



Year 1- Autumn 1

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| | Week 1 INSET | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 Gaps |
| Themed Days | | | Seerah Week National Fitness Day | Seerah Exhibition International Day of Sign Language | Black History Month begins | World Space Week World Habitat Day World Homeless Day World Mental Health Day | Adhan Competition Passport Day: We Are Enquirers (Recycle week) |
| English Reading | Seerah Exhibition Work | Seerah Exhibition Work | Seerah Exhibition Work | I want my Hat Back <ul style="list-style-type: none"> ▪ Book talk ▪ Drama and role-play | I want my Hat Back <ul style="list-style-type: none"> ▪ Drama and role-play ▪ Thought tracking ▪ Discussion and debate | I want my Hat Back <ul style="list-style-type: none"> ▪ Drama and role-play ▪ Thought tracking ▪ Discussion and debate | ▪ Assessment |
| English Writing | Seerah Exhibition Work | Seerah Exhibition Work | Seerah Exhibition Work | ▪ Shared writing <ul style="list-style-type: none"> ▪ Character Description | ▪ Information text <ul style="list-style-type: none"> ▪ Writing in role ▪ Shared writing | ▪ Writing a letter, writing in role <ul style="list-style-type: none"> ▪ Shared writing | ▪ Assessment |
| Writing outcomes | Seerah Exhibition Work | Seerah Exhibition Work | Seerah Exhibition Work | ▪ Write a news report | ▪ Write an information text | ▪ Publishing final piece (Letter/ Leaflet) | ▪ Assessment |
| Deen | Topic: Saying Salaam L.O: I can understand the importance of Salaam as a Muslim | Topic: Who am I? L.O: I can understand the identity of a Muslim | Topic: Who is Allah? L.O: I can understand the identity of a Muslim | Topic: What is my religion? L.O: I can understand the identity of a Muslim | Topic: Who is my Prophet? L.O: I can understand the identity of a Muslim | Topic: What is my book? L.O: I can understand the identity of a Muslim | Topic: What is my book? L.O: I can understand the identity of a Muslim |
| RE | Seerah Exhibition Work | Seerah Exhibition Work | Seerah Exhibition Work | Transition from Reception | Transition from Reception | Transition from Reception | Transition from Reception |
| PSHE | Topic: Being Me in My World L.O: I know how to use my Jigsaw Journal | Topic: Being Me in My World L.O: I understand the rights and responsibilities of my class | Topic: Being Me in My World L.O: I understand the rights and responsibilities for | Topic: Being Me in My World L.O: I know my views are valued and can contribute to the Learning Charter | Topic: Being Me in My World L.O: I can recognise the choices I make and understand the consequences | Topic: Being Me in My World L.O: I understand my rights and responsibilities within our Learning Charter | Consolidation Gaps |

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| | | | being a member of my class | | | | |
| Maths | Number Place Value (within 10) L.O: To sort objects L.O: To count objects L.O: To count from a larger group | Number Place Value (within 10) L.O: To represent objects L.O: To recognise numbers as words L.O: To count on from any number | Number Place Value (within 10) L.O: 1 more L.O: To count backwards within 10 L.O: 1 less | Number Place Value (within 10) L.O: To compare matching groups L.O: Fewer, more, same L.O: Compare numbers | Number Place Value (within 10) L.O: To order objects and numbers L.O: The number line End of Block assessment | Number Addition and Subtraction (within 10) L.O: To introduce parts and whole L.O: Part-whole model L.O: Write number sentences | Number Addition and Subtraction (within 10) L.O: Fact Families L.O: Number bonds within 10 L.O: Systemic number bonds |
| Science | Animals, including humans L.O: What parts make up the human body? | Animals, including humans L.O: What parts make up the human body? | Animals, including humans L.O: Which parts of our bodies do we need to see, hear, smell, taste and touch? | Animals, including humans L.O: Which parts of our bodies do we need to see, hear, smell, taste and touch? | Animals, including humans L.O: What is an animal? | Animals, including humans L.O: What is an animal? | Assessment |
| Computing | iSafe L.O: To understand what being online means, how it feels and how to identify adults who can help | iAlgorithm L.O: To understand that algorithms are precise instructions that can be followed | iAlgorithm L.O: To understand that programs execute by following precise and unambiguous instructions | iAlgorithm L.O: To test and debug a simple algorithm | iAlgorithm L.O: To predict the outcome of an algorithm | iAlgorithm L.O: To understand that algorithms are precise instructions that can be followed | iAlgorithm L.O: To understand conditions and outcomes |
| Geography | Topic: What is it like here? L.O: Where in the world are we? | Topic: What is it like here? L.O: What can we see in our classroom? | Topic: What is it like here? L.O: What can we find in our school grounds? | Topic: What is it like here? L.O: Where are the different places in our school? | Topic: What is it like here? L.O: How do we feel about our playground? | Topic: What is it like here? L.O: Can we make our playground even better | Topic: What is it like here? Assessment |

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| Art/DT | Seerah Exhibition Work | Seerah Exhibition Work | DT Structures: Constructing a Windmill LO: To create a stable structure | DT Structures: Constructing a Windmill LO: To use tools and equipment accurately to make part of a structure | DT Structures: Constructing a Windmill LO: To join parts of a structure | DT Structures: Constructing a Windmill LO: To test and evaluate a structure | DT Structures: Constructing a Windmill LO: To evaluate a structure |
| Music | Songs based on the Mawlid (birth of the prophet (S)) praise and attributions of his legacy and his teaching Musical Focus Dynamics - loud and quiet Singing | Songs based on the Mawlid (birth of the prophet (S)) praise and attributions of his legacy and his teaching Musical Focus Dynamics - loud and quiet Singing | Develop love of the prophet and learn more about him (saw) Musical Focus Beat and tempo Singing | Develop love of the prophet and learn more about him (saw) Musical Focus Beat and tempo Singing | Pupils learn more about Prophet Muhammad (S) and some of his attributes. Musical Focus Exploring Sounds Singing | Pupils learn more about Prophet Muhammad (S) and some of his attributes. Musical Focus Exploring Sounds Singing | Pupils learn more about Prophet Muhammad (S) and some of his attributes. Musical Focus Beat and tempo Singing |
| PE | Topic: Fundamentals L.O: To explore static balancing | Topic: Fundamentals L.O: To combine several coordination drills using upper and lower body movements. | Topic: Fundamentals L.O: To time running to the path of a ball. | Topic: Fundamentals L.O: to travel in different ways showing clear transitions between movements. | Topic: Fundamentals L.O: To travel in different directions with control and fluency. | Topic: Fundamentals L.O: To practise Agility balance and coordination. | Consolidation GAPs |
| Arabic | L.O: To write letters with similar shapes at the beginning middle and end with the fatha sound • ب - ت Learn the Arabic words that associate with each letter Speaking Learn dual body parts Such as one hand becomes two hands, one eye, two eyes | L.O: To write letters with similar shapes at the beginning middle and end with the fatha sound • ث - ف Learn the Arabic words that associate with each letter. Speaking Learn dual body parts Such as one hand becomes two hands, one eye, two eyes | L.O: To write letters with similar shapes at the beginning middle and end with the fatha sound. • ج - ح - خ Learn the Arabic words that associate with each letter Speaking Learn dual body parts Such as one hand becomes two hands, one eye, two eyes | L.O: To write letters with similar shape at the beginning middle and end with the fatha sound. • ع - غ Learn the Arabic words that associate with each letter Speaking Learn dual body parts Such as one hand becomes two hands, one eye, two eyes | L.O: To write letters with similar shapes at the beginning middle and end with the fatha sound • س - ش - ص - ض Learn the Arabic words that associate with each letter. Speaking Learn dual body parts Such as one hand becomes two hands, one eye, two eyes | L.O: To write letters with similar shapes at the beginning middle and end with the fatha sound • ط - ظ Learn the Arabic words that associate with each letter Speaking Learn dual body parts | Revision and assessment |

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| | | | | | | Such as one hand becomes two hands, one eye, two eyes | |
| Quran | <p>Memorisation Surah Quraish</p> <p>1-2</p> <p>Revision</p> <p>Al-Falaq- An-Nas Al-Ikhlās</p> <p>Reading</p> <p>Words with the short vowel Fatah</p> | <p>Memorisation Surah Quraish</p> <p>3-4</p> <p>Revision</p> <p>Al-Falaq- An-Nas Al-Ikhlās</p> <p>Words with the short vowel Fatah</p> | <p>Memorisation Surah Quraish</p> <p>1-4</p> <p>Revision</p> <p>Al-Falaq- An-Nas Al-Ikhlās</p> <p>Words with the short vowel Fatah</p> | <p>Memorisation Surah Al-fil</p> <p>1-2</p> <p>Revision</p> <p>Al-Masad – Al-Kafiroon</p> <p>Words with the short vowel Fatah</p> | <p>Memorisation Surah Al-fil</p> <p>3-4</p> <p>Revision</p> <p>Al-Masad – Al-Kafiroon</p> <p>Words with the short vowel Fatah</p> | <p>Memorisation Surah Al-fil</p> <p>1-4</p> <p>Revision</p> <p>Al-Masad – Al-Kafiroon</p> <p>Words with the short vowel Fatah</p> | <p>Memorisation Surah Quraish And Surah Al-fil</p> <p>Revision</p> <p>Al-Falaq- An-Nas Al-Ikhlās</p> <p>Al-Masad – Al-Kafiroon</p> |