

ISLAMIA PRIMARY SCHOOL

ESTABLISHED 1983

Meet The Teachers Year 6

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

Who are we?
What are our
roles?

Class Teacher
Talha Khan-Hawthorn Class



Class Teacher
Shahida Babikir-Oak Class



HLTA- Ayse Oznehir



Teaching Assistant – Amina Begum



Teaching Assistant – Uroob Sharique



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>



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

Non-Fiction

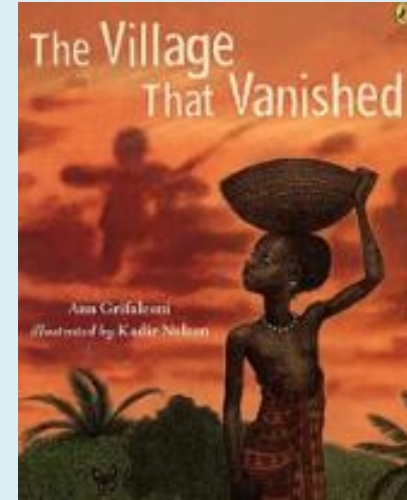
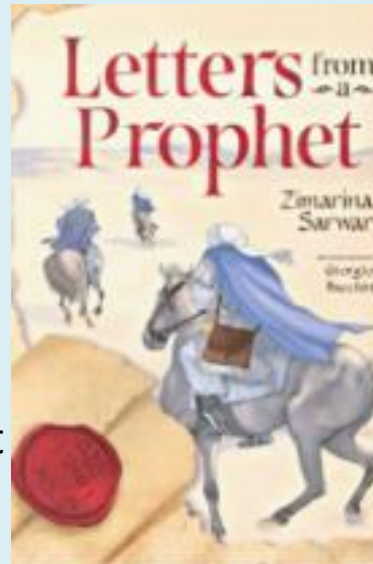
Formal letters

Incidental Pieces

Fact File

Formal Rules

First-person account



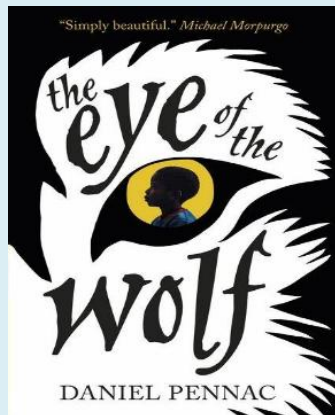
Autumn 2

Incidental Pieces

Viewpoints

Memories

Diary entries



Fiction

Flashback
narrative

Fiction

Monologue

Incidental Pieces

Description

Perspectives

Diary Entries



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



2a



Give /explain
meaning of words
in context.



2b



Retrieve & record
information/key
details.



2c



Summarise ideas
from more than
one paragraph.



2d



Make inferences/
justify with
evidence.



2e



Predict what may
happen next from
details.



2f



Identify/explain how
text is related and
adds to meaning as a
whole.



2g



Identify/explain how
meaning is enhanced
through choice of words
and phrases.



2h



Make comparisons
within the text.



Reading Domains

RETRIEVAL FOCUS

1. When was Pluto reclassified to a dwarf planet?
2. Which of these is not a necessary feature of a planet according to the International Astronomical Union?
That it orbits the sun.
That it is a sphere.
That it has an atmosphere.

3. Match these numbers with their meanings.

5 billion	The number of Earth years it takes Pluto to orbit the sun.
248	Pluto's lowest temperature in °C
5	The distance of Pluto from Earth in kilometres
-240	The number of moons which Pluto has.

4. What is Pluto's atmosphere made up of?
5. What is the name of Pluto's largest moon?

VIPERS QUESTIONS

V

What are *attributes*?

V

What does the phrase *get this event off the ground* mean?

I

Give two pieces of evidence for Jodie being good at working with other people.

S

Which of these best summarises Jodie's main reasons for believing she would make a good sports leader.

- I am excellent at sport and can help my school do well in matches and tournaments.
- I can be a sports role model and help others to get involved in sports.
- I am well-liked and popular.
- I am good at raising money and putting on events.

E

What words or phrases has Jodie chosen to create a formal register?

CURRICULUM: MATHS

Arithmetic

Autumn 1

Number
Place Value
Addition, Subtraction,
Multiplication and Division

Autumn 2

Number
Fractions A
Fractions B
Measurement
Converting units

Addition and subtraction of whole numbers and decimals.

Multiplication and division using formal written methods.

Rapid recall of times tables up to 12×12 and related division facts.

Working with fractions, including finding fractions of amounts and performing calculations with fractions.

Calculating with decimals, including addition, subtraction, multiplication and division.

Understanding percentages, such as finding percentages of quantities.



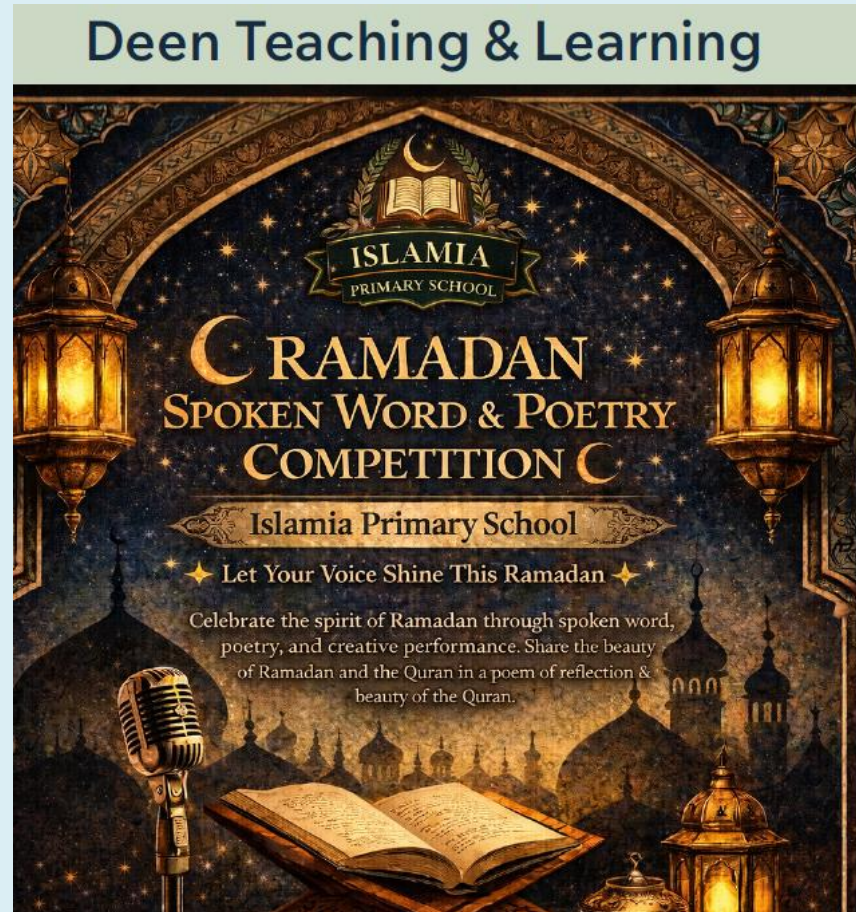
CURRICULUM: DEEN

Autumn 1 Topic

Salah (Prayer)

Autumn 2 Topic

**Aqeedah (Belief)
& Qur'an**



CURRICULUM: SCIENCE

Autumn 1

Light

What colour is light and is this a phenomenon?

How does light travel?

Is a shadow always the shape size as the object that casts it?

How does a mirror reflect light?

What is refraction and is it a phenomenon?

The Impact of Islam on Science:
Contributions of Muslim Scientists
During the Golden Age



Autumn 2

Animals, including humans

What is the purpose of the circulatory system?

Why is blood so important?

How does exercise affect our circulatory system?

How are nutrients and water transported within animals, including humans?

How do diet, exercise, drugs and lifestyle impact our bodies?

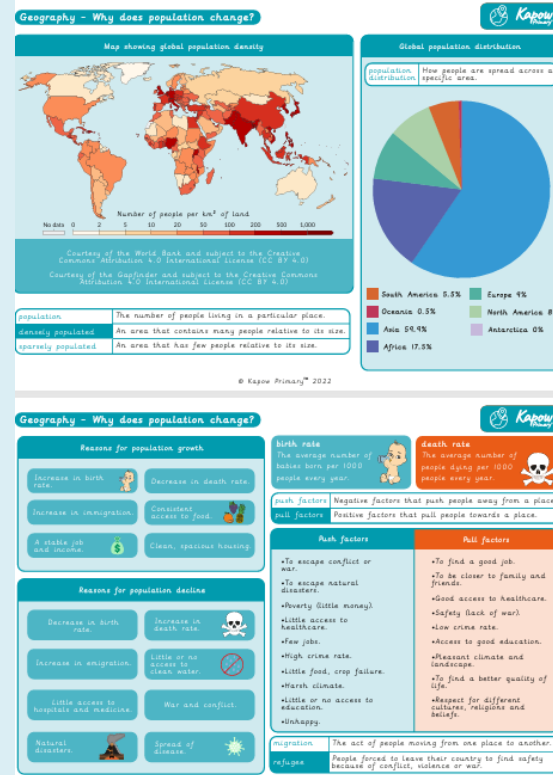
CURRICULUM: HISTORY/GEOGRAPHY

Autumn 1 Topic

Geography: Where does our energy come from?

Autumn 2 Topic

History: What was the impact of World War 2 on Britain?



History - What was the impact of World War 2 on the people of Britain?

Adolf Hitler

The leader of the Nazi party and Chancellor of Germany.

advancement*

The act of progressing or moving forward.

alliance*

People from different places sharing and learning about each other's way of life.

apppassment

Giving in to the demands of others to keep the peace and avoid war.

cause*

The reason for an action or event.

conflict*

A disagreement or argument between people, groups or countries, often resulting in violence or war.

cultural exchange*

People from different places sharing and learning about each other's way of life.

Nazi Party

The political group led by Adolf Hitler in Germany, which often shared harmful and extreme ideas.

propaganda

Information given out that may not be accurate which is intended to make people believe something or to hold a particular point of view.

Windrush generation

Caribbean people who came to the UK between 1948 and 1971, especially those who arrived on a ship called the Windrush.

The Battle of Britain (July-October 1940)

The Battle of Britain had four phases and was a major air battle over southern England. The German Luftwaffe tried to destroy Britain's Royal Air Force (RAF) to prepare for an invasion. But thanks to the RAF's smart tactics, organisation and use of radar, they stopped the Luftwaffe. The RAF pilots were called 'The Few' because they defended Britain against a much larger airforce.

The Blitz (1940)

Coming from the German word blitzkrieg (lightning war), the Blitz was a period of time when German bomber planes began targeting British cities and industrial areas - particularly London, Coventry, Manchester, Cardiff, Belfast and Clydesbank.

1

*Key vocabulary 78

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History - What was the impact of World War 2 on the people of Britain?

Women and children (1939-1945)

When war was declared in September 1939, 1.5 million children were evacuated to safer areas in the countryside. More followed during the Blitz in 1940 and again in 1944. Some enjoyed their time with kind hosts, but others felt homesick or struggled to adjust. With many men away, around 5 million women worked at the start of the war, and by 1943, this number grew to over 7 million. Women worked in various industries, including the armed forces.

The Windrush generation (1948-1970s)

Arriving from the Caribbean, between 1948 and the early 1970s, the Windrush generation was part of a wider wave of migration from across the British Empire, including people from Africa and Asia, who helped rebuild Britain after World War 2.

The Windrush generation filled important roles in transport, healthcare and many other industries. Their cultural influence - through music, food and traditions - continues to shape Britain today.

Timeline:

- November 1918: The end of World War I.
- September 1939: Britain and France declared war on Germany.
- July-October 1940: The Battle of Britain.
- December 1941: The attack on Pearl Harbor caused the USA to enter the war.
- September 1943: Italy surrendered.
- May 1945: Germany surrendered.
- June 1948: The end of the Treaty of Versailles.
- September 1939: 1.5 million British evacuees were sent to rural locations.
- 1940-1941: The Blitz.
- June 1942: Battle of Midway in major naval battle for control of the Pacific Ocean.
- D-Day (6 military operation to free France from Nazi occupation).
- June 1944: D-Day (A military operation to free France from Nazi occupation).

2

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CURRICULUM: QURAN & ARABIC

Quran

An-Nazia'at
1-15

Arabic

More about school
Our World

Curriculum Corner

Y2 Best Quran Recitation Competition



Arabic Language...



CURRICULUM: ART & DT

Autumn 1 Topic

Seerah: Geometric patterns

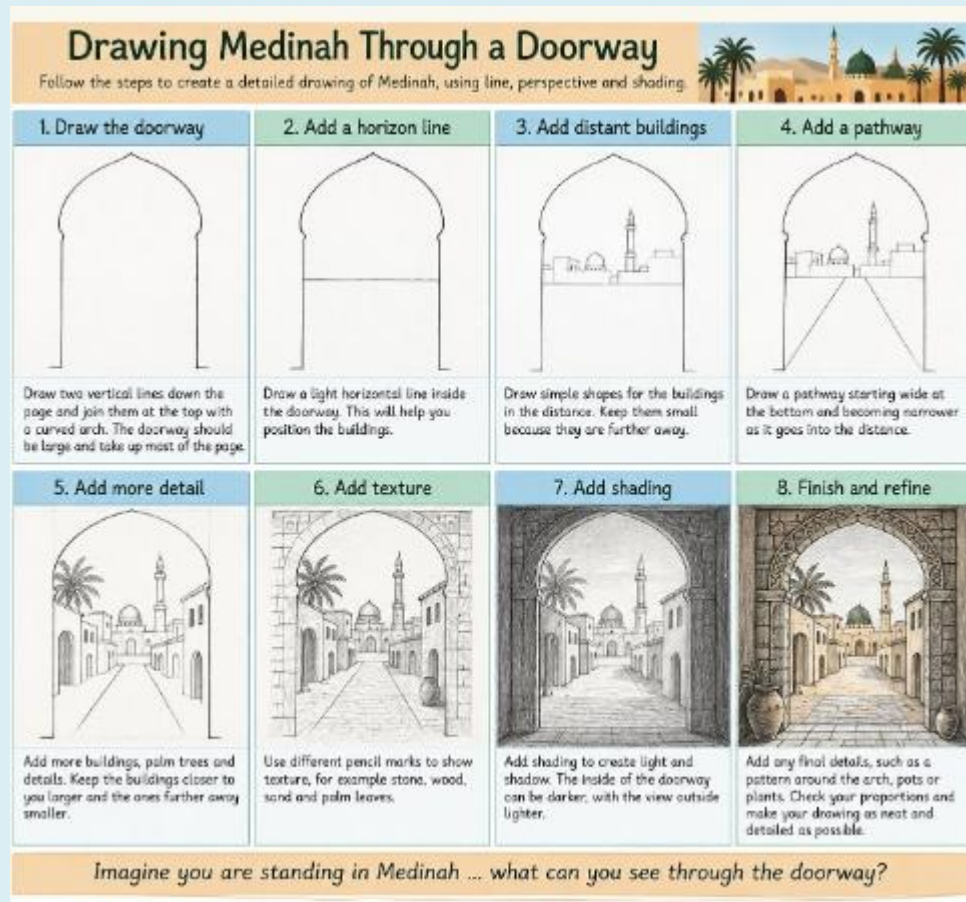
Using a compass.

Medinah-Sketch drawing of Medinah through a doorway.

Autumn 2 Topic

The World in Watercolour

Exploring artists' use of watercolour, developing watercolour techniques through sketchbook studies and applying these skills in an abstract final painting.



CURRICULUM: RE

Autumn 1 Topic

Seerah

Autumn 2 Topic

**How can religion
promote peace and
justice in our society?**



RE Curriculum

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



CURRICULUM: PSHE

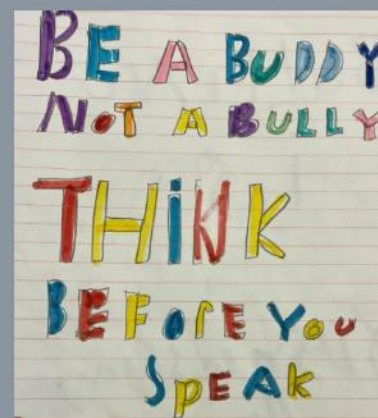
Autumn 1 Topic

Class Charter
Madinah Charter

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

Hawthorn and Oak classes both have PE on Fridays.

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

iSafe
iProgram

Autumn 2 Topic

iSafe
iNetwork



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 1 Topic

**Hijra/Praising Prophet (saw)
attribution of his legacy and his
teaching.**

Autumn 2 Topic

**Unity, Black history, diversity and
Tolerance, Friendship
awareness of racism, fairness, equality,
social and culture gap
Recognise foreign languages.**



CURRICULUM - HOMEWORK

Homework:

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

Homework tasks:

English – Reading, Spelling (KS1 also do handwriting)

Maths – My Maths and Times Tables Rockstars

Quran – Memorisation

Arabic – EYFS/KS1 Journal tasks, KS2 Language Nut

Research/posters linked to topics.



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

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 –Friday 2nd October
- 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



2027 KS2 SATs Exam Timetable

Date	Exam
Monday 10 May 2027	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 11 May 2027	English Reading
Wednesday 12 May 2027	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 13 May 2027	Maths Paper 3 (Reasoning)

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."

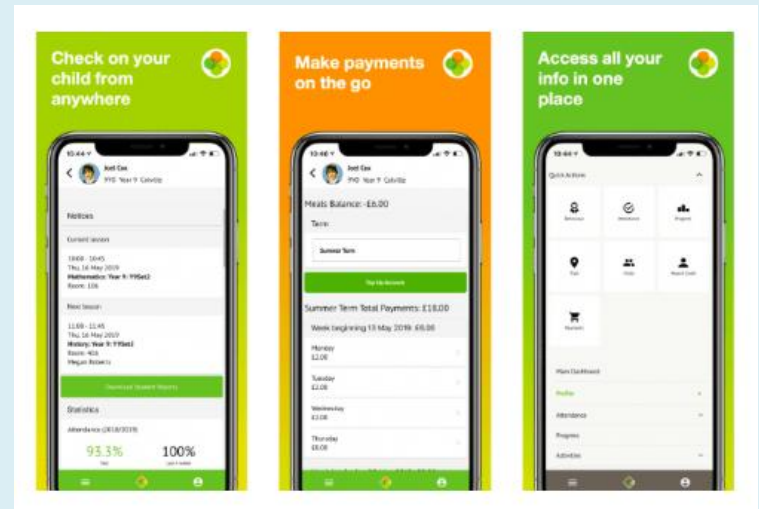
COMMUNICATION – ARBOR APP

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?