revelation and the journey from Makkah to Madinah.

Through this topic, the children will experience a range of different types of writing. They'll write descriptions, retell events, write a diary entry and recount, create a moral story and poetry, practise writing dialogue, and

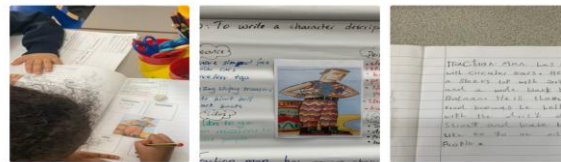
eventually bring their learning together by planning and writing a biography of Prophet Muhammad PBUH

Alongside this, we'll be developing the key Year 3 writing skills—using richer vocabulary, adjectives and expanded

noun phrases, conjunctions, past tense, paragraphs, speech punctuation and different sentence openings. We'll

also be teaching the children how to edit and improve their own work before producing a final published piece

that they can be proud of



Autumn 2

In Autumn 2, our English work will be based around the book *The Proudest Blue* by Ibtihaj Muhammad. It's a story that explores themes of identity, pride, courage, kindness and respect, through the experiences of two sisters, Faizah and Asiya.

We'll use the story to develop the children's reading comprehension as well as their writing. They'll learn to make predictions, identify key events, visualise scenes and use clues from the text and illustrations to infer how characters might be thinking and feeling.

As we move through the unit, the children will produce lots of different types of writing, including character and setting descriptions, a diary entry, poetry, a letter to the author and a book review. We'll particularly focus on developing richer vocabulary and using adjectives, powerful verbs, similes and descriptive language to make their writing more engaging."

Towards the end of the unit, the children will use everything they've learned to plan and write their own story about a time they were brave. They'll write in the first person, organise their ideas into paragraphs and use descriptive language and powerful verbs to engage the reader.

CURRICULUM: READING

The more children read, the more words they encounter. Books introduce children to **new vocabulary** that they may not hear in everyday conversation. Seeing these words again and again helps children understand their meanings and eventually use them confidently in their own speaking and writing.

A wider vocabulary also helps children to **understand what they read**, express their ideas more clearly and access learning across the curriculum.

Even a few extra minutes of reading each day adds up over time.

Read often. Read widely. Every minute counts.

Every Minute Counts

Child 'A' reads 1 minute each day	Child 'B' reads 5 minute each day	Child 'C' reads 20 minute each day
180 minutes in a school year	900 minutes in a school year	3,600 minutes in a school year
8,000 words	282,000 words	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

In Maths during Autumn 1, our main focus will be on place value and developing secure number understanding. This is really important because it provides the foundation for so much of the maths the children will do throughout Year 3. We'll be working with numbers up to 1,000. The children will learn to recognise the value of hundreds, tens and ones, represent numbers in different ways, partition numbers, find numbers on number lines and compare and order numbers. We'll also develop their confidence with counting in different steps and finding 1, 10 or 100 more or less than a given number. We'll then move on to addition and subtraction. We'll build on the children's mental strategies before introducing more formal written methods. The children will learn how to add and subtract across tens and hundreds and, importantly, explain the strategies they have used. Throughout our Maths lessons, there's a strong emphasis on reasoning and problem solving. We don't just want the children to be able to get an answer; we want them to understand why an answer is correct, explain their thinking and apply what they know in different situations. At home, one of the most helpful things parents can do is continue practising number facts and times tables regularly, as quick recall of these really supports the children as the maths becomes more challenging.

Autumn 2

In Autumn 2, we'll continue developing the children's addition and subtraction skills, building on the work we started in Autumn 1. The children will become more confident using formal written methods to add and subtract two- and three-digit numbers. We'll look carefully at exchanging across tens and hundreds, and we'll encourage children to estimate and check their answers so that they can recognise whether an answer is sensible. A big focus will continue to be on reasoning and problem solving. The children will use addition and subtraction to solve different types of problems, including missing-number and word problems, and we'll encourage them to explain how they reached their answers rather than simply giving an answer. Later in the term, we'll move on to multiplication and division. We'll introduce and develop the 3, 4 and 8 times tables and help the children understand the relationship between multiplication and division. We'll use practical equipment, arrays and different representations so that children develop a secure understanding rather than relying only on memorising facts. At home, regular practice of the 2, 5 and 10 times tables from Year 2, alongside the new 3, 4 and 8 times tables, will really help. Even five or ten minutes of regular practice can make a big difference to children's confidence and fluency.



CURRICULUM: DEEN

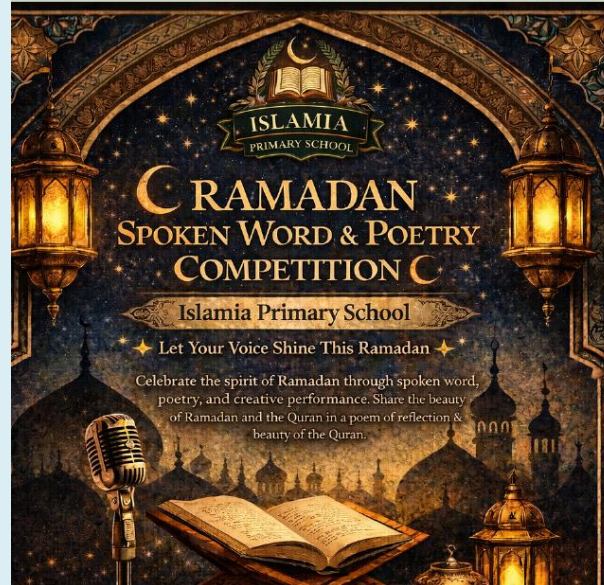
Autumn 1 – Aqeedah (Belief)

In Autumn 1, our Deen learning will focus on Aqeedah, developing the children's understanding of the fundamental beliefs of Islam. We'll explore belief in Allah and help the children understand how our beliefs guide the way we live and behave as Muslims.

Autumn 2 – Tahara and Salah

In Autumn 2, we'll focus on Tahara and Salah. The children will learn about the importance of cleanliness and purification in Islam, including preparing for prayer. We'll also develop their understanding of Salah, why Muslims pray and the importance of prayer in our daily lives."

Deen Teaching & Learning



CURRICULUM: SCIENCE

Autumn 1 Topic

In Science, our first unit will be Plants. We'll build on what the children already know and look in much more detail at how plants grow, survive and reproduce. The children will learn about the different parts of a flowering plant, including the roots, stem, leaves and flowers, and understand the important job that each part does. We'll also investigate how water is absorbed by the roots and transported through the stem to the rest of the plant. We'll explore what plants need in order to grow and stay healthy, such as light, water, air, nutrients and the right conditions. The children will carry out practical investigations where they compare plants growing under different conditions, make predictions, take measurements and record what they observe over time. We'll also look at the plant life cycle, including pollination and the important role that insects such as bees play. The children will learn how seeds are formed and the different ways seeds can be dispersed, for example by wind, water and animals. Throughout the unit, there'll be a strong focus on working scientifically. The children won't just be learning facts; they'll be observing closely, asking questions, making predictions, carrying out investigations, recording results and using what they observe as evidence to explain their ideas. By the end of the unit, they should be able to explain the complete life cycle of a flowering plant from seed to seed.

Autumn 2 Topic

In Science, our Rocks unit will explore different types of rocks and their properties. The children will examine and compare rocks and carry out practical investigations to test properties such as hardness and permeability. We'll learn about the three main types of rock – sedimentary, igneous and metamorphic – and how they are formed. The children will also explore how fossils are formed and investigate what soil is made from. Throughout the unit, there'll be a strong focus on working scientifically, including making predictions, observing carefully, carrying out tests and using evidence to explain our findings.

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*.



CURRICULUM: HISTORY/GEOGRAPHY

Autumn 1 Topic

In Geography, our unit is called *Where Does Our Food Come From?* The children will explore where the food we eat comes from and why different foods are grown in different parts of the world. We'll look at different climates and biomes and begin to understand why, for example, bananas, cocoa and wheat grow in very different environments. We'll also look at how food travels from where it is produced to our plates. The children will learn about imports and exports and explore the idea of food miles. They'll use maps and atlases to locate different countries and calculate approximately how far different foods have travelled to reach the UK.

We'll follow the journey of a cocoa bean from where it is grown through to becoming the chocolate we buy in the shops. This will also introduce the children to Fairtrade and help them understand why responsible trading and ensuring that farmers are treated and paid fairly is important

Autumn 2 Topic

In History, we'll be travelling right back into prehistory and exploring life in Britain from the Stone Age through to the Bronze Age and Iron Age. The children will begin by developing their understanding of chronology and just how long ago these periods were, as well as understanding that prehistory refers to the time before written records. We'll explore what everyday life was like, including where people lived, how they found food and how their homes and settlements changed over time. We'll look closely at Skara Brae, a Stone Age settlement in Scotland, and use archaeological evidence to work out what it can tell us about how people lived.

We'll then move into the Bronze Age and Iron Age and explore how the discovery and use of different metals changed people's lives. The children will investigate artefacts, including those found with the Amesbury Archer, and use these historical clues to make deductions about people from the past.

We'll also explore how trade developed during the Iron Age, including bartering and the introduction of coins, and how this affected everyday life.

Throughout the unit, there's a strong focus on developing the children's skills as historians. They'll use timelines, examine artefacts and different historical sources, ask questions and use evidence to make deductions. By the end of the unit, they'll be able to compare the Stone, Bronze and Iron Ages and explain some of the important changes and things that stayed the same across these periods.



CURRICULUM: QURAN & ARABIC

Autumn 1 Topic

Arabic – About Me

In Autumn 1, our Arabic topic will be About Me. The children will develop their Arabic vocabulary and language skills, building their confidence in using Arabic to communicate information about themselves.

Quran – Surah Ash-Shams“In Quran, the children will focus on Surah Ash-Shams. They’ll work on accurate recitation and pronunciation, while developing their confidence and fluency in reading and reciting the Quran.

Autumn 2 Topic

In Arabic, our Autumn 2 topic is Hobbies and Pets. The children will develop their vocabulary and learn to use simple Arabic words and phrases to talk about their hobbies and different pets, while continuing to build confidence in speaking, reading and writing Arabic.

Quran – Surah Al-Balad In Quran, the children will focus on Surah Al-Balad. They’ll continue to develop accurate recitation and pronunciation, building their fluency and confidence when reading and reciting the Quran.

Curriculum Corner

Y2 Best Quran Recitation Competition



CURRICULUM: ART & DT

Autumn 1 Topic

In Art, our learning will be inspired by the Seerah, the life of Prophet Muhammad PBUH: We'll use important places, events and values from the Seerah as a starting point for developing a range of artistic skills, while representing the Seerah respectfully without depicting the Prophet PBUH: The children will explore different elements of art including line, shape, colour, pattern, texture and composition. They'll create work inspired by places such as Makkah and the Ka'bah and explore how artists can communicate ideas and meaning through their artwork. A key part of the unit will be exploring Islamic geometric art. The children will learn how to create their own motifs and develop these using symmetry, repetition and rotation. They'll create a geometric design inspired by the Ka'bah and then develop a single tile into a larger repeated pattern. This will link to our learning about Tawhid – the belief in the oneness of Allah – and how ideas such as unity can be communicated through pattern and design.

Autumn 2 Topic

In Autumn 2, our Art unit will focus on developing the children's drawing skills. We'll begin by teaching the children to look closely at objects like an artist, noticing their shapes, patterns and textures rather than simply drawing what they think an object looks like.

The children will learn how simple shapes can be used as the starting point for a drawing and how these can then be refined and developed by adding more detail.

We'll spend time developing pencil control and shading techniques. The children will explore tone and learn how to create areas of light and dark, as well as experimenting with different types of marks to represent different textures and details. The children will then apply these skills to observational and imaginative drawings inspired by plants and natural forms. As the unit progresses, they'll combine shape, line, texture and tone to create increasingly detailed and individual pieces of artwork.

Towards the end of the unit, we'll also introduce digital art. The children will take the drawing skills they have developed on paper and explore how line, shape and tone can be recreated using digital tools, before saving and presenting their finished artwork.

Throughout the unit, the emphasis will be on careful observation, experimentation and building confidence as artists. We want the children to understand that drawing is a skill that can be developed through looking carefully, practising techniques and refining their work.



CURRICULUM: RE

Autumn 1 Topic

In RE, our unit will focus on pilgrimages. We'll begin by exploring what a pilgrimage is and why people of faith may choose to make a special journey to a sacred place. We'll also think about how a pilgrimage is different from an ordinary journey or holiday.

Throughout the unit, the children will learn about pilgrimage within a range of different religions. We'll explore Lourdes and why it is an important place for Christians, the River Ganges and its significance for Hindus, Bodh Gaya and its connection to the Buddha's enlightenment, and the Western Wall in Jerusalem and why it is sacred to Jewish people. We'll also spend time learning about Hajj. The children will learn why Hajj is one of the Five Pillars of Islam, explore some of the important rituals involved and consider ideas such as equality, faith, belonging and Muslims coming together from around the world.

The children will have lots of opportunities to compare these different pilgrimages and think about what they have in common, while also recognising that each religion has its own beliefs, practices and sacred places. We'll encourage them to ask questions, discuss their ideas and reflect on why these journeys are so meaningful to believers.

By the end of the unit, we want the children to understand that although pilgrimages can look very different across religions, they are special journeys connected to faith, prayer, reflection and a sense of belonging.

Autumn 2 Topic

In Autumn 2, our RE learning will focus on sacred scriptures and how they influence religious beliefs. The children will explore sacred texts from different religions and learn why these writings are so important to believers.

We'll look at how religious teachings and stories can guide the way people live, the choices they make and how they treat others. The children will have opportunities to compare different faiths, ask thoughtful questions and discuss similarities and differences respectfully.

Throughout the unit, we'll encourage the children to understand the important connection between what people believe and how those beliefs influence their everyday lives.



CURRICULUM: PSHE

Autumn 1 – Being Me in My World

For PSHE, we follow the Jigsaw scheme. In Autumn 1, our Jigsaw puzzle is Being Me in My World. The children will explore their place within the class and school community, looking at rights and responsibilities, making responsible choices and understanding how their actions can affect themselves and others. We'll also focus on creating a positive, safe and supportive learning environment.

Autumn 2 – Celebrating Difference

In Autumn 2, our Jigsaw puzzle is Celebrating Difference. The children will explore similarities and differences between people and learn to value what makes each person unique. We'll discuss families, friendships, respecting differences and recognising and responding to bullying. The overall focus is on acceptance, kindness and celebrating ourselves and others.



CURRICULUM: PE

ELM- Tuesday morning
Beech- Monday
adternoon

- _____ Class have PE
on _____

- _____ Class have PE
on _____

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: SWIMMING

Swimwear

Swimming hats are compulsory for swimming and can be purchased via the Jubilee Leisure Centre;

Boys: Dark coloured swimming shorts down to the knees which include lace-up waist;

Girls: Dark coloured full length costume covering arms and legs.

- **X** Class go swimming on _____
- All pupils are expected to attend swimming. Medical evidence required if a child is going to miss swimming. If a child is well enough to be in school, they are considered well enough to take part in all lessons, including PE & Swimming.



CURRICULUM: COMPUTING

Autumn 1 – iSafe / iProgram

In Autumn 1, our ICT learning will focus on iSafe and iProgram. The children will develop their understanding of how to use technology safely and responsibly, alongside an introduction to programming. They'll develop their computational thinking by creating and following instructions and beginning to understand how algorithms and simple programs work.

Autumn 2 – iSafe / iSimulate

In Autumn 2, we'll continue to reinforce online safety through iSafe and move on to iSimulate. The children will explore how technology can be used to create simulations and models of real-life situations. They'll investigate how changing different inputs or conditions can affect the outcome and develop their problem-solving and reasoning skills.



CURRICULUM: MUSIC

Autumn 1 – Legacy of the Prophet PBUH

in Autumn 1, our Music learning will be linked to the legacy of Prophet Muhammad PBUH. Through praise and nasheeds, the children will explore themes including the Hijrah, the birth of the Prophet PBUH and his teachings and legacy. Alongside this, they'll develop their musical skills through listening, singing and performing.

Autumn 2 – Unity and Celebrating Diversity.

In Autumn 2, our Music learning will focus on unity and diversity, including Black History. Through music, the children will explore themes such as friendship, tolerance, equality, fairness and recognising racism. We'll also use music to celebrate different cultures and languages, helping the children understand how music can bring people and communities together.



CURRICULUM - HOMEWORK

Homework:

- Homework is set on Thursday/Friday
- (Y2/Y6 pupils may receive extra homework to support with SATs preparation)
- Pupils are given a Homework Journal to take home

Homework tasks:

English – Writing task, Spelling list, Comprehension

Maths – Task related to weeks learning

SPaG-

Quran – Memorisation

Arabic – EYFS/KS1 Journal tasks, KS2 Language Nut



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



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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

- Seerah Exhibition date Friday 2nd October 2026

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.

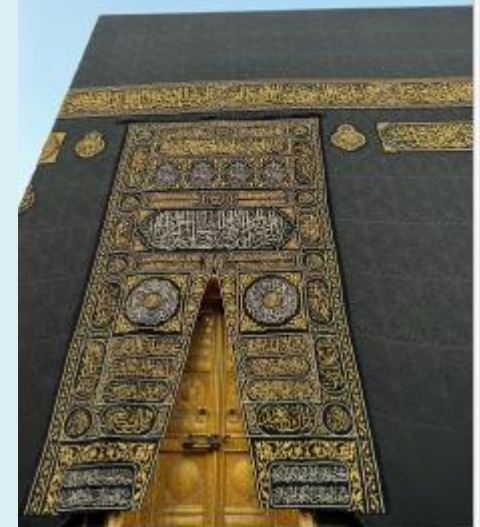
COMMUNICATION - Chronicles of Islamia (Jumm'ah bulletin)

Chronicles of Islamia – Keeping Families Connected

Our weekly Jumm'ah 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

Jumuah/Friday Bulletin



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."

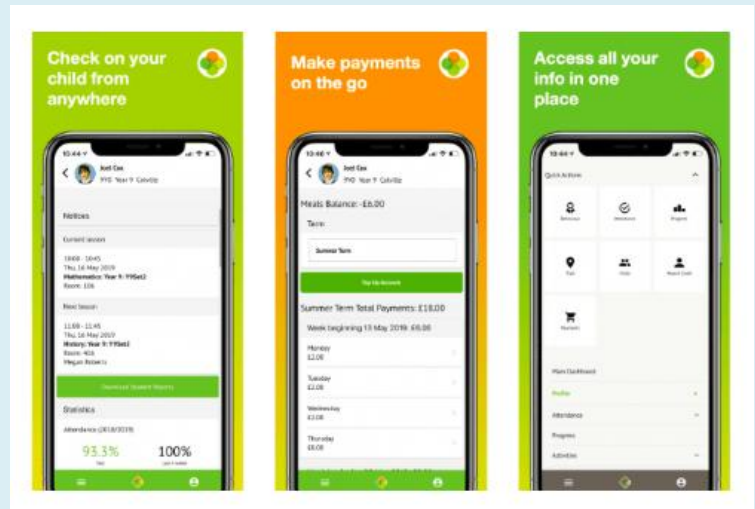
COMMUNICATION – ARBOR APP

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?