

Quwwat-Ul-Islam Girls' School



Nursery Curriculum Overview Map

School Motto
Together we can achieve more
School Values
Respect . Aspiration . Responsibility
Learning Drivers
Caring for Ourselves, Our World, Our Education, Our Rights

School Vision Statement

To establish a school of excellence both **Islamically** and **Academically** - Provide a **holistic** education which is inspired by: **Taqwa**: God consciousness **morals and values** inspired by the prophet (saw) coupled with **academic excellence**.

At Quwwat-UI-Islam girls' school we adhere to the following:

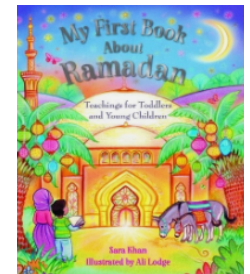
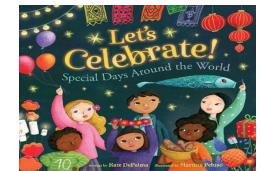
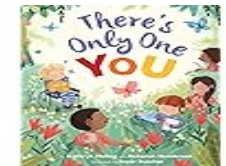
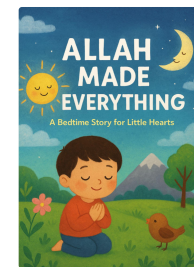
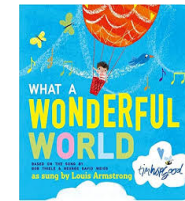
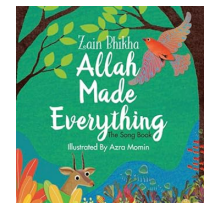
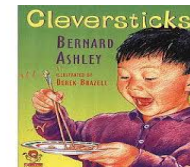
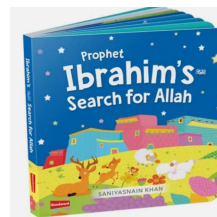
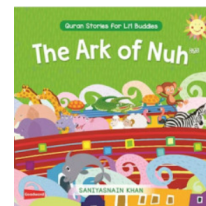
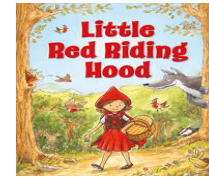
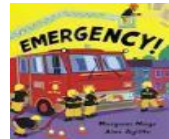
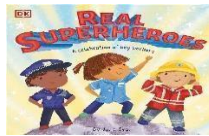
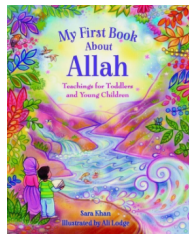
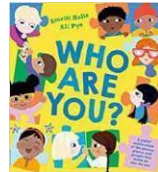
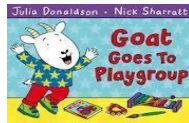
- **Mutual respect and tolerance** - We respect and care for everybody.
- **Democracy**– We promote the right of every individual to have their opinions and voices heard.
- **The rule of the law** – We understand that laws and rules protect us and at the same time provide us with responsibilities, by breaking them there are consequences

Nursery Curriculum Map

Please note, Our curriculum follows the interests, fascinations and current needs of our children so may change as needs arise

Term	Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
Topics	It's Good to be Me!	Community Helpers	Which fairy tales & classical stories do we love?	How do things grow?	Our Wonderful World	Let's Celebrate!
Core Objectives	To settle into routines and rules within the nursery. To develop relationships and confidence to access provision.	To develop an understanding of different jobs and roles within our community.	To develop an awareness of stories that they can talk about and retell.	To develop curiosity about animals and plants and their lifecycles	To develop an understanding of and curiosity about our world and beyond (Space). To develop an understanding of how to care for the planet.	To develop an awareness and respect for a variety of festivals and celebrations. To celebrate their achievements and to develop awareness of their transition into the next phase of their education (Reception).
Islamic Objectives	Children begin to understand who they are as Muslims. They learn that Allah created them, they worship Allah, and they belong to the religion of Islam. They start recognising basic aspects of their identity such as saying Bismillah, Alhamdulillah, and learning that Prophet Muhammad ﷺ is our Prophet. Children will learn the five pillars of Islam. Link: Safar Academy Book 1 Topic: Who am I?	Islam teaches that helping others is beloved to Allah. Community helpers care for people and make society safe. Through this topic, children can begin to understand that helping others is part of being a good Muslim. Even small actions like sharing, helping tidy up, or caring for someone who is hurt are considered acts of kindness and charity (sadaqah) in Islam. Link: Naseeha Book 1 Topic: Helping others Feeding the hungry Kindness to neighbours	Islam values storytelling for teaching good character. The Qur'an contains many stories that teach lessons. Children will learn the story of Ibrahim AS and the story of Nuh AS. Link: Naseeha Book 1/3 Topic: Nuh AS Ibrahim AS	In Islam, children learn that Allah is the One who makes everything grow. Plants, trees, fruits, and flowers grow because Allah sends rain and gives life to the earth. Through this topic, children begin to understand that the natural world around them is part of Allah's creation and a blessing for us. Link: Quran Topic: Surah An'am 6:99	Through this topic, children learn to notice and appreciate the natural world. When they see animals, flowers, rainbows, or the sky, they can remember that Allah created everything. This helps children develop a sense of wonder and gratitude towards Allah. Link: Quran Topic: Surah Fussilat 41:9	Through this topic, children begin to understand that celebrations in Islam are connected to gratitude, worship, and kindness. For example, Eid al-Fitr comes after the month of Ramadan, when Muslims thank Allah for helping them complete the month of fasting. Eid al-Adha reminds Muslims of the story of Prophet Ibrahim and teaches the values of obedience to Allah, sharing, and generosity. Link: Naseeha Book 1 Topic: Hajj and Sawm
Qaidah/Arabic	Children will be learning Surah Fatihah, 1st kalimah and the following letters from the arabic alphabet: ا ب ت ث ج	Children will be learning Surah Naas, 2nd kalimah and the following letters from the arabic alphabet: ح خ د ذ ر	Children will be learning Surah Falaq, 3rd kalimah and the following letters from the arabic alphabet: ز س ش ص ض	Children will be learning Surah Ikhlās, 4th kalimah and the following letters from the arabic alphabet: ط ظ ع غ ف	Children will be learning Surah Lahab, 5th kalimah and the following letters from the arabic alphabet: ق ك ل م ن	Children will be learning Surah Nasr, the seven articles of faith and the following letters from the arabic alphabet: و ه ء ي

Core Texts



Special Whole School Events	Black History Month	Muslimah of the Term Awards Assembly	Ramadan	Eid ul Fitre Muslimah of the Term Celebration Assembly		Muslimah of the Year Celebration Assembly
Special Visitor(s) Trip	Walks around the local community Chaucer Road Dunbar Road Upton Lane	Story Time with Becky at The Gate Library Visit from Dr. Simon - Dentist Visit from Newham Fire Brigade	Story Time with Becky at The Gate Library	Story Time with Becky at The Gate Library	Story Time with Becky at The Gate Library	Story Time with Becky at The Gate Library
Parental Involvement	Getting to know you Home Visits Stay and Play - Settling in period Parent Workshop Term 1.1	Parent Reading Afternoon Academic Review Day Parent Review of Special Books Parent Workshop Term 1.2	Parent Reading Afternoon Parent Workshop Term 2.1	Parent Reading Afternoon Academic Review Day Review of Special Books Parent Workshop Term 2.2	Parent Reading Afternoon Parent Workshop Term 3.1	Parent Reading Afternoon Parent Review of Special Books Nursery Graduation! Parent Workshop Term 3.2
Prime Area Communication and Language	Develop their pronunciation but may have problems with some sounds; r,j,th,ch,sh	Pay attention to more than one thing at a time, which can be difficult Understand a question or instruction that has two parts such as, "Get your coat and wait at the door".	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Enjoy listening to longer stories and can remember much of what happens Use longer sentences of 4-6 words	Use a wider range of vocabulary Understand 'why' questions Start a conversation with an adult or a friend and continue it for many turns	Use talk to organise themselves and their play Know many rhymes, be able to talk about familiar books and be able to tell a long story	Be able to express a point of view and debate when they disagree with an adult or a friend
Development Matters Links	Develop communication sometimes having problems with irregular tenses					
I know/can Statements	I know how to pronounce the sounds,r,j,th,ch and sh accurately I know how to communicate, but I sometimes struggle with my tenses such as 'runned' for 'ran', 'swimmed' for 'swam'	I know how to answer a question with two parts I know how to follow a two part instruction I know how to concentrate on more than one thing at a time	I know a variety of rhymes I know how to speak in longer sentences and can use 4-6 words in my sentences I can listen to longer stories and remember what happens	I know how to use different vocabulary I know how to answer 'why' questions I know how to take part in conversations with my teacher and my friends and continue it many times	I know how to organise my play and myself I know lots of rhymes I know how to tell a long story I can talk about some familiar stories I know	I know my point of view on a topic I can explain my view to others even when they do not agree with me

Prime Area Personal, Social and Emotional PSED Development Matters Links I know/can Statements	Increasingly follow rules understanding why they are important Talk about their feelings using words like, happy, sad, scared, angry Select and use activities and resources with help when needed	Become more outgoing with unfamiliar people in the safe context of their setting Play with one or more children, extending and elaborating play ideas	Remember rules without needing an adult to remind me Show more confidence in new social situations	Talk with others to solve conflicts Understand gradually how others may be feeling	Find solutions to conflicts and rivalries Develop appropriate ways of being assertive	Develop their sense of responsibility and membership of a community
	I know the rules and routines in the nursery and am beginning to follow them I can separate from my caregiver with support I can identify members of my family and talk about who is special to me I can name basic emotions (happy, sad, angry, scared) using visual supports/prompts I know how to find resources and ask for help if I need it I am learning how to join in with others in play	I can play along with others and begin to share and take turns with some help I know that people celebrate in different ways and I can talk about celebrations that are important to me I feel safe and confident to interact with familiar and some unfamiliar adults I can express how I feel in simple terms using words or visuals	I can talk about different people in my community I can talk about what they do and how they help us I can follow rules and routines more independently I can adapt to changes in routine or new situations with support I am learning to express my feelings in different contexts (e.g. excited, nervous, proud)	I can talk about how characters feel in stories and link these to my own feelings I can listen and join in with familiar stories and rhymes I can take turns in small group games or activities with adult support I am learning how to manage small conflicts using words and support from adults	I know how to care for living things and talk about their needs I am beginning to manage strong feelings with adult support for example using calming strategies I am beginning to use words to express disagreement or need ("I don't like that", "I want a turn") I show resilience by trying again after difficulty or disappointment	I can talk about the groups that i belong to (family, nursery, community) I can talk about what i like and do not like I can talk about what makes me unique I am beginning to talk about my feelings about change or moving on I can reflect on positive experiences from the year I show independence in managing my needs and behaviour

Prime Area Physical Development Development Matters Links	Use one handed tools and equipment Use large muscle movements to wave flags, streamers, paint	Go up steps and stairs or apparatus using alternative feet Collaborate with others to move objects Scissor skills cutting along a straight line Use one handed tools and equipment	Continue to develop movement and balancing, riding and ball skills Be increasingly independent to meet own care needs on	Choose the right resources to carry out a plan Match their developing physical skills to tasks and activities Use one handed tools and equipment	Use one handed tools and equipment Show a preference for a dominant hand Make healthy choices Increasingly able to use and remember sequences and patterns of movement with rhythm	Use one handed tools and equipment Use a comfortable grip with good control Take part in activities they make up for themselves
	I know/can Statements I know how to make snips in paper I can use large movements to paint, wave, swirl	I can skip, hop, stand on one leg I know how to work with a friend I can go up and down steps safely I can use scissors to cut a straight line	I can keep my balance I know how to use the toilet independently I can get dressed and undressed I can fasten my coat I know how to cut along a wavy line	I can select resources to follow my plan I know how to cut along a wavy line	I know which is my preferred hand I can throw , kick and catch a large ball I can cut around a shape I know some healthy choices I can make some of my own healthy choices	I know what my comfortable grip is when mark making I know how to make my own games and play them I can cut around a shape
Specific Area Literacy Development Matters Links	Know that print has meaning We read English text from left to right and from top to bottom Print can have different purposes	Know the names of the different parts of a book Know the sequence of pages	Know the names of the different parts of a book Use some of their print and letter knowledge in their early writing	Know the names of the different parts of a book Use some of their print and letter knowledge in their early writing	Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing	Write some letters accurately Write some or all of their name Use some of their print and letter knowledge in their early writing
	I know/can Statements I know print has meaning	I know a book has a title I know a book has a front and back cover	I know how to talk about books I can use new vocabulary	I know a book has an author and what they do	I know a book has an illustrator and what they do	I know a book has a blurb and what it is

Phonics ReadWriteInc Ready https://docs.google.com/document/d/1ibcz74ZY0P2MoVCoV-G88woG7UKkWMhr/edit	I know print goes from left to right and from top to bottom I know print can be used for different purposes e.g Bus stop sign my nursery sign	I know that pages go in order I know a book has an author I know books have pictures	I can write some letters accurately	I can use my knowledge of letters in my early writing I can write some letters accurately	I know how to talk about stories and talk about the characters I can write some letters accurately	I know how to talk about stories and say what I like/dislike I know how to write some or all of my name
	RWIR: Aspect 1: Environmental Sounds RWIR: Aspect 2: Instrumental sounds RWIR: Aspect 3: Body Percussion	RWIR: Aspect 1: Environmental Sounds RWIR: Aspect 2: Instrumental sounds RWIR: Aspect 3: Body Percussion	RWIR: Aspect 4: Rhythm and Rhyme RWIR: Aspect 5: Alliteration	RWIR: Aspect 6: Voice Sounds RWIR: Aspect 7: Oral Blending and Segmenting	RWIR: Aspect 1: Environmental Sounds RWIR: Aspect 2: Instrumental sounds RWIR: Aspect 3: Body Percussion RWIR: Aspect 4: Rhythm and Rhyme RWIR: Aspect 5: Alliteration RWIR: Aspect 6: Voice Sounds RWIR: Aspect 7: Oral Blending and Segmenting	RWIR: Aspect 1: Environmental Sounds and RWIR: Aspect 2: Instrumental sounds RWIR: Aspect 3: Body Percussion and RWIR: Aspect 4: Rhythm and Rhyme RWIR: Aspect 5: Alliteration and RWIR: Aspect 6: Voice Sounds RWIR: Aspect 7: Oral Blending and Segmenting
Specific Area Mathematics Development Matters Links https://docs.google.com/document/d/1eDi6T9ftqgsRdi_us5041e1H08FXUTf/edit#heading=h.we88r8lfted	Compare quantities using language: 'more than', 'fewer than' Talk about and explore 2D and 3D shapes Notice patterns and arrange things in patterns	Recite numbers past 5 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')	Becoming familiar with patterns in daily routines Joins in with and predicts what comes next in a story or rhyme Beginning to understand that things might happen now or at another time, in routines	Say one number for each item in order: 1, 2, 3, 4, 5 Show 'finger numbers' up to 5 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Select shapes appropriately: flat	Talk about and identify patterns around them Extend and create ABAB patterns – stick, leaf, stick, leaf Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating items

			Understand position through words alone Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Discuss routes and locations, using words like 'in front of' and 'behind' Talk about and identify the patterns around them	surfaces for building, a triangular prism for a roof, etc Combine shapes to make new ones – an arch, a bigger triangle, etc Describe a familiar route Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Show 'finger numbers' up to 5 Compare quantities using language: 'more than', 'fewer than' Talk about and identify the patterns around them Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'Straight', 'flat', 'round'. Discuss routes and locations, using words like 'in front of' and 'behind'	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Show 'finger numbers' up to 5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Extend and create ABAB patterns – stick, leaf, stick, leaf Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Notice and correct an error in a repeating pattern Compare quantities using language: 'more than', 'fewer than'.
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I know/Can Statements							
	Collect objects to compare amounts Make simple comparisons of amounts	Hear some number names Join in saying some number names	Join in with repeated actions in songs Join in with repeats in songs and stories	Make actions when saying counting words Move fingers when saying counting words	Match simple shapes Push some shapes and blocks together	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')	
	Look for collections of large and small amounts	Join in stable order counting forwards	Sing some refrains independently	Count out up to 3 objects from rhymes	Make simple arrangements	• Show 'finger numbers' up to 5	
	Compare and talk about large and small amounts	Practise saying number names in order	Have a sense of daily routines	Notice number symbols as labels	Talk about arrangements	Say when there is 1 dot	
	Explore and play with shapes	Join in stable order counting backwards	Say what happens next	Label amounts as 1 and not 1	Follow simple routes outside	Say when there are 2 dots	
	Put shapes and blocks into position	Copy the sequence of 1, 2 and 3	Make arrangements in art	Explore shape resources	Follow toys around a simple route	Recognise 1 and 2 in different arrangements	
	Look for collections of large and small amounts	Copy fingers to represent 1, 2 and 3	Respond to simple language of position	Explore more complex inset jigsaws	Say when there is 1 dot	Say when there are 3 dots	
	Begin to explore and describe natural shapes and objects	Begin to count actions	Arrange blocks in a chosen position	Talk about simple positions	Say when there are 2 dots	Recognise 1.2 and 3 in different arrangements	
	Show interest in simple differences between shapes	Say number names in order	Select shapes for a space	Move into simple positions	Recognise 1 and 2 in different arrangements	Sing their own songs independently	
	Select shapes for a reason	Begin to recognise that anything can be counted	Recognise when 2 objects are the same shape	Move through positions	Say when there are 3 dots	Clap in time to a beat	
	Find and collect objects for a purpose	Notice images in books	Explore and describe shapes and objects	Follow simple small-world routes	Recognise 1.2 and 3 in different arrangements	Make and talk about movement patterns	
	Start to join in songs with repeats	Respond to "I see 1, 2, 3"	Sort shapes and objects into simple categories	Explain simple pattern arrangements	Notice when two collections are the same	Talk about objects in patterns and arrangements	
	Start to join in with repeats from stories	Recognise "I see 1, 2, 3"	Copy fingers to show 1	Make roads and bridges with intent	Make collections of small objects the same	Copy AB patterns with support	
	Clap along to songs	Look for collections of large and small amounts	Copy fingers to show 2	Choose blocks to copy simple creations	Make collections of large objects the same	Continue AB patterns with support	
	Make line patterns with own sequences	Look for collections of large and small amounts	Copy fingers to show 3	Make simple line patterns with objects	Recognise two collections are the same using large and small objects	Match dot patterns	
			Show 1 finger when seeing 1 item in stories	Make simple pattern arrangements	Make collections the	Play subitising games	
			Show 2 or 3 fingers when seeing 2 or 3 in	Show an interest in patterns and shapes		Copy sets of sounds	
						Listen to and represent sounds with fingers	

			stories Show 1, 2, 3 on fingers when asked		same using large and small objects Sort and talk about their own collections join in fully with sequences and songs Sing rhymes independently Lead sequences and songs Read on in familiar repeating stories Copy art-based simple patterns Explore own line and repeating patterns in art Complete shape-match puzzles Complete simple jigsaws Match objects to pictures Match objects to shadows Explore objects and small world from different positions Make simple routes in small world with lines and curves	Listen to and represent sounds with resources Sing rhymes to 5 and join in with movements Move props to 5 Move props back from 5 Show fingers to 5 Begin to count 5 objects with one-to-one correspondence Match numerals to quantities when acting out songs
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Rhymes Linked to Maths	• I'm a Little Teapot • Old MacDonald Had a Farm • Build It Up	• One Potato, Two Potato • One, Two, Buckle My Shoe • Here Is the Beehive • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • Baa Baa Black Sheep • When Goldilocks Went to the House of the Bears • Wind the Bobbin Up	• I Can Clap My Hands • If You're Happy and You Know It • Muffin Man • Hokey Cokey	• When Goldilocks Went to the House of the Bears • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • In and Out the Dusty Bluebells • London Bridge is Falling Down	• Three Little Speckled Frogs • Three Little Monkeys • Three Little Men in a Flying Saucer • One Man Went to Mow • Humpty Dumpty • Teddy Bears' Picnic • 1, 2, 3 Black Dots Once I Caught a Fish Alive) • Teddy Bears' Picnic • Twinkle Twinkle Little Star • I'm a Little Teapot • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • Baa Baa Black Sheep • Wind the Bobbin Up • Three Little Ducks	• Teddy Bears' Picnic • Twinkle Twinkle Little Star • I'm a Little Teapot • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • Baa Baa Black Sheep • Wind the Bobbin Up • Three Little Ducks
Specific Area Understanding the World	Begin to make sense of their own life story and family history	Talk about the differences between materials and changes that they notice	Explore and talk about forces they can feel	Explore collections of materials with similar and different properties	Plant seeds and care for growing plants	Talk about family, community and wider experiences
Development Matters Links	Use all of their senses in hands-on exploration of natural materials Lifecycles- human- how old am I?	Explore how things work	Show an interest in different occupations Continue developing positive attitudes about differences between people	Talk about what they see using a wide range of vocabulary	Begin to understand the need to respect and care for the natural environment and all living things Understand the features of a life cycle plant/butterfly	Explore how things work
I know/can Statements	I know how old I am I can name members of my family and say who lives with me I know how to explore objects using my senses (e.g. "It feels soft", "It smells nice")	I know that some materials (ice, chocolate, dough) change when heated or cooled I can talk about different materials using basic properties (e.g. hard, soft, shiny, bendy)	I know about different occupations and can describe what people do in their jobs I know that people have different cultures, appearances, and	I know that spring is a season and can notice some signs of spring (e.g. flowers growing, baby animals, warmer weather) I know and can name simple natural	I know how to plant seeds and talk about what plants need to grow (sun, water, soil) I know and can describe the life cycle of a butterfly using simple language (e.g.	I know that there are different countries in the world and can name a few with support (e.g. "People live in Africa – it's hot there") I know some simple differences between countries (e.g. weather,

		I can talk about changes in the natural world linked to autumn and winter (e.g. leaves falling, weather getting colder) I am beginning to understand that different people celebrate different things in different ways	abilities and that this makes us special I know that things move in different ways and can be pushed or pulled I can explore magnets and describe how they attract or repel certain materials	materials (e.g. wood, leaves, stones, water) I am beginning to talk about what I can see, hear and feel in natural environments like the woods or garden I know that some animals live in the woods and begin to name a few (e.g. fox, owl, rabbit) I am beginning to understand that places look different at different times of the year (e.g. snow in winter, flowers in spring)	egg, caterpillar, cocoon, butterfly) I know what animals need to stay alive and healthy (food, water, shelter) I show care and responsibility when looking after living things	food, animals, clothes, homes) I know how to care for the world by doing small things (e.g. not dropping litter, recycling, saving water) I can talk about my own family, traditions, and Community I am beginning to show interest in the wider world (e.g. space, oceans, travel) and ask questions about it I can explore and describe how simple things work (e.g. cause and effect: light switches, water wheels, pulleys)
Specific Area Expressive Arts and Design	Show different emotions in their drawing and painting	Use drawings to represent ideas like movement and loud noises- linked to artist	Remember and sing a few rhymes	Sing the pitch of a tone sung by another person- pitch match	Draw with increasing complexity and detail	Create their own songs or improvise a song around one they know
Development Matters Links	Experiment with colour mixing, paint with different parts of the body Take part in simple pretend play, using an object to represent something else	Respond to what they see and hear expressing their thoughts and feelings Sing the melodic shape of familiar songs	Listen with increased attention to sounds Create closed shapes with continuous lines- use these to represent objects	Explore materials freely to develop their ideas about how to use them and what to make Begin to develop complex stories	Join different materials and explore different Textures Make imaginative and complex small worlds with blocks and construction sets	Develop own ideas and then decide which materials to use to express them
I know/can Statements	I can show emotions-sad, happy etc through my art I can lay and use different objects to	I know how to talk about what I see and hear I can play instruments with increasing control- including those I have made	I can remember entire rhymes I know how to listen carefully to sounds I can draw closed	I know there are different materials and can explore using them I can make up my	I can add detail to my drawings I can join materials and use different textures	I can make my own rhymes using those I know I know my own ideas and can try them out

	represent something in my play	I can sing some familiar rhymes	shapes with continuous lines to represent objects I know how to print with different shapes	own stories	I know how to create and build	using different materials
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