



Half Term Curriculum Overview

Mathematics

- Recites numbers in order to 10 and beyond
- Forming numbers 1-20
- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5.
- Matching numbers with quantity.
- Counts objects to 10, beginning to count beyond 10
- Estimates how many objects they can see and checks by counting them
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'
- Compare length, weight and capacity.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Experiment with their own symbols and marks as well as numerals.

Islamic Studies

- Welcoming people in Islam
- How to show good manners
- Learning about the Arabic letters and how to say them with proper tajweed
- Learning about the stories of the prophet
- Learning about the pillars of Islam
- Learning the four kalima's and their meanings
- Learning how to recite surahs last 10 surahs
- Allah made everything (Nasheed)
- Arabic Alphabet
- Allah providing for other animals from the plant ie the birds and insects.
- Jannah tree
- Plants have feeling (quran recitation)
- Names of Allah (Al- Baari the originator, Al- Razaq The provider)

Topic: Animals

Communication and Language and literacy

- Listens to and joins in with stories and poems, one-to-one and also in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Listens to stories with increasing attention and recall
- Shows interest in illustrations and print in books and print in the environment
- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together
- Links sounds to letters, naming and sounding the letters of the alphabet
- Use a wider range of vocabulary.
- Understand the five key concepts about print.
- Ask questions about the book. Makes comments and shares their own ideas
- Engage in extended conversations about stories, learning new vocabulary.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

Expressive Arts and Design

- Beginning to be interested in and describe the texture of things
- Uses various construction materials
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- Joins construction pieces together to build and balance
- Engages in imaginative role-play based on own first-hand experiences
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'
- Uses available resources to create props to support role-play

Understanding the world

- Comments and asks questions about aspects of their familiar world such as the place where live or the natural world
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in the environment
- Explore the natural world around them.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Talk about the lives of the people around them and their roles in society
- Understand the past through settings, characters and events encountered in books read in class and storytelling
- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Physical development

- Start taking part in some group activities which they make up for themselves, or in teams.
- Mounts stairs, steps or climbing equipment using alternative feet
- Develop their small motor skills so that they can use range of tools competently, safely and confidently
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

PSED

- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do
- Develop their small motor skills so that they can use range of tools competently, safely and confidently.
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Think about the perspectives of others.
- Be confident to try new activities and show independence, resilience and