



Year 1 Parent Workshop

Respect- Aspiration-Responsibility



Welcome



Asalaamu Alaikum

Welcome to Year 1 at Quwwat-ul-Islam Girls School. We hope you and your child will enjoy the time you spend with us and find the information we are going to share with you today useful Insha'Allah.

Insha'Allah our aim is to commit to working together with you to ensure that your child has a happy and successful experience during their time in Year 1. We know that children learn best when parents, carers and staff work together to encourage and support children's learning.

We very much look forward to getting to know you and your child. The staff at Quwwat-ul-Islam are always available to answer any questions you may have.

Staff

- ★ Headteacher - Mrs. Member
- ★ Primary phase Lead - Ms Mahfuza
- ★ Year 1 Teacher - Ms. Afiyah
- ★ Islamic Studies Teacher - Ms Amina

The school day



The school day starts at **8.15am** and ends at **3.05pm**.

Parents are expected to walk their child to the main entrance, where they will be greeted by a member of staff.

Parents are expected to collect their child from the main entrance at the end of the school day, where the children will be dismissed by the class teacher.

Safeguarding: We will only dismiss your child to you, unless you have authorised a named adult with permission to collect your child. You must inform the main office.

Uniform

- ★ Grey dress
- ★ White blouse/shirt
- ★ Grey shalwar kameez
- ★ Grey trousers/tights/leggings
- ★ White shirt/polo shirt
- ★ Black flat school shoes
- ★ Black socks
- ★ Burgundy cardigan

P.E Kit -

- ★ Burgundy bottoms
- ★ white T-shirt
- ★ Black Plimsolls



Year 1 timetable

	8:15 - 9:15	Break - 9:15 - 9:30	9:30-10:15	10:15-10:30	P1 10:30-11:30	Lunch - 11:30 - 12:20	P2 12:20-1:20	P3 1:20- 2:20	P4 2:20-3:05	3:05
Monday	Qur'anic Studies		Islamic Studies	Love for Reading	Literacy		Phonics	Numeracy	History/Geography	Dismissal
Tuesday	Qur'anic Studies		Islamic Studies	Love for Reading	Literacy		Phonics	Religious Education (RS)	Art	Dismissal
Wednesday	Qur'anic Studies		Islamic Studies	Love for reading	PPA Arabic		Numeracy	PPA Computing	Literacy	Dismissal
Thursday	Qur'anic Studies		Islamic Studies	Love for Reading	Literacy		Phonics	Numeracy	Science	Dismissal
Friday	Qur'anic Studies		Islamic Studies	Love for Reading	PE		Phonics	Numeracy	Relationship Education/PSHE	Dismissal

How we teach phonics at QUIGS



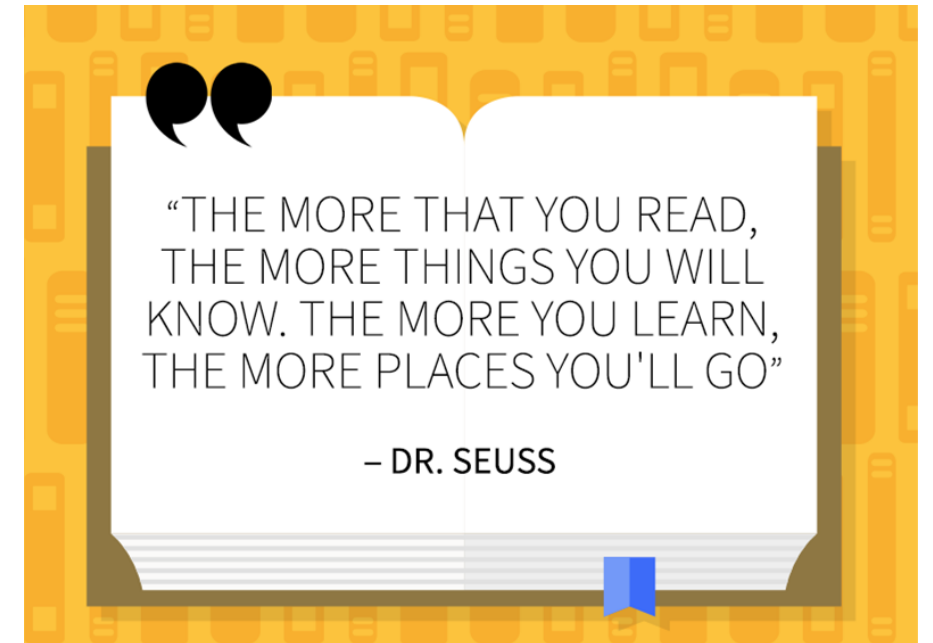
Our Aim

At QUIGS we aim for all our children to become fluent, confident readers who are passionate about reading.

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.

We can achieve this together through:

- Read Write Inc, a program to help to your child read at school
- Encouraging children to develop a love of books by reading to them daily, at home and at school
- Giving children access to a wide range of books at school and at home



What is Read Write Inc?

Read Write Inc (RWI) is a phonics complete literacy programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. At QUIGS we begin the programme in EYFS and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.



End of year expectations for Year 1

Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes for all 40+ phonemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Reread these books to build up their fluency and confidence in word reading.
- Children can read at a pace of 60 words per minute.

End of year expectations for Year 1

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Being encouraged to link what they read or hear to their own experiences.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read, and correcting inaccurate reading.
- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Curriculum- Summer 3.1 MTP

This half term students will be learning to:

Learning Driver Focus

Literacy



Numeracy



Caring for Our World

Fiction/Oral Retelling

**Multiplication/Division/ Fractions
Position/Direction**

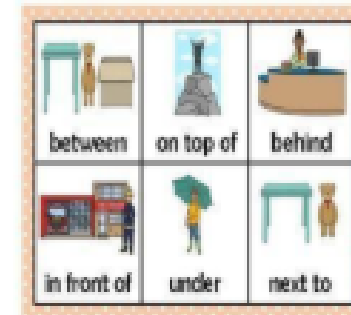
We believe our children need to develop an understanding about where they live and the wider world. Through learning about their community and the wider world, we want them to understand their role in society and develop **respect** towards the environment, communities and different religions.

It is important to us that all pupils of our school community view themselves as global citizens and also embrace the vibrant and diverse local community of East London in which the school is situated. We want them to be passionate about celebrating diversity and most importantly, as young Muslims to be **aspirational** in the act of enhancing the lives of others through charitable work and actions.



- ❖ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ❖ Link what they read or hear read to their own experiences
- ❖ Draw on what they already know or on background information and vocabulary provided by the teacher
- ❖ Discuss the significance of the title and events
- ❖ Make inferences on the basis of what is being said and done
- ❖ Predict what might happen on the basis of what has been read so far
- ❖ This half term, students will be focusing on the following books: 'Man on the moon' and 'Dougal's deep sea diary'
- ❖ Children will be saying out loud what they are going to write about
- ❖ They will be composing a sentence orally before writing it and sequencing sentences to form short narratives
- ❖ Children will be learning words containing each of the 40+ phonemes already taught

- ❖ Count in 5s
- ❖ Count in 10s
- ❖ Make equal groups
- ❖ Add equal groups
- ❖ Make arrays
- ❖ Find half, quarters and a whole
- ❖ Describe turns
- ❖ Describe positions



Curriculum- Summer 3.1 MTP

Arabic 	Art/DT 	Computing 
Clothing - Name some clothing items - Describe some clothing items. - Say 'I wear Followed by clothing items - Count clothing items - Create craft work linked to clothing - Use هَذِهِ / هَذَا in a short sentence 	Self Portraits - Investigate famous self-portraits - Use collage to create a self-portrait - Investigate the different kinds of sketching pencils - Investigate different paints - Create our own self portrait - Create a self-portrait from clay	Data and Information - Sequence a series of events into the correct order. - Follow a sequence of instructions - Use digital cameras to capture content - Use audio devices to record narration - Use digital cameras to capture video content - Combine digital content purposefully - Understand that images, audio and video are combined effectively
Geography/History 	Islamic Studies 	PE 
Castles - Find out who built the first castles in the UK - Explore the features of Norman castles - Explore the structure of medieval castles - Find out who lived in medieval castles - Discover how common people were treated in medieval times - Explore how the Tower of London's uses have changed over time 	Akhlaaq/Aqa'id/Fiqh/Islamic History - JazakaAllah Khayraa - When do we say JazakaAllah Khayraa? - Our creator - Things that Break Wudhu 	Athletics - Run at different speeds - Show balance and coordination when changing direction - Link running and jumping movements with some control and balance - Coordinate my body to throw towards a target - Develop technique to throw for distance - Work collaboratively with others and make safe choices - Play to the rules - Recognise changes in my body when I do exercise
Relationship Education/PSHE 	Religious Studies (RS) 	Science 
Being Safe/Online relationships - Understand that their bodies are a gift, and they need to look after them - Understand physical boundaries - Explain that our bodies are very special; Allah has given us our bodies as a gift, therefore it is important that we try our best to look after them - Explain that we need to eat healthy foods so we can grow fit and strong - Recognise the importance of using the internet to communicate - Understand the rules of saying safe online	How do Hindu people belong? - Name and talk about key Hindu objects, artefacts, beliefs, teachings and practices - Understand how the everyday actions of a Hindu are influenced by their beliefs and values - Retell Hindu stories and messages and explain what is important to a Hindu person and why - Suggest meanings for religious actions and symbols - Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)	Everyday Materials - Identify a variety of materials and sort them according to a variety of criteria - Identify natural and man-made materials - Identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't - Identify the suitability of metal and plastic for a variety of purposes - Identify different products that can be made from wood and their features and purposes - Identify different materials that are used for the same product

Curriculum- Summer 3.2 MTP

This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 
Caring for Our Education	Poetry/Non Fiction	Place Value/Money/Time
It is fundamental that our pupils understand the importance of education within society and be aspirational for their futures. We want them to develop lifelong learning skills and a thirst for knowledge through rich and relevant experiences both inside and out outside of the classroom. For this to happen, it is important that our children become resilient in order to be able to deal with different challenges across the curriculum. Pupils also need to develop the ability to solve problems without giving up and developing the skills to work independently and being resourceful and responsible for their learning will play a key factor in achieving this. Knowing how to think critically and how to retrieve past information and knowledge will be their key to success in remembering key concepts as they move through the key stages and beyond. We also believe that for our pupils to be successful citizens they need to develop the skills to work collaboratively with other people both inside and outside of the classroom setting. It is therefore vital that they are able to articulate their ideas well and know how to speak and listen with respect in a variety of different situations and settings, hence why we have placed oracy at the centre of our curriculum.	❖ Enhance their reading skills by becoming familiar with year 1 high frequency words ❖ Learn phase 3 and 4 sounds ❖ Develop their spellings ❖ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ❖ Be encouraged to link what they read or hear read to their own experiences ❖ Recognise and join in with predictable phrases ❖ Appreciate rhymes and poems, and to recite some by heart ❖ Say out loud what they are going to write about ❖ Compose a sentence orally before writing it ❖ Sequence sentences to form short narratives ❖ Re-read what they have written to check that it makes sense Leave spaces between words ❖ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	❖ Count from 50 to 100 ❖ Count in 10s to 100 ❖ Partition numbers in to 10s and 1s ❖ Use the number line to 100 ❖ Compare any two numbers ❖ Recognise coins ❖ Recognise notes ❖ Count in coins ❖ Name the days of the week ❖ Name the months of the year ❖ Tell the time to the hour ❖ Tell the time to the half hour 



Who am I?

- ❖ Introduce name, age, where they live?
- ❖ Use simple adjectives
- ❖ Describe own length and appearance
- ❖ Say how they are feeling (I'm feeling good, ok, not so good)
- ❖ Say where they live, some can ask the questions to others



Stable Structures

- ❖ Explore the features of stable structures, including toy car garages
- ❖ Design and plan a stable structure
- ❖ Explore a range of materials and make decisions based on the end product
- ❖ Follow a design plan and make a product
- ❖ Evaluate products



Communication and E-safety

- ❖ Identify what makes a good friend both off and online.
- ❖ Identify features of appropriate behaviour online.
- ❖ Create a list using text.
- ❖ Order a list alphabetically and numerically.
- ❖ Protect their identity online by choosing an avatar.
- ❖ Create a secure password and understand the need to protect it.
- ❖ Create a list of websites that the children visit and sort, in order of popularity.
- ❖ Understand the need for accuracy when entering website address

Geography/History



Four Seasons

- ❖ Find out how the seasons are linked with the months of the year
- ❖ Find out what the weather is like in spring
- ❖ Find out what the weather is like in summer
- ❖ Find out what the weather is like in autumn
- ❖ Find out what the weather is like in winter
- ❖ Review knowledge and compare the four seasons



Islamic Studies



Akhlaaq/Aqa'id/Fiqh/Islamic History

- ❖ InshaAllah
- ❖ When do we say InshaAllah?
- ❖ Five pillars of Islam and what are they?
- ❖ Ghosl



PE



Football

- ❖ Throw with some accuracy towards a target
- ❖ Track a ball that is coming towards me
- ❖ Persevere when dribbling a ball with my hands and feet
- ❖ Begin to catch with two hands
- ❖ Cooperate with a partner and small group, helping each other to complete tasks
- ❖ Show honesty and fair play
- ❖ Recognise changes in my body when I do exercise
- ❖ Begin to understand simple tactics

Relationship Education/PSHE



Aiming high

- ❖ Identify star qualities in others
- ❖ Give examples of positive learning attitude statements
- ❖ Identify attributes they have that would suit them to a desired job
- ❖ Challenge stereotypes/Discuss their ambitions
- ❖ Identify ways next year will be different and explain why they think this

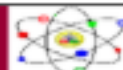
Religious Studies (RS)



What does it mean to belong to Islam?

- ❖ Understand how the everyday actions of a Muslim are influenced by their beliefs and values
- ❖ Retell Muslim stories and messages and explain what is important to a Muslim person and why
- ❖ Explain why Muhammad (SWA) is important for Muslims and how Muslim people show they belong to their religion

Science



Seasonal Changes

- ❖ Find out about different seasons and how to describe them
- ❖ Find out about the seasons and how they are different
- ❖ Find out about how animals and humans are affected by the seasons
- ❖ Find out about the day length is affected by the seasons

Year 1- Islamiyyah Series Book 2						
	Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
Akhlaaq	-Akhlaaq in the classroom -Akhlaaq at home)	Salam: -How do we make Salam? -When do we make Salam? -When do we not make Salam?	Bismillah: -When do we say bismillah	Alhumdulillah -When do we say Alhumdulillah?	JazakaAllah Khayraa -When do we say JazakaAllah Khayraa?	InshaAllah -When do we say InshaAllah?
Aqa'id	What is Aqa'id? -Aqa'id	-Who are we?	-Kalimah Tayyibah	Who is Allah?	Our creator	Five pillars of Islam and what are they?
Fiqh	Using the Toilet: -Before entering the toilet room -When using the Toilet -After using the Toilet	Staying Clean: -Keeping our body clean -Keeping our clothes clean -Keeping the area around us clean	Wudhu: -Why do we do wudhu?	Making wudhu: -First six steps of making wudhu -Last six steps of making wudhu	Things that Break Wudhu	Ghusl
Islamic History	Creation of the world: -Nothing but Allah -Allah the most High and activities	First humans on earth (4 topics): -Angels and Jinns -Adam (AS) -Adam (AS) is taught the names of everything -The Angels bow down to Adam (AS)	First humans on earth: -Hawa (AS) -In Jannah -Children of Prophet Adam (AS) and activities	Prophet Nooh (AS): -The Ark -The flood and activities	The friend of Allah the Most High (3 topics): -Prophet Ibrahim (AS) -The fire -Water of ZamZam	The friend of Allah the Most High (3 topics): -The great test -Building of the Holy Ka'bah and activities

Duas from An-Nasiha book - F1 and F2

Year 1- Islamiyyah Series Book 2						
	Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
Akhlaaq	-Akhlaaq in the classroom -Akhlaaq at home)	Salam: -How do we make Salam? -When do we make Salam? -When do we not make Salam?	Bismillah: -When do we say bismillah	Alhumdulillah -When do we say Alhumdulillah?	JazakaAllah Khayraa -When do we say JazakaAllah Khayraa?	InshaAllah -When do we say InshaAllah?
Aqa'id	What is Aqa'id? -Aqa'id	-Who are we?	-Kalimah Tayyibah	Who is Allah?	Our creator	Five pillars of Islam and what are they?
Fiqh	Using the Toilet: -Before entering the toilet room -When using the Toilet -After using the Toilet	Staying Clean: -Keeping our body clean -Keeping our clothes clean -Keeping the area around us clean	Wudhu: -Why do we do wudhu?	Making wudhu: -First six steps of making wudhu -Last six steps of making wudhu	Things that Break Wudhu	Ghusl
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Duas from An-Nasiha book - F1 and F2

Quranic Curriculum

Quranic Studies - Primary						
	Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
Reception (Islamiyyah series- Alif to yaa)	أ to ج (Alif to Jeem) Pages 1-10	ح to ر (Haa to Raa) Pages 11-20	ز to ض (Zaa to Daad) Pages 21-30	ط to ف (Taa to Faa) Pages 31-40	ق to ن (Qaaf to Noon) Pages 41-50	ي to م (Meem to Yaa) Pages 51-58
Lower Qaidah (Islamiyyah series-Ahsanul Qawaidh)	Letters Pg4- Dhamma Pg14	Mixed Signs Pg15- Alif Maddah Pg26	Long Fatha Pg27- Shadda Into Pg35	Shaddah Pg36- Silent Letters Pg43	Qalb + Noon Qutni Pg44- End Mixed Examples	Practice Qiadah Fluency + Revision Of Qaidah
Higher Qaidah (Islamiyyah series-Ahsanul Qawaidh)	Long Fatha Pg27- Shadda Into Pg35	Shaddah Pg36- Silent Letters Pg43	Qalb + Noon Qutni Pg44- End Mixed Examples	Practice Qiadah Fluency + Revision Of Qaidah	Qaidah Recap	Qaidah Recap
Juz Amma	Qaidah Recap	Surah Naas- Surah Bayyinah	Surah Qadr- Surah Layl	Surah Shams- Surah Tariq	Surah Burooj- Surah Takweer	Surah Abas- Surah Naba
Lower Quran	Para 1	Para 2	Para 3	Para 4	Para 5	Para 6
Higher Quran	Para 7	Para 8	Para 9	Para 10	Para 11	Para 12

Key days for diary

Monday- Mental maths test



Wednesday- Return homework



Friday- Spelling tests



Friday- P.E



Friday- Receive new homework



Attendance and punctuality



Please ensure your child arrives to school everyday and on time. PY students use a reward system to encourage students to be punctual which contributes to their 'house points'. Overall class winner for the term receives a prize.

It is vital your child does not have absences from school without a valid reason as this impacts on their vital learning time.

**ATTENDANCE
MATTERS**



No nut policy

As a Health Promoting School, Quwwat Ul Islam is committed to encouraging and developing positive attitudes towards food and a healthy diet. In accordance with, Every Child Matters agenda 2004, and to support the 5 outcomes for children, promoting a healthy lifestyle is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about what, when, where and why they eat. **Please note that we are a NUT FREE school**



School communication



All correspondence will be sent out via class dojo. It is important your email address is registered and updated with admin in order for you to receive any updates, news, events or reminders from the school.

If you wish to speak to the class teacher, you can do so at dismissal time or book an appointment with admin for yourself to receive a face to face meeting or a phone call.



Jazakallah for attending today's workshop

Any questions?

