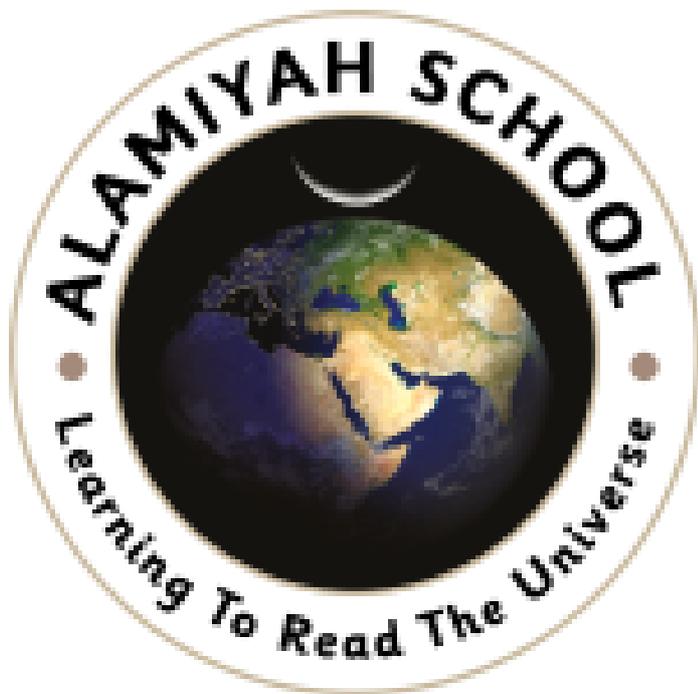


2017

# Curriculum Plan



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# Curriculum Statement

The Curriculum we present at Alamiyah Primary is balanced and relevant to the children's learning and development. It is rich and consists of a number of stimulating learning opportunities and activities designed to meet the requirements of the National Curriculum. Our Curriculum is balanced and promotes the spiritual, moral, cultural, social, emotional, intellectual and physical development of pupils at the school and society and provides learning opportunities, responsibilities and experiences for later life. The Montessori Primary classroom is an interactive environment designed to help children become self-directed independent learners. Children are taught individually and in groups, they work on their own and participate in collaborative team activities. Dr Montessori originated the idea of cross curriculum themes. Many of these themes are reflected in the current National Curriculum. Montessori Education, therefore, is particularly suited to achieving these aims whilst also preparing a child for his or her next school.

At Alamiyah Primary we follow a 'Creative Curriculum' approach and where possible try to link topics across all subjects. Therefore, topics that may not traditionally be a part of a subject may be contained in a curriculum area due to this integrated educational approach. The Alamiyah curriculum lays a solid and rigorous foundation for further study whilst challenging our children in their learning. We have trained teaching staff with a combination of traditional PGCE qualifications and internationally recognised Montessori Diploma's. We also provide teachers with in- house training lead by subject leads who have expertise in their respective fields so that our curriculum is delivered in a way that is consistent with our aims of promoting a rigorous and high quality balanced education. We continually review our curriculum areas and goals to ensure that the curriculum continues to be stimulating, relevant and engaging for all learners.

## Broad Curriculum Goals

- Our aim is to motivate and encourage curiosity within our pupils, so that they become independent learners with inspiration for learning,
- We encourage our pupils to be positive and mindful and teach them to respect of other cultures and people regardless of our differences.
- We encourage our pupils to develop an awareness and appreciation of the local area and the community.
- We educate our pupils with skills for the opportunities, responsibilities and experiences in later life in Contemporary Britain
- We inspire and support our pupils in reaching their full potential



## An overview of the Curriculum at Alamiyah School

The Curriculum at Alamiyah is delivered in 4 main ways.

- 1. The Montessori Primary Environment - Morning Work cycle**
- 2. Whole Class Lessons – Afternoon Lessons**
- 3. The 5 Great Lessons – A Framework for the Primary Curriculum**
- 4. Out of School Learning – Going Out Trips**

The morning work cycle provides time for an assembly and an additional three hours of individual small group lessons and learning time. The morning work cycle is where the children access the Montessori Primary Environment which includes activities from all the subjects in the curriculum. Pupils then have time for lunch and outdoor play before coming in for afternoon whole group lessons. In the afternoons children engage in lessons that are taught by specialist teachers, lessons that the whole class can engage in together and lessons that require out of class learning like Outdoor Skills and Physical Education. Another major component in our curriculum delivery is the incorporation of the Great Lessons and Cosmic Education as anchors for the entire curriculum. Finally Dr. Montessori's vision for this age included an element of the primary program called 'Going Out'. The Going Out program allows children to get hands on learning experiences. Children are also led to greater social autonomy as well as building a connection with the world outside the classroom, through Going Out trips.

The Montessori middle primary class for 6-9 yrs balances the child's developing imagination and powers of abstraction with concrete, hands-on materials. In middle primary, we continue to nurture self-management and self-direction, each activity is presented in a structured sequence to lead children towards independent discovery and understanding. Similar to Alamiyah Pre-school, the middle primary class is also a multi-age class with children from 6 to 9 years old. These children then progress to a mixed age upper primary class of 9-12 year olds. Our pupils remain in the same classroom with the same group of children and teachers for three years to build strong and sincere relationships which in turn shape the entire school community from the early years through to primary.

Within the classroom pupils are given lessons and are free to practice and refine the skills of each lesson at their own pace. They are guided to manage their time and to meet the responsibility of working on a broad curriculum. Children cannot choose only to work on the subjects they find most interesting. The teacher encourages children to find connections in the work and helps them to see interest throughout.



## Montessori Primary Curriculum

*"This then is the first duty of an educator, to stir up life but leave it free to develop." Dr. Maria Montessori*

As the children pass from Pre-school to Primary there are profound changes to their bodies and to their minds. The child wants to explore the world through imagination and experience, to learn what is right and wrong and to evaluate meaningful roles in society. A primary child has a thirst to know how things have come to be, the history of the universe, the world, humans, and why they behave the way they do. For this age, Dr. Montessori said, "We are to give the child the cosmos".

Cosmic education is integral to the methodology of the Primary 6-12 classroom. It relies on first giving a vision of the structure of an idea in its totality such as 'life on Earth' or 'written language' and then giving many connected lessons that create knowledge and experience of the parts of the whole. This education is more meaningful to the primary child because of how it builds upon itself. Story and idea, narrative and concept, intellectual curiosity and academic skills are woven into a comprehensive fabric that by its very nature will stay with the child long after handwriting and memorization skills are mastered. And those skills, far from seeming pedestrian or dull will be valued because they are understood in their context. The long term goals for pupils immersed in this practice include informed and mature self-direction, enlightened curiosity, emotional well-being based on an understanding of how the world has come to its present state, confidence in an ability to contribute to the world positively and the initiative to do so. The middle and upper primary curriculum is built around the Five Great Lessons given at the beginning of each year:

- The Story of the Universe explores the formation of the stars, the sun and the earth.
- The Coming of Life introduces the children to the idea that life has not always existed on our planet, and that its coming signalled a new balance on the earth.
- The Coming of Humans emphasizes the coming of humanity to the earth as thinking, loving, working form of life.
- The Story of Communication in Signs presents language as a part of history, investigates the various milestones that served to create the Roman alphabet.
- The Story of Numerals introduces the child to the history connected with our numerals.

The Great Lessons are connected stories that span the enormous historical frames of time and space. From this story framework emanate the details of the disciplines: science, mathematics, social studies and language. The story provides an overview, stimulates the imagination and provides holistic lessons. The



children then study the subjects in detail: biology, chemistry, geology, geography, physics, history, art and music. Because of the unifying thread of the Great Lessons, no subject is studied in isolation from the others.

The Primary 6 - 12 years class is the first part of the education for children aged 6 – 12. At about 6 years old we as parents, teachers and friends see the young child change physically, mentally, emotionally and socially into a self-sufficient person. It is like a metamorphosis such as the caterpillar changing into a butterfly. The period 6 – 12 years is a period of stability before puberty. For practical learning the age range is split into two classes, 6-9 years and 9-12 years.

Dr. Montessori was not unique in her observation, she highlighted rather special things about the development of the child in this period. As ever she stressed the holistic nature of the development of the child, bringing out three notable characteristics of this period:

- The need for wider horizons, to go out and explore the world
- The move from concrete to abstract thinking
- The development of a sense of morality closely allied with the intense interest in the social group.

## Development of Abstraction Abilities

As in the Pre-School there is a rich selection of purpose designed Montessori Activities available to guide the children in their development. The transition from a sensorial, physical approach by a child to understanding abstract concepts is the basis of much of the Montessori Material available in the classroom. The Montessori Material scaffolds the learning of the child as they move from physically holding an object to being able to deal with the concept in an abstract manner. Concrete representations allow the child to build a mental schema enabling the child to confidently move to abstraction.

An example of where this occurs is in the teaching of mathematics. There are many mathematical and geometric materials that have been especially developed but to use just three to demonstrate this point we show below the developmental sequence of golden beads – the stamp game – the pegboard. The child will have already started using the “golden beads” in the Pre-School. The child can physically see and touch the different quantities. This is followed by the “stamp game” where number tiles replace the physical beads. This teaches the child to see figures standing in for the physical object. The child will at this stage start to



record on paper the results. Subsequently, when the child is ready (having most likely being absorbed for many hours with or without his or her peers with the other material) the “pegboard” is introduced. Here, different colours represent units, tens, hundreds etc. At this point the child will also be recording the method on paper with a view to progressing to mathematical calculations that do not rely on manipulatives.

## Social Development

The social development of the child in the 6-12 years stage is probably the most prominent we can observe. Suddenly from being quite self-centred the child becomes almost obsessed with the group. Friends become of great importance and the rules of the group become the centre of her life. Socially the child is identifying her role in groups within her society and learning the rules for this. By 6 years the child has finished developing her personality and is now ready to learn about being a member of a group. This is a basic social skill, which will be necessary for adult life.

At Alamiyah, pupils have opportunities to work together to learn and to build meaningful relationships with adults and peers. The emphasis on reflection, mindfulness, meditation, care of self, care of others provides pupils with an environment that is harmonious thereby fostering positive social interactions. Pupils learn how to resolve and respect differences between themselves through the use of the peace table. This is an important way in which children can start to develop the social skills needed to maintain relationships when faced with differences.

Our Cosmic Education curriculum allows pupils to explore who they are and to understand their immense potential, thereby raising their self esteem and confidence. Pupils are therefore enabled to reach out to others to build a community based on the values of love, mercy, compassion and peace. The values explored within Cosmic Education coupled with our Outdoor Educational Program provides pupils with the opportunity to collaborate with others by working in groups to care for their immediate and local environment guided by the principles of balance, natural order, harmony and respect for themselves, others and their surroundings. The sacredness of life coupled with the understanding that each individual has an effect on the future destiny of the planet due to it’s profound interconnectedness, aims to inspire pupils to work for the greater good of the planet. The School plans to become a WWF Green Ambassador School to further encourage citizenship and active participation within the wider community to solve environmental issues that affect us on a global level. In this way we hope to nurture model citizens of our global community with a genuine concern for humanity and the world around us and the integrity to act upon the knowledge they have.

The moral development of the child in the 6-12 years stage is closely associated with their social



development. This is the time when the child starts to differentiate between right and wrong. The limits of right and wrong are obviously strongly influenced by social pressure. Therefore, a time when the child is becoming interested in what his/her friends think is linked to the development of moral awareness. Not only is the child attracted to join a group, but he/she is also attracted to the rules and activities created by the group. At this time the human tendency for order tends to focus on the rules of the group.

Alamiyah School is centred around values which give rise to a democratic classroom ethos where shared class rules of conduct are agreed and drawn up by each class. In this way pupils are able to develop a sense of their own community, with agreed roles and responsibilities taken by all members. On a practical level the implication of this “new sociability “ is that lessons are presented to pupils in small groups who may then work together if they chose. Pupils, when motivated usually ask for more challenges as they become competent and will begin on small group projects to expand their knowledge when their interest has been inspired. The children may come together as a whole community at certain times of the day, but tend to spend much of the regular school day exploring their world on their own and in small groups. In this way they develop the skills of an independent researcher (such as the ability to direct their own learning) and experience collaborating on joint projects with their peers (younger, older or same-age), while broadening their knowledge of the Universe and deepening their appreciation of the inter-connectedness of everything in it.

Our teachers, continually support and follow the children’s interests and facilitate cooperation with others, concentration, independence and love of learning. Also, during these years the child develops their language further by developing their writing skills such as spelling, punctuation, and structured writing. They are also provided with exposure to an array of rich language to use for all future learning and communication.

Every child has an **Individual Learning Plan (ILP)**. These are developed with the child and shared with their parents. They are monitored and updated regularly. As they get older children are supported to write their own ILPs and monitor their own progress through tracking.

In a mixed age classroom the older children are encouraged, and sometimes directed to support the younger children with their work, or teach them how to use a material. Children are actively encouraged to ask each other for help: their learning is consolidated when they show another child how to do something they know.

## Characteristics of a Montessori Community include:



**Freedom:** to choose one's own work both inside and outside; to explore and study a topic that appeals to their imagination. Freedom needs to be balanced by responsibility. Children who choose work spontaneously are responsible for their choices of work.

**Limits:** the work should be constructive and productive. They must understand that work choice needs to include individual work targets (e.g. to improve poor spelling, reading, x tables etc.) as well as work demanded culturally.

**Clear Expectations:** This includes work habits and behaviour. At Alamiyah positive discipline is employed to develop inner discipline in the child, so that they begin to set their own expectations in line with those of the group or community which they then hold themselves accountable to. Children are reminded of the expectations of the class with positive language. Any pupil who displays behaviour which is not part of the acceptable code of conduct will be given the time they need reflect on their behaviour and self correct by taking responsibility for their actions. They will then be guided towards make better choices. If a pupil continues to make choices which cause disharmony and disruption then the root causes and solutions must be explored to seek a positive outcome in the long term.

**Group Work:** We allow the children to choose who they will work with. This makes the formation of society possible. If given this choice they learn the cooperative skills. At some point they learn that they have to give up their personal preference for the good of the group. Responsibility is shared. Children work on one piece of material, taking turns, sharing responsibility for its completion. The skills of cooperation, communication, collaboration and compromise are practised.

**Hard Work:** We convey the expectation that we are asking the child to meet a standard of work worthy of her ability. They need to know that they can be successful on their own. Success motivates the child to continue. Children who can't cope with this freedom are supported to choose.

**Talk:** a constant hum of conversation; it isn't quiet!

**Care of the Environment:** ultimately it is the adult's responsibility, but the children, as part of the community, make their contribution to it. We have a system about what needs to be done, and who is going to do it (Service to the Classroom Chart). Eventually no chart will be necessary because all children will be aware of what needs doing. There are usually three stages: 1. teacher supervises and orchestrates. 2. Less teacher involvement. 3. Children undertake it on their own.

## THE 5 GREAT LESSONS



The 5 Great Lessons provide an overview of the entire Montessori curriculum for the primary age group. They are given in the early days in a 6 – 9 mixed age class, called the ‘Middle Primary’, to set the scene and open up a vision.

Psychologically they are given in dramatic story form, using rich language and personification of the elements. The presentation and story portray a sense of mystery and arouse awe, admiration and interest. They could be given to the whole class, but they don’t have to be. Older children, hearing the story repeated, pick up on details that interest them. A great lesson is often announced early so that children have the opportunity to organise their time and work in order to attend, and especially to prepare their minds.

These lessons are presented to the children at various times in the school year. The stories are presented in a way that appeals to the children’s imagination and that enthuses and inspires them to want to know more. After a Great Lesson is presented, children will then pursue aspects of the story that appeal to them, either individually or in small groups. There are no particular follow-ups. The teacher has to observe the emerging interests of the children. Having observed those interests the teacher will plan essential key lessons and provide books, resources and visits to facilitate the children’s explorations. The teacher aims to become what Maria Montessori described as ‘a story teller of truth’.

The 5 Great Lessons are:

1. **God who has no Hands** – a dramatic cosmic story or fable, which presents the coming into being of the universe and the earth from a formless void. The change came about through obedience to the laws. At the conclusion of this tale we have the earth which is composed of rocks, water and air, solids liquids and gases, spinning round and round itself and the sun continuing to obey these laws. This great lesson opens up all the work in the Montessori Primary, as everything that exists is part of the universe and has a part to play in relation to the totality.
2. **The Story of the Coming of Life** – the scene has been set so we refer to it and we take a look at the point where there seems to be a problem. To solve the problem something else was created and this was life – the blob of jelly. It could eat, grow and create others like itself. Using the timeline of life we follow the evolutionary path giving a general overview. At the end of this story we have the appearance of a very special creature. The creature with the larger brain, the power to think and imagine and the huge amounts of love. This story opens up for the children the work in **biology, history and geography**.



3. **The Story of the Coming of Human Beings** – that is taken up from the point at the end of the coming of life where humans have arrived, and after the impressionistic presentation of the black strip (the length of time) it opens up the area of **cultural history, both pre-history and recorded history**. This is the story of humans, different from other creatures because of their special gifts. The freedom to use their hands because of their upright posture etc.
4. **The Story of Communication Through Signs** – this story and the story of number draws the children’s attention to the inventions of humans who, because of their special gifts, created what was not there before. The human tendency to communicate has led to the development of languages, both written and spoken. We put the children in touch with the language of their society and allow them to explore its history and usage in that society. The children’s exploration is a reasoned exploration, our story is impressionistic. We encourage the children to explore how humans developed a means of communication not using their voices. We want the children to come to realise that this invention was out of necessity. They use the materials that they found around them in their daily lives.
5. **The Story of Number** – another invention by humans. We usually do this story after The Story of Communication Through Signs. It gives children an opportunity to explore the history of mathematics, and the people who invented it. It is an impressionistic story, emphasising that people used what they found around them in their environment.

The 5 Great Lessons are an essential prerequisite in the Montessori Primary. The children need these 5 Lessons before they can continue to explore on their own. Each of the 5 Lessons is limited to what is essential in the story, to help the child follow up with the work him or herself. It is to also help the children understand a particular idea, therefore no unnecessary details are included. Nothing the child can find out by him or herself is given. The lessons are always focused on serving the child’s intelligence.

### **THE FIRST GREAT LESSON (“God With No Hands”)**

This story is not meant to expound a specific theory of the origin of the earth. It is a story – with elements that include mystery, the unknown and truths. It is not meant to be a factual lesson with a string of dry facts – nor is it wholly fantastic – it contains essential parts that will be developed. Mainly that the elements that existed in this fiery mass were given laws.

When telling this story it is important to use grand and lofty language – worthy of the grand and lofty ideas being shared. Montessori, referring to Genesis, wrote:



“God created the heavens and the earth.

It is a simple statement but it has grandeur and the mind stays awake.”

The first Great Lesson is the gateway for all the 6 – 12 Montessori work. It is the first lesson that must be given to all new children. We have found that the timing of the story is critical, it must be told giving time to the children to reflect afterwards e.g. before the end of the day or before lunch. We involve the children as much as possible; older ones in particular can help with the charts and the experiments. The story is told in one sitting, and the rest of the class respect its importance and know not to interrupt the story.

### **The Story**

From the very beginning people have been aware of the miracle of the world they live in. Questions have always been asked, in different languages, in different times. How did the world begin? Why?

In the old days, as they do now, children ask their parents or grand-parents:

*“What was before me?”*

Well. Before you, there was me.

*“But even before you, what was there?”*

Before me, were my parents, and their parents, and the parents of their parents.

*“But before all that, what was there at the very beginning?”*

If you wonder, my child, how everything came into being, the stars that sparkle overhead, the sea which is always astir, the flowers and the beautiful fragrance that they send out, I will tell you that everything came into being because they were obeying the laws of the universe.

*“Everything was obeying? But how can an animal obey?”*

*They don’t understand when we talk to them.*

*And how could a mountain obey, or the wind? They have no ears or hands!”*

They don’t obey you, that’s for sure, but it is certain that they obey the laws of their nature.

They don’t even know that they are obeying them.

The rocks just stay where they are as it is the nature of rocks.

The waves crash as it is the nature of waves.

The lion roams and roars, as it is the nature of the lion.

Every time a cool wind brushes your cheek, if you could hear it, it would be saying

*“I obey.”*



When the sun rises in the morning and colours the glittering sea, the sun, and its rays, and the water too are whispering,

*“I obey.”*

And when you see birds on the wing, or a fruit falling from a tree, or a butterfly hovering over a flower...

the birds and their flight,

the trees and the fruit and its fall to the ground,

the butterfly and the flower and its sweet fragrances are all repeating the same words,

*“This is my nature, and I obey.”*

At the very beginning there was nothing. There was only the deep, an immensity of space with no beginning, and no end, indescribably dark and cold.

Who can imagine that immensity, that darkness and coldness?

And when we think of the dark, we think of night:

but our night would be like brilliant sunshine in comparison with that darkness.

When we think of cold, we think of ice.

But ice is positively hot if you compared it with the coldness of space, the space that separates the stars.

As hot, you might say, as a blazing furnace from which no heat can escape.

In this measureless void of cold and darkness, light was created.

There appeared something like a vast and fiery cloud which included all the stars that are in the sky.

The whole universe was in that cloud, and among the tiniest of stars was our own sun.

But they were not stars then; as yet there was nothing except light and heat. So intense was that heat that all the substances we know – iron, gold, earth, rocks, water – existed as gases, as insubstantial as air. They were all fused together in one vast, flaming intensity of light and heat, heat which would make our sun today feel like a piece of ice.

This raging fiery cloud of nothingness, too huge to imagine, moved in the immensity of freezing space, which was also nothingness but infinitely more vast. The fiery mass was no bigger than a drop of water in that ocean of space.

As this cloud of light and heat moved through empty space, little drops fell from it. Like drops of water that might be thrown from a swinging bucket, some of it holding together and the rest breaking up into little drops. Some of these drops became the stars. There are many, many stars, countless numbers of stars like these little drops. Only instead of falling they are moving around in space in such a way that they can never meet. They are millions of miles from each other.



Some stars are so far away that it takes the light of some of them millions of years to reach us.

Do you know how fast light travels?

100 miles per hour? 200 miles per hour? 1000 miles per hour?

No, much faster. Light travels 186,000 miles, not per hour, but per second. Imagine how fast that is!

It means in one second, light can travel 7 times around the WHOLE world.

And do you know how big the world is? 25000 miles around at its equator.

If we were to drive at 100 miles an hour, continuously, all day and all night without stopping, it would take us more than 10 days to cover that distance.

And yet light covers it 7 times in one second.

You snap your fingers and light has gone around the earth 7 times.

So you can imagine how far away some of these stars are, that it takes their light one million years to reach us.

And there are so many stars that scientists have calculated if each one of them were a grain of sand, all the stars together would cover up the whole of Europe up to a height of about 3 meters. (demonstrate)

One of these grains of sand is our own sun, one millionth part of this grain is our earth, an invisible speck of nothingness.

You wouldn't think so, would you? The sun doesn't look that big. But that's because it is so far away.

The light from it takes about eight minutes to reach us, and if we were to travel that distance at 100 miles an hour it would take us a little more than 106 years to reach the sun.

Thus, in fact, the sun is one million times bigger than the Earth, so big that one of its flames can contain 22 earths

### **CHART 1a – The Sun and The Earth**

What was wonderfully marvellous is that all these stars and planets moved in harmony. Each little speck of these particles making up the universe had a set of rules to follow.

Each was obeying. For example, little particles moving at a fantastic speed, at first hot and like smoke or vapour had their rule to follow:

*“As you become cold you will come closer together.”*

And so they cooled, they moved more and more slowly, clinging closer and closer to each other, occupying less and less space.

And so, depending on the temperature, some particles are in a SOLID state, some are in a LIQUID state, some are in a GASEOUS state.



### **DEMONSTRATION 1: The States of Matter**

There were other laws the particles obeyed. Some particles had a special love for each other, some particles had a particular dislike for each other. Some particles were attracted to each other and some were not. A bit like human beings.

### **DEMONSTRATION 2: Likes and Dislikes**

Because of these laws, and depending on the temperature, particles moved and combined and formed themselves into different groups: the SOLIDS, the LIQUIDS, the GASES.

In the solid state, the particles obeyed their law.

*“Cling together so closely that it will be almost impossible to separate.”*

Because of this solids have a shape of their own.

In the liquid state, the particles obeyed their law.

*“Cling together, but not so closely.”*

Liquids then have no shape of their own and their particles can roll over each other.

### **DEMONSTRATION 3: Spheres in Tumbler**

Liquids can flow and spread. They will always push downwards and sideways, but never upwards. That is why we can put our hand in water, but we cannot plunge it inside a rock.

In the gaseous state, the particles obeyed their law.

*“Do not cling together, but move freely in all directions.”*

Gases have no shape of their own at all.

There is something very interesting about this. The particles do not have to remain solid or liquid or gas no matter what. Depending on the temperature, different particles can be in a different state.

### **DEMONSTRATION 4: Different Solids and their Reaction to Heat**

So the particles in that little drop that was to become our earth obeyed their laws.

The drop went on spinning and spinning around itself, and around the sun in the cold of space.

As time went on, the particles that were on the outer edge became cold and shrank, huddled together and hurried to the earth. As soon as they approached the hotter part, they became hot and they moved apart and up they went again.

And so they were dancing, the hot particles, like little angels, journeyed upwards, carrying up burning heat, and then became cold and brought back downwards freezing cold.

### **CHART 3a: The Dance of the Elements**



How marvellous it is, and how simple. If you become hot, you expand, and as you expand you become lighter and soar upwards, like a bubble of air in water. But if you become cold, you shrink and fall, like a grain of sand sinks to the bottom of a pond.

Because of this law, the Earth gradually changed from a ball of fiery matter to the Earth we know.

The tiny radiant particles obeyed their laws as they danced their dance, particles too minute to be seen or even imagined, yet numerous enough to have produced the world.

For hundreds, thousands, millions of years this dance went on. Finally, the particles settled down, like tired dancers, and one after another they became first liquid and then solid. As they became liquid or solid some of them joined others to which they were attracted, forming new substances.

The heavier ones went nearer the heart of the earth, and the lighter ones floated above them like oil floating on water.

#### **DEMONSTRATION 5: Light and heavy liquids.**

A thin scum was formed, like the skin which forms on milk when it is boiled and left to cool. It seemed as if the Earth had taken some shape. But the particles inside this skin were still very hot and felt trapped.

What else could they do except obey their law.

*"If you are hot you expand and go up."*

There was no place to expand, so they burst out. They broke the skin. It was like a terrible fight.

#### **CHART 4a: The Time of Volcanoes**

#### **DEMONSTRATION 6: The Volcano**

Eventually, the fighting ceased.

As everything cooled down, more and more gases became liquid, more and more liquids became solids.

As soon as the rock had cooled down, water was able to return to the Earth, and it rained and rained and rained.

The Earth shrank and became wrinkled like an old apple that has been left in a cupboard.

The wrinkles became the mountains and the hollows the oceans.

The water being liquid filled every hollow and crevice it found in its path – that's how the oceans were formed

Above the oceans was air – the air that we breathe.

The clouds disappeared. The veil was withdrawn.

The sun could once again smile on its beautiful little daughter, the Earth.

#### **CHART 5a: The Final Arrangement of Rocks and Water**



Rocks, water, air.

Solids, liquids, gases.

Today, as it was yesterday and millions of years ago, the laws are obeyed in the same way.

The world spins round and round itself and round and round the sun.

And today, as it was millions of years ago, the earth and the elements and compounds it is made of, as they fulfil their task whisper with one voice:

“We obey.”

And that is the First Great Lesson.

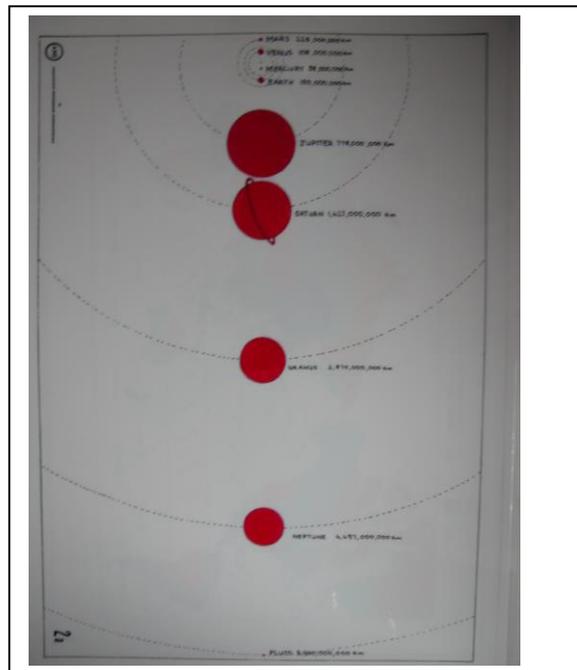
There is no particular follow-up in the first telling, but on another day the story is repeated and there are some specific follow ups. For instance

## 2<sup>nd</sup> TELLING:

Interest is aroused in children who have heard the story before. We gather a group and tell them the story again. After a discussion we recap what they learned and what they know. Then we say:

*I want to tell you more about the Earth.*

We show chart 2a at this point





We speak about the family of the Sun:

the relative distance

the order of the planets

the orbits of the planets

the sizes of the planets.

Other follow-ups include experiments such as

#### **EXPERIMENT 1: Cold**

**MATERIAL:** 2 identical containers full of crushed ice;

2 identical thermometers inside each (at start both temperatures are same).

**PROCEDURE:** Record the temperature at the start of the experiment. Add salt to one container, then record the temperature. (The salted container will be colder.)

**STATEMENT:** "Space was colder than ice."

#### **EXPERIMENT 2: What holds the Earth in its orbit around the sun?**

**MATERIAL:** A small bucket of water with a rope attached to it.

**PROCEDURE:** Swing the bucket of water around you.

**STATEMENT:** Centrifugal Force wants the bucket to fly away.

Centripetal Force (the rope) holds the bucket close in its orbit.

And so each of the Great Lessons has a number of points of interest, and a number of possible follow-ups, each of which speaks in a different way to different children. One child may be fascinated by the acid that dissolved rocks before Life began, and is encouraged to study the phenomenon of acid rain. Two or three children may be enamoured by the dinosaur with two brains, and decide to do a research project on dinosaurs. In this way, children work individually or in small groups to explore some aspect of their world in greater depth, enflamed as it were by a point of interest.

The Great Lessons are thus the starting point of an exploration of the Universe, and give the child a vision of the interconnectedness of everything that exists. The next section of this document lists the topics we expect to cover over the academic cycle, by subject area.



## Summary of Curriculum Areas

<b>Integrated curriculum</b>	All subjects presented are part of an integrated curriculum. While teaching manuals with individual lesson plans are made for each subject area, the lessons are presented in the approximate order they would be presented in the life of the child. So the early activities of all the areas are presented parallel to each other at the beginning of the course. This continues in an age appropriate sequence with all of the subject areas together. In this way pupils see the interrelationships among the areas and this helps prepare them for interweaving all the subject areas together.
<b>Geography (Including Physics and Chemistry)</b>	Geography is explored through the use of stories, experiments, charts and children's activities. Geography study has two main sections: natural geography and human geography. Physical Geography includes: creation of the earth, composition of the earth, laws that elements must follow, movements of the earth and their consequences along with the work of air and water. Human geography includes how people have met their needs while living in different zones on the Earth, the interdependence of humans in society and economic geography.
<b>Science</b>	Science is explored through the use of stories, experiments, charts and pupil's activities. The study of science until age 9 includes two main areas: botany and zoology. Botany begins with The Story of Plants and then proceeds to look at the needs of plants, the function of leaves, roots, stems, flowers, fruits and seeds as well as their varieties and their classification. Zoology includes story material about animals, examination of body functions and classification. Botany and zoology are united in a study of ecology. Physics, Chemistry and Geology are learnt about informally through but studied in more detail at 9-12 years.
<b>History</b>	Stories, time lines and charts aid in the presentation of both natural history and human history. Natural history includes geology and the changes in the Earth over time along with the coming of life on Earth. Human history includes the coming of human beings, the fundamental needs of humans, the hunting and gathering of food, the development of agriculture, the growth of urban ways of living, the development of civilizations, migrations, the growth of culture ... to the present day. Pupils move from telling time on a clock to a linear representation of time that enables them to grasp the length of time that it has taken for all of the above to happen.
<b>Music, Dance and Drama</b>	Areas covered in music include singing, listening, music theory and ear training, movement and rhythm, playing instruments, history and literature. Montessori music is designed to be a regular part of the children's everyday environment so it is a regular part of the integrated curriculum.
<b>Physical Education</b>	Develops gross motor skills, builds agility, flexibility, strength, balance, control and coordination through group games, competitive and cooperative activities which become increasingly challenging whilst simultaneously building individual skills. Once skills have been learnt, they are linked in sequences to build more complex movements or skills. Through the PE curriculum, pupils will also learn how to evaluate and assess physical activities or sports and their personal performance in order to improve.
<b>Art, Crafts and Design</b>	Fine Art, Textiles, Crafts and Design are explored through the study of line, form, colour, collage, print, textiles and sculpture. Pupils are taught the skills necessary to be able to use a variety of tools and media. Pupils are encouraged to be creative whilst exploring a variety of different methods used to create art, textiles and 3D sculpture.



	Pupils are encouraged to appreciate art through an exploration of traditional arts and crafts from around the world and by looking at the works of famous artists
<b>Advanced Life Skills</b>	Pupils learn important life skills enabling them to become more independent when caring for themselves, others and the environment. Pupils learn how to cook, clean, tidy, organise and work with materials such as fabric, thread and wood and do basic DIY. Grace and Courtesy is also covered in the Advanced Life Skills Course, including hosting guests and planning outings.
<b>Outdoor Life Skills</b>	Pupils are given the opportunity to work with nature by working outdoors on skills related to: horticulture, involving planting, designing gardens, caring for plants, trees and flowers; agriculture, involving rearing and caring for animals, growing and harvesting fruit and veg; forest schooling, involving working with nature, building dens, identifying bugs, fungi, birds, orienteering; recycling and sustainable living using permaculture principles.
<b>Cosmic Education</b>	Cosmic education is embedded within the whole school. Pupils learn about the core values of unity compassion, cooperation, love, peace through gratitude arising from an interconnected understanding of themselves, others, community, society, the Planet and the Universe.
<b>Technology</b>	Pupils will learn about technology and its uses through the study of computing, electronics and product design. The study of technology in an integrated way allows pupils to explore a variety of technologies and how to design products and processes using them. The study of each area will cover the knowledge, understanding and skills required as pre-requisite knowledge before putting the technology to use in production.
<b>Language</b>	This area begins with a review of the development of language in the child and its importance in the development of intelligence. Vocabulary development, further extensions in reading and language exercises suited to the 'sensitivities' of the child of this age group lead to reading with understanding. Further content includes the story of language, the history of writing, word study, spelling, grammar boxes and related classification along with analysis of simple, compound and complex sentences. Writing proceeds from short stories to composition, the structure of paragraphs and composition, appreciation and development of style, along with a history and study of literature
<b>Maths Arithmetic</b>	The introduction to mathematics includes the development of the Mathematical Mind, indirect preparation leading to abstraction in mathematics and the purpose and use of the mathematical material. The following items are covered: The story of numbers, continuation of the hierarchy of numbers, linear counting, long multiplication and long division, laws of operations, multiples, factors, divisibility, group division, fractions (and their related operations), squares and cubes of numbers, powers of numbers.
<b>Maths Geometry</b>	The development of the Mathematical Mind also includes Geometry. Arithmetic, Geometry and Algebra are intertwined in Mathematics in a way that provides more meaning and understanding than if one takes the branches of Mathematics separately. Particular contributions from Geometry include the concepts of equal, similar and equivalent; exploration with constructive triangles; a study of polygons along with circle/angles/lines in all their details



## Assessment Procedures

Assessment is central to the learning process and as such has been deeply embedded into the learning process. Effective assessment ensures that each individual pupil is progressing, stimulated, engaged and challenged by their learning to enable them to reach their highest potential. It is an integral part of the planning cycle of observing, planning and assessing pupils, and involves feedback from all members of staff who are involved in the child's learning, as well as the child themselves.

At Alamiyah, the individual child is encouraged to follow their own interests and therefore shape their own learning with the guidance of the teacher. Assessment is therefore an important tool which is used to ensure that each child is gaining a balanced and holistic education whilst pursuing their interests.

Assessments should inform:

- What the pupils are learning
- How they are learning
- What support is required to maximise their learning
- When should they move on to remain sufficiently engaged and challenged
- How to extend their learning
- Evaluation of their learning- mastery of a skill or knowledge.

Assessment should be informative, consistent, clear and accessible to others involved in the child's learning and inform short and long term planning.

### Assessment For Learning

Assessment for learning involves using regular assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

Assessment is closely linked to teachers' curriculum planning, since it is only by continually assessing what children have learnt and understood, that we can know what "next steps" should be planned.



Effective assessment for learning happens all the time in the classroom. It involves:

- sharing learning goals with pupils
- helping pupils know and recognise the standards to aim for
- providing feedback that helps pupils to identify how to improve
- believing that every pupil can improve in comparison with previous achievements
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress
- pupils learning self-assessment techniques to discover areas they need to improve

Both motivation and self-esteem are crucial for effective learning and progress. Research has shown that being part of the review process raises standards and empowers pupils to take action to improve their performance.

### Formative Assessment

At Alamiyah, Assessment for learning is seen as the key to unlocking a child's potential. Formative assessment is therefore the core type of assessment which is used to assess children's progress throughout the school year. Teacher assessments are based on:

- detailed observations of children working with activities
- discussing pupil learning with each individual child

Assessment in the form of observations are crucial to inform each child's planning and further activities to develop their learning. Formative assessment will provide ongoing feedback to teachers and pupils about how well pupils are processing information, whether or not they understand their lessons and learning objectives, and to what level topics, subjects or skills have been mastered. Formative assessment tells us if the student needs additional instruction and practice, or if he is ready to move on.

Formative assessments are the preferred means of assessing a child's progress rather than summative assessments such as exams or tests which cannot measure the vast breadth of skills being learnt in a Montessori Environment. The learning process at Alamiyah is highly personalised since each child is planned for and assessed individually on a daily and weekly basis which is why baseline and summative assessments are not necessary. At Alamiyah, assessment is a continual process and is seen as an integral part of the planning cycle and a means of enhancing pupil learning.



Through formative assessments, targets and next steps are set and monitored and a detailed record kept of the curriculum content that pupils have covered and their level of achievement in each area.

### Self Assessment

The materials in a Montessori environment have a self assessment tool built into the activities called a control of error (which allow the child to notice his own mistake and self-correct).

The activities are all on display for the pupils and have an order of progression present in the display which naturally leads pupils on to more complex and challenging levels of work which builds upon previous knowledge. Since the learning process is more transparent, children are able to take control of their learning and understand their own progress and goals.

As a result, pupils gain immediate feedback on their progress. The control of error allows pupils to continually self assess and self-correct and continue practicing without adult intervention. This form of low-stakes assessment gently guides each pupil to mastery. In this way pupils have control of their own learning, building self-esteem and self-worth along the way. Although the teacher is guiding the process, each pupil knows from working with the materials when they are ready to move on.

### Summative Assessment

There are occasions where summative assessments are employed. These assessments are used alongside the regular formative assessments that are employed. We use the following forms of summative assessment:

- assessment of final pieces of work such as project work.
- assessment tasks or activities at the end of a cycle of learning

### Identifying Children With Additional Needs

Children with additional needs such as SEN and those who are more able will be identified quickly through the observation and assessment process and support put in place to help those children with an appropriate level of challenge to enable them to be engaged in their learning and make good progress.



### Online Record Keeping

Parents/careers will have access to an online record keeping system to track their child's learning and see what they are currently working on. They will also be invited to regular termly coffee mornings or afternoons to observe their child in the classroom and have a discussion with the Class Teacher about their child's progress. End of year reports will be sent to parents and parents will also be invited to attend annual progress meetings.

### Whole School Tracking

- Pupil tracking of attainment in individual years and across the School to identify trends, value added, strengths and weaknesses.
- Monitoring of individual progress to direct additional support needs and ensure children don't slip through the net.
- Maintain a progress report file for all SEN/ MA children to reflect achievements over and above.



## Long Term Curriculum Plan Nursery and Reception

Montessori Area	Topic/activities	EYFS Link	Age
Practical Life	<p><b><u>CARE OF SELF</u></b></p> <p><b><u>Developing classroom rules and etiquettes:</u></b></p> <ul style="list-style-type: none"> <li>• Circle times, story times</li> <li>• Grace and Courtesy <i>"This is how we...."</i></li> <li>• Independence and freedom of choice to choose own activities and interact with others</li> </ul> <p><b><u>Developing pouring skills:</u></b></p> <ul style="list-style-type: none"> <li>• Pouring into identical jugs with beans</li> <li>• Pouring into identical jugs with rice/sand</li> <li>• Pouring into identical jugs with water</li> <li>• Pouring water into two identical jugs with water</li> <li>• Pouring into three containers</li> <li>• Pouring through a funnel</li> </ul> <p><b><u>Developing Transferring skills :</u></b></p>	<p><b><u>Personal, Social and Emotional Development:</u></b></p> <ul style="list-style-type: none"> <li>• Turn taking</li> <li>• Role modelling by peers and adults.</li> <li>• Freedom to develop positive friendships, relationships and self-confidence</li> <li>• Developing independence in daily Practical life activities</li> <li>• Having clear routines through work cycles</li> <li>• Making choices through selecting own activities and place to work</li> <li>• Following ground rules, returning activities to shelves, maintaining classroom procedures</li> <li>• Selecting activities spontaneously.</li> <li>• Are curious about new activities being undertaken by older peers and being introduced by teachers and are ready to try them.</li> </ul>	3-5 years



	<ul style="list-style-type: none"> <li>• Grasping</li> <li>• Spooning beans (go to tongs and pegs)</li> <li>• Spooning rice (go to opening and closing)</li> <li>• Spooning into two dishes</li> <li>• Scooping</li> <li>• Spooning</li> <li>• Large tonging</li> <li>• Small tonging</li> <li>• Transferring and sorting (shells, beads, etc..)</li> <li>• Transferring with tweezers</li> <li>• Transferring with Pipette</li> <li>• Sieving with sand</li> </ul> <p><b><u>Developing threading skills:</u></b></p> <ul style="list-style-type: none"> <li>• Threading with large beads</li> <li>• Threading with medium beads</li> <li>• Threading to a sequence</li> <li>• Sewing boards with lace</li> <li>• Sewing with a needle</li> <li>• Weaving</li> <li>• Binca sewing</li> <li>• Running stitches</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to discussions with teachers and other children around the nature table or in the book corner when sharing activities with the group</li> <li>• Concentrate when working on a self chosen activity.</li> <li>• Are involved and take turns and when working within a group.</li> <li>• Are able to listen to a story.</li> <li>• Begin to participate in the 'Silence game'. Are able to listen to explanations</li> <li>• Are encouraged to take part in discussions and negotiations.</li> <li>• Are encouraged show their needs, views and feelings when these present themselves</li> <li>• Are able to settle well in the mornings.</li> <li>• Are able to share ideas, food, toys and materials with peers and adults in the nursery.</li> <li>• Show politeness and consideration for friends, peers and adults.</li> <li>• Respond to key workers and other adults</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Sewing with a loop</li> <li>• Making a puppet</li> <li>• Sewing a button</li> <li>• Sewing a finished product</li> <li>• Embroidery stitches</li> </ul> <p><b><u>Opening and closing skills:</u></b></p> <ul style="list-style-type: none"> <li>• Pegs</li> <li>• Opening and closing boxes</li> <li>• Opening and closing bottles</li> <li>• Opening and closing locks and keys</li> <li>• Opening and closing nuts and bolts</li> <li>• Screwing frame</li> <li>• Lock frames</li> </ul> <p><b><u>Dressing frames:</u></b></p> <ul style="list-style-type: none"> <li>• Poppers frame</li> <li>• Large button frame</li> <li>• Small button frame</li> <li>• Velcro frame</li> <li>• Small button frame</li> <li>• Zip frame</li> </ul>	<ul style="list-style-type: none"> <li>• Are able to gradually accept the principles of sharing and caring for the classroom so that it can be used freely by everyone.</li> <li>• Learn about the consequences of their behaviour as events occur.</li> <li>• Have a growing ability to put on a coat to go outside or to go home, to use the toilet and wash their hands after using the toilet and before eating a snack or lunch.</li> <li>• Know about personal hygiene such as cleaning their teeth, brushing hair and so on.</li> <li>• Take part in discussions during circle time, but also as incidents occur in the nursery.</li> <li>• Learn to put activities away so that they are ready for others.</li> <li>• Have teachers who are role models.</li> <li>• Show respect for each others' work.</li> <li>• Show general respect and polite behaviour towards each other.</li> </ul> <p><b><u>Physical Development:</u></b></p>	
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	<ul style="list-style-type: none"> <li>• Hook and eye frame</li> <li>• Loop and knot frame</li> <li>• Buckle frame</li> <li>• Bow frame</li> <li>• Folding mats</li> <li>• Paring and rolling socks</li> <li>• Folding clothes</li> </ul> <p><b><u>Cleaning</u></b></p> <ul style="list-style-type: none"> <li>• Washing dishes</li> <li>• Washing hands</li> <li>• Cleaning a table</li> <li>• Washing clothes</li> <li>• Object scrubbing</li> <li>• Scrubbing tables</li> <li>• Floor scrubbing</li> <li>• Using a mop</li> </ul> <p><b><u>Polishing:</u></b></p>	<ul style="list-style-type: none"> <li>• Developing and refining fine and gross motor skills as well as a high degree of hand-eye coordination and balance</li> <li>• Having both indoor and outdoor sand and water play;</li> <li>• health awareness through circle times and snack servings</li> <li>• creative activities including painting, drawing, cutting, gluing</li> </ul> <p><b><u>Communication and language:</u></b></p> <ul style="list-style-type: none"> <li>• Are encouraged to express their ideas and contribute to conversations.</li> <li>• Participate in sharing of ideas and experiences in the book corner and art area.</li> <li>• Can choose to play group games such as animal lotto.</li> </ul> <p><b><u>Knowledge and understanding of the world:</u></b></p> <ul style="list-style-type: none"> <li>• Discuss and develop a growing awareness of other cultures through projects.</li> <li>• trying different foods from around the world</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Polishing mirrors</li> <li>• Polishing brass</li> <li>• Polishing wood</li> <li>• Polishing shoes</li> </ul> <p><b><u>Food preparation:</u></b></p> <ul style="list-style-type: none"> <li>• Setting the table</li> <li>• Cutting a banana with knife</li> <li>• Cutting a cucumber with a zig zag knife</li> <li>• Peeling carrots/potatoes</li> <li>• Removing the core of an apple</li> <li>• Making salad</li> <li>• Making a sandwich</li> </ul>		
<p><b>Creative</b></p>	<p><b><u>Songs, rhymes, rhyme, role play:</u></b></p> <ul style="list-style-type: none"> <li>• Singing songs, rhymes, poems</li> <li>• Rhythm songs</li> <li>• Following the beat</li> <li>• Using musical instruments</li> <li>• Rhymes and songs with props and role play</li> </ul> <p><b><u>Drawing skills</u></b></p> <ul style="list-style-type: none"> <li>• Drawing with crayons</li> </ul>	<p><b><u>Expressive Arts and Design:</u></b></p> <ul style="list-style-type: none"> <li>• Respond in a variety of ways to what they see, hear, smell, touch and feel.</li> <li>• Have opportunities to make stories, draw, paint, sing songs and dance.</li> <li>• Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing</li> </ul>	<p>3-5yrs</p>



	<ul style="list-style-type: none"> <li>• Drawing with chalk</li> </ul> <p><b><u>Painting skills:</u></b></p> <ul style="list-style-type: none"> <li>• Painting with a paint brush</li> <li>• Painting within a shape</li> <li>• Using two different colours</li> <li>• Painting in two different shapes</li> <li>• Colour mixing</li> <li>• Water colour painting</li> <li>• Printing</li> <li>• Printing with blocks</li> </ul> <p><b><u>Gluing:</u></b></p> <ul style="list-style-type: none"> <li>• Gluing in a line</li> <li>• Gluing in a shape</li> <li>• Gluing in a pattern</li> <li>• Collage: Using a range of materials and glue</li> </ul> <p><b><u>Cutting:</u></b></p> <ul style="list-style-type: none"> <li>• Cutting squares</li> <li>• Cutting diagonals</li> <li>• Cutting a straight line</li> <li>• Cutting a curved line</li> </ul>	<p>and making, and a variety of songs and musical instruments.</p> <ul style="list-style-type: none"> <li>• Are encouraged to express their thoughts and feelings through drawing, painting, using a range of crafts and by dancing, singing, making up of stories and poems.</li> <li>• Participate in spontaneous role-play.</li> <li>• Are encouraged to think creatively.</li> <li>• Explore colour, texture, shape, form and space in two and three dimensions.</li> <li>• Explore sensorial activities.</li> <li>• Participate in a range of art and craft activities.</li> <li>• Play with blocks.</li> <li>• Do spontaneous and planned activities.</li> <li>• Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movement to music.</li> <li>• Participate in organised and spontaneous singing.</li> <li>• Participate in music and movement sessions.</li> <li>• Play music games.</li> <li>• Have access to musical instruments.</li> </ul>	
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	<p><b><u>3D Design</u></b></p> <ul style="list-style-type: none"> <li>• Junk modelling</li> <li>• Play Dough</li> </ul>	<ul style="list-style-type: none"> <li>• Use their imagination in art and design, music, dance, imaginative and role-play and stories.</li> <li>• Have free expression in art and craft activities.</li> <li>• Dance to music.</li> <li>• Participate in organised and spontaneous role-play.</li> <li>• Use prepared and spontaneously-chosen props.</li> <li>• Listen to story-telling that is linked to painting.</li> <li>• Make up stories during practical life activities, when block building, playing with the farm, dolls house or hospital or during dressing up and when in the garden.</li> </ul> <p>Other EYFS links:</p> <p><b><u>Personal, Social and Emotional Development:</u></b></p> <p><b><u>Physical development</u></b></p> <p><b><u>Communication and language</u></b></p>	
<p>Communication Language and Literacy</p>	<p><b><u>Preparation for writing 1:</u></b></p> <ul style="list-style-type: none"> <li>• Insets for design ex 1</li> <li>• Insets for design ex 2</li> <li>• Insets for design ex 3</li> </ul>	<p><b><u>Communication and Language:</u></b></p> <ul style="list-style-type: none"> <li>• Can participate in block play, role-play and outdoor play</li> <li>• Share books either on one-to-one basis or in a group.</li> </ul>	<p>3-5 yrs</p>



	<p><b><u>Preparation for letters:</u></b></p> <ul style="list-style-type: none"> <li>• I spy initial sounds ex 1</li> <li>• I spy Final sounds</li> <li>• I spy Middle sounds</li> </ul> <p><b><u>Preparation for writing 2:</u></b></p> <ul style="list-style-type: none"> <li>• Sandpaper letters</li> <li>• Letter sound boxes P1</li> <li>• Letter sound picture</li> <li>• Letter sound boxes P2</li> <li>• Phonetic Scrap Book</li> <li>• Movable Alphabet matching exercises</li> <li>• Moveable alphabet making words</li> </ul> <p><b><u>Three letter Phonetic sounds-Pink Series:</u></b></p> <ul style="list-style-type: none"> <li>• Pink box 1</li> <li>• Pink box 2</li> <li>• Pink box 3</li> <li>• Pink box 4</li> <li>• Pink Card</li> <li>• Pink box 5</li> <li>• LMA rhyme building [ at, an, op]</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to guidance on how to use materials, participate in cooking and other activities.</li> <li>• Have extensive one-to-one conversations with each other and adults</li> <li>• Participate in story time, during group activities, engage in attentive listening.</li> <li>• Listen to instructions given by adults.</li> <li>• Participate in the 'Silence game'.</li> <li>• Participate in 'I Spy' and 'Odd One Out'.</li> <li>• Respond to science experiments and observations of the environment.</li> <li>• Have block play, practical life, sensorial and role-play areas.</li> <li>• Negotiate during spontaneously-chosen activities.</li> <li>• Participate in story time, during group activities, engage in attentive listening.</li> <li>• Listen to instructions given by adults.</li> <li>• Participate in the 'Silence game'.</li> </ul> <p><b><u>Literacy:</u></b></p> <ul style="list-style-type: none"> <li>• Participate in 'I Spy' and 'Odd One Out'.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Pink lists</li> <li>• START ON SIGHT WORDS</li> <li>• Pink phrases</li> <li>• Capital Letters</li> <li>• Pink sentences</li> <li>• Start on Grammar</li> <li>• Pink matching sentences</li> <li>• Pink Booklet</li> <li>• Pink level books</li> </ul> <p><b><u>Simple grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Noun box 1 –Pink level</li> <li>• Singular and plural 1</li> <li>• Noun box with farm</li> <li>• Article box 1</li> <li>• Article and Noun with Farm</li> <li>• Adjective box 1</li> <li>• Noun and adjective 1 with farm</li> <li>• Verb box 1</li> <li>• Noun, verbs and adjective 1 with farm</li> </ul> <p><b><u>Four or more phonetic letter words- Blue Series:</u></b></p>	<ul style="list-style-type: none"> <li>• Are given three-period lessons to extend their vocabulary.</li> <li>• Have group time, story time, make books and work with books on the project table.</li> <li>• Name objects in the environment and projects.</li> <li>• Can recognise the letters of the alphabet and the sound they make.</li> <li>• Recognise their own and other children’s names by the initials.</li> <li>• Use the letter tray and letters made of sandpaper, and play ‘I Spy’ games.</li> <li>• Use word building to blend and segment with large movable alphabet.</li> <li>• Write titles on artwork and make books and write their own ideas in them.</li> <li>• Play rhyming and alliteration games.</li> <li>• Label objects, own work and make books</li> <li>• Label objects and read the labels.</li> <li>• Read labels in the classroom and children’s names.</li> <li>• Read word lists, phrase and sentence strips.</li> <li>• Use and care for books competently and appropriately.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Blue box 1</li> <li>• Blue box 2</li> <li>• Blue box 3</li> <li>• Blue box 4</li> <li>• Blue card</li> <li>• Blue box 5</li> <li>• LMA Blue level Rhyme</li> <li>• Blue lists</li> <li>• Blue phrases</li> <li>• Blue sentences</li> <li>• Blue booklet</li> <li>• Blue matching sentences</li> <li>• Blue books</li> </ul> <p><b><u>Basic Grammar 2:</u></b></p> <ul style="list-style-type: none"> <li>• Noun box 2 with farm and articles</li> <li>• Singular and plural 2</li> <li>• Noun and adjective 2 with farm</li> <li>• Verb box 2 with farm</li> <li>• Preposition box</li> </ul> <p><b><u>Developing handwriting:</u></b></p>	<ul style="list-style-type: none"> <li>• Enjoy using books and share them with others.</li> <li>• Are encouraged to make up stories with the help of objects.</li> <li>• Are encouraged to 'write' stories with the help of pictures or objects found in the environment.</li> <li>• Use the writing area.</li> <li>• Are encouraged in emergent writing using phonic knowledge.</li> <li>• Write as part of role-play for a purpose. Write their own name on paintings and in Workbooks.</li> <li>• Annotate paintings and drawings.</li> <li>• Are introduced to Insets for design, have access to paints and the craft area and are encouraged to form letters by feeling sandpaper letter shapes.</li> </ul> <p>Other EYFS links:</p> <p><b><u>Communication and language</u></b></p> <p><b><u>Physical development</u></b></p> <p><b><u>Knowledge and understanding of the world</u></b></p>	
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	<ul style="list-style-type: none"><li>• Feeling Sandpaper Letters</li><li>• Writing in Sand</li><li>• Writing on chalk board</li><li>• Writing with crayon on strip of paper</li><li>• Writing with paint brush on strip of paper</li><li>• Writing on squared paper in a box</li><li>• Positioning letters on line mat</li><li>• Writing letters on a line</li><li>• Positioning letters on blue banded mat</li><li>• Writing letters on blue banded paper</li><li>• Positioning letters on blue lined mat</li><li>• Writing letters on blue lined paper</li></ul> <p><b><u>Foreign Language: Arabic</u></b></p> <p>Speaking and Listening</p> <ul style="list-style-type: none"><li>• Building Basic Conversational Skills</li><li>• Language Games</li><li>• Noun Baskets- Naming Objects</li><li>• Verb Game</li><li>• Preposition Game</li><li>• Language through Play – Dolls House</li></ul>		
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	<p><b><u>Reading and Writing</u></b></p> <ul style="list-style-type: none"> <li>• Sandpaper Letters</li> <li>• Writing in the Sand</li> <li>• Large Moveable Alphabet</li> </ul>		
<p>Mathematics:</p> <p>Numbers</p>	<p><b><u>Counting &amp; number recognition from 1-10</u></b></p> <ul style="list-style-type: none"> <li>• Number Rods</li> <li>• Number Rods 3PL</li> <li>• Sandpaper Numbers</li> <li>• Number rods &amp; numerals Ex 1</li> <li>• Number rods &amp; numerals Ex 2</li> <li>• Number rods &amp; numerals Ex 3</li> <li>• Spindle Box</li> <li>• Alternative spindle box</li> <li>• Cards and counters</li> <li>• Cards and counters odd &amp; even</li> </ul>	<p><b><u>Numbers &amp; Operations:</u></b></p> <ul style="list-style-type: none"> <li>• Join in rhymes, use counting books and count, for example, the number of children present, days of the week, and spoons of ingredients when cooking.</li> <li>• Count number rods, pegs, spindles, counters and other objects in the environment.</li> <li>• Use sandpaper numerals and a spindle box, number cards, the birthday display and calendar.</li> <li>• Play the snake game to make number bonds of ten, play dominoes and make symmetrical, regular and irregular structures.</li> </ul>	3-5yrs



	<ul style="list-style-type: none"><li>• Alternative cards and counting</li><li>• Short bead stair</li><li>• Short bead stair colouring</li></ul> <p><b><u>Counting beyond 10 &amp; Number recognition:</u></b></p> <ul style="list-style-type: none"><li>• Teen beads 11-19</li><li>• Seguin Board A</li><li>• Seguin Board A with beads</li><li>• Teen Frame</li><li>• Tens beads 10-90</li><li>• Seguin board B 10-90</li><li>• Seguin board B with beads 1</li><li>• Tens beads 10-99</li><li>• Seguin Board B 10-99</li><li>• Seguin board B with beads 2</li></ul>		
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	<ul style="list-style-type: none"><li>• Hundred board</li></ul> <p><b><u>Decimal System: Introduction:</u></b></p> <ul style="list-style-type: none"><li>• Golden Beads 3PL: unit, ten hundred, thousand</li><li>• G beads Counting through</li><li>• G beads practice</li><li>• LNC 3PL</li><li>• LNC Counting through</li><li>• LNC Practice</li><li>• LNC and Golden beads</li><li>• Birds eye view</li><li>• Bank Game (Go to Seguin Boards)</li><li>• Reverse Bank Game</li><li>• Hundred Chain</li><li>• Short Bead Chains</li></ul>	<p><b><u>Shape, space and measure:</u></b></p> <ul style="list-style-type: none"><li>• Use all sensorial activities, especially the geometric solid, the geometric cabinet and the binomial and trinomial cubes.</li></ul>	
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<p>Shape, space and measure</p>	<p><b><u>Shapes</u></b></p> <ul style="list-style-type: none"> <li>• Geometric cabinet circle drawer</li> <li>• Geometric Cabinet Circle drawer &amp; cards</li> <li>• Geometric cabinet rectangle drawer</li> <li>• Geometric Cabinet Rectangle drawer &amp; cards</li> <li>• Geometric cabinet triangle drawer</li> <li>• Geometric Cabinet Triangle drawer &amp; cards</li> <li>• Geometric cabinet shape drawer</li> <li>• Geometric cabinet shape drawer</li> <li>• Geometric Cabinet Circle drawer</li> <li>• Geometric Cabinet Rectangle drawer</li> <li>• Geometric Cabinet Triangle drawer</li> <li>• Geometric Cabinet shape drawer</li> <li>• Geometric Cabinet shape drawer 3PL language</li> </ul>	<ul style="list-style-type: none"> <li>• Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.</li> <li>• Use everyday words to describe position.</li> <li>• Use geometric solids, the geometric, cabinet and binomial and trinomial cubes.</li> <li>• Play mapping games and play with blocks.</li> <li>• Play outdoor games in the playground during music and movement activities.</li> <li>• Use developing mathematical ideas and methods to solve practical problems.</li> <li>• Prepare for group activities such as cooking, measuring, role-play and 'organising the farm' or any 'small world' play.</li> <li>• Use a variety of materials to explore patterns, tessellations, 'tap-tap it' and pegs. Talk about, recognise and recreate simple patterns.</li> <li>• Use of tessellations and constructive triangles and materials such as collage in the art area</li> </ul>	
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	<ul style="list-style-type: none"><li>• Geometric Cabinet Pentagon drawer</li><li>• Geometric Cabinet Pentagon drawer &amp; cards</li><li>• Geometric Cabinet Pentagon drawer 3pl language</li><li>• Geometric cabinet 3 part cards</li><li>• Geometric Cabinet Shape sorting cards</li><li>• Constructive triangles box 1</li><li>• Constructive triangles box 2</li><li>• Constructive triangles box 3</li><li>• Constructive triangles box 4</li><li>• Constructive triangles box 5</li><li>• Constructive triangles box 5</li><li>• Geometric solids</li><li>• Geometric Solid 3PL</li><li>• Geometric solids cards</li></ul>		
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	<ul style="list-style-type: none"> <li>• Geometric Solid shape sorting cards</li> </ul> <p><b><u>Fractions:</u></b></p> <ul style="list-style-type: none"> <li>• Fraction circles</li> <li>• Fraction circles 3PL</li> <li>• Counting through fractions</li> <li>• 3PL Fraction symbols</li> <li>• Matching Fraction symbols to circles</li> <li>• Fraction booklet</li> <li>• Counting through symbols</li> <li>• Matching all Fraction symbols to circles</li> <li>• Equivalent fractions</li> </ul> <p><b><u>Time:</u></b></p> <ul style="list-style-type: none"> <li>• Tracking time</li> </ul>	<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Are helped to find out what happens if objects are organised in pairs or sets, or taken away.</li> <li>• Explore sensorial materials.</li> <li>• Are introduced to the concept of addition and subtraction within everyday activities in the classroom, such as artwork and building with blocks.</li> <li>• Count the number of spoons, raisins or biscuits taken at snack time or lunchtime and count in the context of everyday activities such as group time or going outside.</li> <li>• Are introduced to the appropriate language in the context of everyday activities.</li> <li>• Use a number line, short bead stairs and addition and subtraction strip board to count and explore numbers.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Introduction to parts of the clock</li> <li>• O'clock time on the clock</li> <li>• O'clock cards</li> <li>• Half past on the clock</li> <li>• Half past clock cards</li> <li>• Quarter Past on the clock</li> <li>• Quarter past clock cards</li> </ul> <p><b><u>Operations:</u></b></p> <ul style="list-style-type: none"> <li>• Addition with small number rods</li> <li>• Addition with SBS</li> <li>• Addition strip board</li> <li>• Snake Game</li> <li>• Subtraction with small number rods</li> </ul>	<ul style="list-style-type: none"> <li>• Are introduced to the snake game and addition and subtraction with short bead stairs.</li> </ul> <p>Other EYFS links:</p> <p><b><u>Communication and language</u></b></p> <p><b><u>Physical development</u></b></p>	
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	<ul style="list-style-type: none"><li>• Subtraction with SBS</li><li>• Subtraction strip board</li><li>• Addition booklets</li><li>• Subtraction Booklets</li><li>• Addition chart A</li><li>• Addition chart B</li><li>• Subtraction chart A</li><li>• Subtraction chart B</li><li>• Multiplication with SBS</li><li>• Multiplication Board</li><li>• Multiplication Charts A + B</li><li>• Division board</li><li>• Division board with remainder</li><li>• Bank game</li></ul>		
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	<ul style="list-style-type: none"><li>• GB Addition with out change</li><li>• GB Addition with Change</li><li>• GB Multiplication without change</li><li>• GB Multiplication with change</li><li>• GB Subtraction without change</li><li>• GB Subtraction with change</li><li>• GB Division without change</li><li>• GB Division with change</li><li>• GB Division with change and remainder</li><li>• Stamp Game Intro</li><li>• Addition chart A</li><li>• Stamp Game Addition No change</li><li>• Addition chart B</li><li>• Stamp Game Addition With change</li></ul>		
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	<ul style="list-style-type: none"> <li>• Subtraction chart A</li> <li>• Stamp Game Subtraction No change</li> <li>• Subtraction chart B</li> <li>• Stamp Game Subtraction With change</li> <li>• Multiplication with SBS</li> <li>• Stamp Game Multiplication No change</li> <li>• Multiplication Board</li> <li>• Stamp Game Multiplication With change</li> <li>• Multiplication Charts A + B</li> <li>• Stamp Game Division No change</li> <li>• Division board</li> <li>• Stamp Game Division With change</li> <li>• Division board with remainder</li> </ul>		
Sensorial	<b><u>Refining Sight:</u></b>	<b><u>Knowledge and understanding of the world:</u></b>	3-5yrs



	<ul style="list-style-type: none"> <li>• Knobbed cylinders 1,2,3,4</li> <li>• Pink Tower</li> <li>• Pink Tower Extension</li> <li>• Pink tower Language</li> <li>• Brown Stair</li> <li>• Brown Stair Extension</li> <li>• Brown Stair Language</li> <li>• Brown Stair and Pink Tower</li> <li>• Red Rods</li> <li>• Red Rods Language</li> <li>• The Maze</li> <li>• Knobbles Cylinders -red</li> <li>• Knobbles Cylinders- yellow</li> <li>• Knobbles Cylinders -green</li> <li>• Knobbles Cylinders- blue</li> <li>• Knobbles Cylinders two together</li> <li>• Knobbles Cylinders three together</li> </ul> <p><b><u>Colour matching and grading:</u></b></p> <ul style="list-style-type: none"> <li>• Colour box 1</li> <li>• Colour box 2</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate objects and materials by using all of their senses as appropriate.</li> <li>• Participate in project work.</li> <li>• Investigate the nature table displays, gardening and plant activities.</li> <li>• Find out about, and identify, some features of living things, objects and events they observe.</li> <li>• Participate in project work.</li> <li>• Have discussions in relation to activities available in the cultural area.</li> <li>• Look closely at similarities, differences, patterns and change.</li> <li>• Observe nature.</li> <li>• Find out about life cycles and the needs of plants and people.</li> <li>• Learn about the consequences of science activities.</li> <li>• Ask questions about why things happen and how things work</li> <li>• Have opportunities for asking questions which relate to displays on the nature table and to individual and group work with activities presented within projects.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Colour box 2 environment</li> <li>• Colour box 2 sorting objects</li> <li>• Colour box 2 language</li> <li>• Colour box 3</li> <li>• Colour box 3 language</li> </ul> <p>Colour wheel</p> <p><b><u>Refining touch:</u></b></p> <ul style="list-style-type: none"> <li>• Touch boards 1 (Rough and smooth)</li> <li>• Touch boards 2</li> <li>• Touch boards 3</li> <li>• Touch tablets (rough, rougher, the roughest)</li> <li>• Sound Boxes (hearing)</li> <li>• Geometric Presentation Tray</li> <li>• Touch fabrics</li> <li>• Thermic Tablets</li> <li>• Stereognostics Matching Materials</li> </ul> <p><b><u>Refining smell:</u></b></p> <ul style="list-style-type: none"> <li>• Smelling bottles (Smelling</li> </ul> <p><b><u>Refining taste:</u></b></p>	<ul style="list-style-type: none"> <li>• Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary.</li> <li>• Use block play and the Roman Arch.</li> <li>• Use craft activities.</li> <li>• Try cookery.</li> <li>• Select the tools and techniques they need to shape, assemble and join materials with which they are working.</li> <li>• Have access to a craft area that is always set up with a wide range of resources, both for art and craft and for making of objects</li> <li>• Have use of a tape recorder and story tapes.</li> <li>• Have use of a typewriter, digital camera, etc.</li> <li>• Have use of a telephone.</li> <li>• Are introduced to a programmable toy such as Big Track</li> <li>• Use technology such as mixers, beaters, hammers and screwdrivers for cooking and for repairs.</li> <li>• May have access to appropriate software on the computer.</li> </ul>	
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	<ul style="list-style-type: none"><li>• Tasting activity (Tasting)</li></ul>	<ul style="list-style-type: none"><li>• Find out about past and present events in their lives and in those of their families and other people they know.</li><li>• Discuss what is important to them.</li><li>• Discuss the daily routine as presented with the calendar.</li><li>• Discuss life-cycles and make timelines.</li><li>• Explore photographs.</li><li>• Observe, find out about and identify features in the place they live and the natural world.</li><li>• Observe and explore the garden.</li><li>• Talk about their town, village and where things are, and the places we use and visit such a supermarkets, the library, the museum, train or bus station.</li><li>• Find out about their environment and talk about those features they like and dislike.</li><li>• Discuss the walks such as to the library or playground.</li><li>• Make up mapping games relevant to the local environment.</li><li>• Begin to know about their own culture and beliefs and those of other people.</li></ul>	
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		<ul style="list-style-type: none"> <li>• Celebrate birthdays and festivals.</li> <li>• Ensure the environment is inclusive of all children.</li> </ul> <p>Other EYFS links:</p> <p><b><u>Personal, Social and Emotional Development:</u></b></p> <p><b><u>Physical development</u></b></p> <p><b><u>Communication and language</u></b></p> <p><b><u>Literacy</u></b></p> <p><b><u>Mathematics</u></b></p>	
Cultural	<p><b><u>Zoology:</u></b></p> <ul style="list-style-type: none"> <li>• Animal Basket: British Wild-life</li> <li>• Animal Basket: Pairing bugs</li> <li>• Animal Basket: Pairing Butterflies</li> <li>• Animal Basket: Wild Animals</li> <li>• Animal Basket: Farm Animals</li> <li>• Animal Basket: Sea Animals</li> <li>• Animal Basket: Bugs</li> <li>• Animal Print Matching Cards</li> <li>• Living and non-living with objects</li> </ul>	<p><b><u>Knowledge and understanding of the world:</u></b></p> <ul style="list-style-type: none"> <li>• Investigate objects and materials by using all of their senses as appropriate.</li> <li>• Participate in project work.</li> <li>• Undertake project work on festivals, people and animals of the world.</li> <li>• Investigate the nature table displays, gardening and plant activities.</li> <li>• Find out about, and identify, some features of living things, objects and events they observe.</li> </ul>	3-5yrs



	<ul style="list-style-type: none"> <li>• Living non-living and once living</li> <li>• Living and non-living cards</li> <li>• Plant and animal kingdom</li> <li>• Sun game</li> <li>• Vertebrate and invertebrate</li> <li>• Classification of vertebrates</li> <li>• Turtle puzzle</li> <li>• Reptile names</li> <li>• Turtle part cards</li> <li>• Turtle life cycle</li> <li>• Fish puzzle</li> <li>• Fish names</li> <li>• Fish part cards</li> <li>• Fish life cycle</li> <li>• Frog puzzle</li> <li>• Frog names</li> <li>• Frog part cards</li> <li>• Frog life cycle</li> <li>• Bird puzzle</li> <li>• bird names</li> <li>• Bird part cards</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in project work.</li> <li>• Have discussions in relation to activities available in the cultural area.</li> <li>• Look closely at similarities, differences, patterns and change.</li> <li>• Observe nature.</li> <li>• Find out about life cycles and the needs of plants and people.</li> <li>• Learn about the consequences of science activities.</li> <li>• Ask questions about why things happen and how things work</li> <li>• Have opportunities for asking questions which relate to displays on the nature table and to individual and group work with activities presented within projects.</li> <li>• Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary.</li> <li>• Use block play and the Roman Arch.</li> <li>• Use craft activities.</li> <li>• Try cookery.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Bird life cycle</li> <li>• horse puzzle</li> <li>• Mammal names</li> <li>• horse part cards</li> <li>• horse life cycle</li> <li>• Animal habitats</li> <li>• Classification of Invertebrate cards</li> <li>• Insects cards</li> <li>• Snail puzzle</li> <li>• Snail names</li> <li>• Snail part cards</li> <li>• Snail life cycle</li> <li>• Butterfly puzzle</li> <li>• Butterfly names</li> <li>• Butterfly part cards</li> <li>• Butterfly life cycle</li> </ul> <p><b><u>Botany :</u></b></p> <ul style="list-style-type: none"> <li>• Tree puzzle</li> <li>• Tree names</li> <li>• Tree part cards</li> <li>• Tree life cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Select the tools and techniques they need to shape, assemble and join materials with which they are working.</li> <li>• Have access to a craft area that is always set up with a wide range of resources, both for art and craft and for making of objects</li> <li>• Have use of a tape recorder and story tapes.</li> <li>• Have use of a typewriter, digital camera, telephone etc.</li> <li>• Are introduced to a programmable toy such as Big Track</li> <li>• Use technology such as mixers, beaters, hammers and screwdrivers for cooking and for repairs.</li> <li>• May have access to appropriate software on the computer.</li> <li>• Understand effect of various inputs on outputs</li> <li>• Understand how to retrieve information from computers</li> <li>• Explore how control technology works</li> <li>• Uses ICT hardware to interact with age appropriate software</li> <li>• To speculate on why things happen and how things work</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Flower puzzle</li> <li>• Flower names</li> <li>• Flower part cards</li> <li>• leaf puzzle</li> <li>• leaf names</li> <li>• leaf part cards</li> <li>• roots puzzle</li> <li>• roots names</li> <li>• roots part cards</li> <li>• seeds puzzle</li> <li>• seeds names</li> <li>• seeds part cards</li> </ul> <p><b><u>Landforms:</u></b></p> <ul style="list-style-type: none"> <li>• Land water and air jars</li> <li>• Land water and air cards</li> <li>• Land water and air animals</li> <li>• Land water and air transport</li> <li>• Sandpaper globe</li> <li>• Continent Globes</li> <li>• Transition from globe to map</li> <li>• Land and water painting map</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about past and present events in their lives and in those of their families and other people they know.</li> <li>• Discuss what is important to them.</li> <li>• Discuss the daily routine as presented with the calendar.</li> <li>• Discuss life-cycles and make timelines.</li> <li>• Explore photographs.</li> <li>• Observe, find out about and identify features in the place they live and the natural world.</li> <li>• Observe and explore the garden.</li> <li>• Talk about their town, village and where things are, and the places we use and visit such as supermarkets, the library, the museum, train or bus station.</li> <li>• Find out about their environment and talk about those features they like and dislike.</li> <li>• Discuss the walks such as to the library or playground.</li> <li>• Make up mapping games relevant to the local environment.</li> <li>• Begin to know about their own culture and beliefs and those of other people.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Land and water forms trays</li> <li>• Land and water forms cards</li> <li>• Land and water forms pictures</li> <li>• Continent map</li> <li>• Continent with labels</li> <li>• Continent cards</li> <li>• Making a continent map</li> <li>• Introduction to individual continent maps</li> <li>• Africa map</li> <li>• Continent Folders : Africa</li> <li>• Animals of Africa</li> <li>• Asia map</li> <li>• Continent Folders : Asia</li> <li>• Animals of Asia</li> <li>• Europe map</li> <li>• Continent Folders : Europe</li> <li>• Animals of Europe</li> <li>• Map North America</li> <li>• Continent Folders : North America</li> <li>• Animals of North America</li> <li>• Map South America</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate birthdays and festivals.</li> </ul> <p>Ensure the environment is inclusive of all children</p> <p>Other EYFS links:</p> <p><b><u>Personal, Social and Emotional Development:</u></b></p> <p><b><u>Physical development</u></b></p> <p><b><u>Communication and language</u></b></p> <p><b><u>Literacy</u></b></p> <p><b><u>Mathematics</u></b></p>	
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	<ul style="list-style-type: none"><li>• Continent Folders : South America</li><li>• Animals of South America</li><li>• Map Oceania</li><li>• Continent Folders : Oceania</li><li>• Animals of Oceania</li><li>• Continent Folders : Antarctica</li><li>• Animals of Antarctica</li></ul> <p><b><u>History:</u></b></p> <ul style="list-style-type: none"><li>• Tracking time</li><li>• Introduction to parts of the clock</li><li>• O'clock time on the clock</li><li>• O'clock cards</li><li>• Half past on the clock</li><li>• Half past clock cards</li><li>• Days of the week</li><li>• Months of the year</li><li>• Seasons mats</li><li>• Cars Activity</li></ul> <p><b><u>Science:</u></b></p> <ul style="list-style-type: none"><li>• Experiment: Sinking and Floating</li></ul>		
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	<ul style="list-style-type: none"><li>• Experiment: Magnetism</li><li>• Light</li><li>• Parts of the Body</li><li>• Planets</li></ul> <p><b><u>Technology:</u></b></p> <ul style="list-style-type: none"><li>• Operating simple technology such as torch, keys, voice recorder, walkie talkies...by pressing buttons, turning on and off and mechanical toys. Wind up torch, wind up clock</li><li>• Operating control technology of toys</li><li>• Circle times on technology around us- phones, photocopiers, traffic lights</li><li>• Use technology for everyday uses, ipod nano, CD player with remote control</li><li>• Operating technological equipment such as big trak, tuff cam and photo printer</li><li>• Simple Programming using the Big Trak and Bee Bot</li></ul>		
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<p>Out door play</p>	<ul style="list-style-type: none"> <li>• Moving in different ways: running, skipping, walking, climbing, crawling (in tunnels)</li> <li>• Riding bikes, tricycles and scooters</li> <li>• Riding within obstacles courses</li> <li>• Free riding</li> <li>• Building with blocks</li> <li>• Themed building with blocks</li> <li>• Group building</li> <li>• Balancing on the balance beams (with blocks)</li>   <li>• Making music using musical instruments</li> <li>• Singing rhymes, songs,...</li> <li>• Singing with musical instruments</li> <li>• Making simple musical instruments</li> <li>• Moving to musical instruments</li>   <li>• Painting</li> <li>• Drawing with different tools</li> <li>• Printing</li> <li>• Junk modelling</li> </ul>	<p><b><u>Physical Development:</u></b></p> <ul style="list-style-type: none"> <li>• Participate in music and movement.</li> <li>• Use outdoor equipment in the garden or regularly visit the playground.</li> <li>• Move with control and coordination.</li> <li>• Do yoga or play 'Who's Afraid of Mr Wolf'.</li> <li>• Participate in the circle game.</li> <li>• Use bicycles, tunnels and obstacle courses.</li> <li>• Use the snack and art areas.</li> <li>• Travel around, under, over and through balancing and climbing equipment.</li> <li>• Use bicycles and tunnel for climbing and crawling.</li> <li>• Dance.</li> <li>• Play walk-on-the-line games.</li> <li>• Use the climbing apparatus and balance beams.</li> <li>• Show awareness of space, of themselves and of others.</li> <li>• Use the classroom and outdoor space during free play.</li> <li>• Move with respect for others.</li> <li>• Recognise the importance of keeping healthy and those things that contribute to this.</li> </ul>	<p>3-5yrs</p>
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	<ul style="list-style-type: none"> <li>• Bug hunts</li> <li>• Bird spotting</li> <li>• Exploring bird and insect habitat</li>   <li>• Gardening</li> <li>• Planting</li> <li>• Identifying leaves and flowers</li>   <li>• Sand play</li> <li>• Water play</li> <li>• Rock pool</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the changes that happen to their bodies when they are active.</li> <li>• Use a range of small and large equipment.</li> <li>• Use the Practical life and outdoor areas to do gardening, carpentry, art activities and cooking.</li> <li>• Handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Use the Practical life materials.</li> <li>• Use the art and craft area.</li> <li>• Use carpentry sets and other materials.</li> </ul> <p>Other EYFS links:</p> <p><b><u>Personal, Social and Emotional Development:</u></b></p> <p><b><u>Physical development</u></b></p> <p><b><u>Communication and language</u></b></p> <p><b><u>Knowledge and understanding of the world</u></b></p>	
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## Cosmic Education

At Alamiyah, our main aim is to build an understanding of the world and humanity which is based on unity, compassion, cooperation, love & peace. A natural way of establishing these principles is through building gratitude into everything that we do. The Montessori approach is based upon these principles which are embedded within all of the routines, policies and procedures at the school and integrated within the curriculum. Maria Montessori's concept of an education for peace, became known as cosmic education, an approach which is harmonious with the Islamic understanding of the purpose of man and the universe. At Alamiyah we approach spirituality and religion using the principles of Maria Montessori which are perfectly in line with an understanding of Faith brought by the Prophet Muhammad (PBUH) in the form of Islam. These principles are outlined below in the Cosmic Education curriculum which, although embedded within the school and curriculum, is also explored through the Great Lessons, circle times, daily reminders and a once weekly session where some of the themes can be explored in detail.

### An Education for Peace

Maria Montessori states 'What good is knowledge if not combined with consideration for others. Peace is not studied as an independent subject, but with the study of examples from the past, and the experience of serving food and helping others. Peace is the natural outcome of a method of education where children experience work with their hands and long periods of individual concentration and contemplation. In this way they are able to process and recover from all the input of our modern world. They learn that peace is not just the absence of war, but the way we treat each other in our daily lives, the way we communicate, and the way we solve problems. Peace begins inside us, at home, at school.' — Maria Montessori

### Cosmic Education Long Term Curriculum Plan

Area	Topic	Recommended Age/Stage
Man (Focal Point of Gratitude)	Balance, beauty, equilibrium, justice at a micro level within man, family and society.	



	<p>Understanding self (building self-esteem, understanding the commonality within and uniqueness of every individual):</p> <ul style="list-style-type: none"> <li>• Getting to know yourself</li> <li>• Respect and Care of Self</li> <li>• Uniqueness and Value of everyone</li> <li>• Inside the Human Body (nervous, skeletal, respiratory, cardiovascular, digestive)</li> <li>• Understanding the Senses</li> <li>• Cleanliness of self (Personal Hygiene)</li> <li>• Cleanliness of one’s environment</li> <li>• Presentation of self</li> </ul> <p>Understanding others (building relationships, appreciation of others):</p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Friends</li> <li>• Grace and courtesy</li> <li>• Respect of others</li> <li>• Resolving conflict – Peace Basket</li> </ul> <p>Understanding Community (building community and society)</p> <ul style="list-style-type: none"> <li>• One universe-all of humanity one family</li> <li>• Cultural/social awareness</li> <li>• Citizenship - Rule of Law and Freedom</li> <li>• Democracy – Listening to a variety of views/opinions</li> <li>• Mutual respect and appreciation of differences</li> <li>• Role models – Prophets, Inspirational Historical Figures from around the world, Sages and Scholars</li> </ul>	<p>4-6</p> <p>Reception</p> <p>Y1</p> <p>6-9</p> <p>Y2-4</p> <p>4-9</p> <p>Reception</p> <p>Y1-4</p> <p>6-9</p> <p>Y2-4</p>
<p>Sustenance</p>	<p>Fundamental needs:</p> <ul style="list-style-type: none"> <li>• Security - Peace</li> </ul>	<p>6-9</p> <p>Y2-4</p>



<p>(Means of Gratitude)</p>	<ul style="list-style-type: none"> <li>• Food- nutrition, healthy/unhealthy food</li> <li>• Shelter</li> <li>• Transport</li> <li>• Esteem - self</li> <li>• Love and belonging - relationships</li> <li>• Social – community</li> <li>• Spiritual – God – Peace</li> </ul> <p>The fulfilment of the ‘fundamental needs’ brings about gratitude</p>	
<p>Life (Condition of Gratitude)</p>	<p>Balance, beauty, equilibrium, justice at a macro level on our planet and the universe. Interconnectedness of Life</p> <p>Sacredness of life, maintaining life, Preservation of life through preserving the ecosystem and balance of nature</p> <div style="text-align: center;"> </div>	<p>4-9 Reception Y1-4</p>
<p>Gratitude (Aim)</p>	<p>Exploring the concept of gratitude as the basis of:</p> <ul style="list-style-type: none"> <li>• self</li> <li>• relationships</li> <li>• care of environment</li> </ul>	<p>4-9yrs Reception Y1-4</p>



	<p>The concepts of gratitude:</p> <ul style="list-style-type: none"><li>• Contentment – what you have is enough</li><li>• Frugality – taking what is needed without being wasteful</li><li>• Satisfaction – being happy with what you have</li><li>• Gratefulness – being thankful</li></ul> <p>To be delivered through modelling behaviour, through, stories, circle times, grace and courtesy to include:</p> <ul style="list-style-type: none"><li>• How to look after self</li><li>• How to be with others</li><li>• How to look after environment</li></ul> <p>With older children, the above elements will be explored in more depth including through circle times, discussion circles, moral stories.</p>	
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## Language

At Alamiyah the study of Language is approached using a structured, step by step approach which focuses on building key skills in 5 main strands shown in the overview table below. Reading is based on a phonetic approach coupled with the use of sight words to ensure the most natural and effortless path to becoming a fluent and avid life-long reader.

Strand	Stage of Study	Age
1. Speaking and Listening	Lower and Middle Primary	4-9
2. Reading and Comprehension	Lower and Middle Primary	6-9
3. Writing	Lower and Middle Primary	4-9
4. Spelling	Lower and Middle Primary	5-9
5. Vocabulary, Punctuation, Grammar	Lower and Middle Primary	4-9

### Language Long Term Curriculum Plan

#### *Speaking and Listening*

Area	Topic	Recommended age/stage
Listening skills	Developing listening skills through: <ul style="list-style-type: none"> <li>• Group activities</li> <li>• Turn taking</li> <li>• Circles times</li> <li>• Taking part in discussions</li> <li>• Presentations</li> <li>• Reading Aloud</li> <li>• Stories</li> </ul>	4-9 yrs Reception Y1-4



	<ul style="list-style-type: none"> <li>• Response Games</li> </ul>	
Asking questions	<p>Using a variety of questions to gather information, develop understanding and increase knowledge.</p> <p>Having opportunities to prepare questions for the following:</p> <ul style="list-style-type: none"> <li>• Interviews (formal &amp; informal)</li> <li>• Visits by external speakers e.g. police, doctor, fireman</li> <li>• Questionnaires</li> <li>• Project work</li> </ul>	<p>4-9yrs</p> <p>Reception</p> <p>Y1-4</p>
Vocabulary building & developing conversational skills	<p>Have opportunities to learn new words of the week and use in their daily speech</p> <p>Be exposed to a variety of different texts that help to enrich their language such as:</p> <ul style="list-style-type: none"> <li>• Narratives</li> <li>• Instructions</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Plays &amp; Dramatizations</li> <li>• Debates</li> </ul>	<p>6-9yrs</p> <p>Y2-4</p>

### *Reading and Comprehension*

Area	Topic	Recommended age/stage
Three letter phonetic words (Pink Series)	<p>Pink series:</p> <ul style="list-style-type: none"> <li>• Reading 3 letter phonetic words</li> <li>• Reading phrases containing high frequency words 1 and 3 letter phonetic words</li> </ul>	<p>4-5yrs</p> <p>Reception</p> <p>Y1</p>



	<ul style="list-style-type: none"> <li>• Reading sentences containing high frequency words and three letter phonetic words</li> <li>• Reading pink series books and simple factual books with three letter phonetic words (Waseca series)</li> </ul>	
Sight words 1	Memorise High frequency words 1	4-6yrs Reception Y1
Four/+ letter: Blue Series	<p>Blue Series:</p> <ul style="list-style-type: none"> <li>• Reading 4+ letter phonetic words</li> <li>• Reading phrases containing high frequency words 1 and 4+ letter phonetic words</li> <li>• Reading sentences containing high frequency words and 4+ letter phonetic words</li> <li>• Reading blue series books and simple factual books with 4+ letter phonetic words (Waseca series)</li> </ul>	4-6yrs Reception Y1
Sight words 2	Memorise High frequency words 1-9	4-7yrs Reception Y1-2
Reading with phonograms (green Series)	<p>Green series:</p> <ul style="list-style-type: none"> <li>• Reading books with main group of phonograms: ai, oa, ee, ie, sh, th, ch, oo, oy, au</li> <li>• Reading books with long vowels (cake)</li> <li>• Reading books with a variety of phonograms</li> </ul>	4-9yrs Reception Y1-4
Fiction and non-Fiction books	Having access to and reading a range of fiction and non-fiction books	4-9yrs Reception



		Y1-4
Comprehension	<p>Having opportunities to read a wide range of texts for understanding.</p> <p>Discuss, summarise and feedback on the content, themes and main points of the texts.</p> <p>Take part in discussions and have opportunities to form and express views to a group</p>	<p>6-9yrs</p> <p>Y2-4</p>

*Writing: Forming Words, Phrases and Sentences, Handwriting, Creative and Factual Writing*

Area	Topic	Recommended age/stage
Beginning writing	Writing three letter phonetic words using the large moveable alphabet	4-6yrs
	Writing three letter phonetic word lists	Reception
	Writing four+ letter phonetic word lists	Y1
Forming phrases and sentences	<p>Writing phrases for notes</p> <p>Writing sentences (for descriptions, stories, poems, letters, recipes)</p>	
Common/everyday words	Days of the week	4-6yrs
	Months of the year	Reception
The Fourth Great Lesson: The Story of Writing	Preparation for the Fourth Great Lesson	6-9yrs
	Demonstration for the Fourth Great Lesson	Y2-4



Imaginative writing	Providing opportunities to write:  Stories  Poems  Long narratives  Descriptions  Illustrations  Dialogues  Plays	5-9yrs  Y1-4
Factual writing	Having opportunities to put together:  Reports  Letters  Note taking  Dialogues  Historical plays  Research	6-9yrs  Y2-4
Composition	Brain storming ideas  Proof reading work  Producing drafts  Producing final works	7-9yrs  Y3-4
Developing handwriting	Beginning stages: sandpaper letters and sand tray  Writing on the chalkboard with sandpaper letters	4-5yrs  Reception



	Writing with a crayon with the sandpaper letters	
	Writing with a paintbrush with the sandpaper letters Writing letters in an enclosed space Writing on the line Writing in between two lines Letters with tails Cursive writing	6-9yrs Y2-4

### Spelling

Area	Topic	Recommended age/stage
Spelling three letter phonetic words	Sounding out and forming three letter phonetic words	4-5 yrs Reception
Upper case and lower case	To understand the difference between upper case and lower case Being able to form both lower and upper case letters	4-5 yrs Reception
Spelling four or more letter words	Sounding out and forming four or more letter phonetic words Understanding that double letters represent one sound, e.g. Ll, ss, ck... Sounding out and forming: <ul style="list-style-type: none"> <li>Initial blends: sp, st, sl, fl, fr, ...</li> </ul>	4-5 yrs Reception



	<ul style="list-style-type: none"> <li>• Final blends: nt, sp, mp</li> <li>• Consonant clusters: spl,</li> </ul>	
Vowels and consonants	<p>Understanding that the letters of the alphabet are made up of vowels and consonants</p> <p>Understanding that vowels change the way a word is read depending on whether it is a long/ short vowels</p> <p>The magic 'e'- how it changes short vowels into long vowels</p>	<p>4-6 yrs</p> <p>Reception</p> <p>Y1</p>
Syllabication	<p>Understanding that words can be broken</p>	<p>4-9yrs</p> <p>Reception</p> <p>Y1-4</p>
Sight words spelling	<p>Practising writing the sight words from memory using the look, cover and check technique</p>	<p>5-9 yrs</p> <p>Y1-4</p>
Phonograms, vowel digraphs and trigraphs	<p>Introduction to the main phonograms: ai, or, au, ou, oa, ee, ie, er, sh, th, ch, oy,</p> <p>Introduction to other vowel digraphs &amp; trigraphs</p> <p>Comparing similar sounding phonograms with different spellings: ai – ay</p> <p>Comparing phonograms that share the spelling but have different sounds: ou</p> <p>Exploring and forming words containing 'ough'</p> <p>Exploring and forming silent letters e.g. 'gh'</p>	<p>6-9yrs</p> <p>Y2-4</p>
Plurals	<p>Forming plurals with 's'</p>	<p>4-6yrs</p> <p>Reception</p> <p>Y1</p>



	<p>Forming plurals with 'es'</p> <p>Plurals: changing f to ves</p> <p>Plurals: changing y to ies</p> <p>Masculine/feminine</p> <p>Explore a range of rules for singular and plural</p>	<p>5-9 yrs</p> <p>Y1-4</p>
Word study	Forming compound words	<p>5-7 yrs</p> <p>Y1-2</p>
Verb conjugations	<p>Exploring conjugation of simple present</p> <p>Exploring conjugation of simple past</p> <p>Exploring conjugation of simple future</p> <p>Exploring conjugation of to be</p> <p>Exploring conjugation of to have</p> <p>Exploring continuous tenses</p> <p>Exploring Perfect tenses</p>	<p>7-9 yrs</p> <p>Y3-4</p>
Comparison of adjectives	<p>Forming comparisons</p> <p>Forming superlatives</p> <p>Forming adjectives with 'more' and 'most'</p>	<p>7-9yrs</p> <p>Y3-4</p>
Contractions	<p>Exploring how to form contractions</p> <p>Exploring and forming the possessive apostrophe</p>	<p>7-9yrs</p> <p>Y3-4</p>



	Exploring and forming the possessive apostrophe with plural words	
Prefix and suffix	Adding prefixes and suffixes  Exploring and forming suffixes beginning with vowel letters to words of more than one syllable	7-9yrs  Y3-4
Synonyms	Exploring and forming synonyms	7-9yrs  Y3-4
Antonyms	Exploring and forming antonyms	7-9yrs  Y3-4
Homonyms	Exploring and forming homonyms  Exploring and forming near-homophones	7-9yrs  Y3-4
Hyphens	Exploring and forming hyphens	8-9 yrs  Y4

### *Vocabulary, Grammar and Punctuation*

Area/topic	Aims	Recommended age/stage
Word level	To learn a variety of words to help enrich language  To understand that words can be made up of compound words	4-6yrs  Reception  Y1
	Explore different ways of making plurals and discovering rules, starting with regular plurals with 's'	6-9yrs  Y2-4



	<p>Exploring suffixes and how to form them</p> <p>Exploring prefixes and how to form them</p> <p>Exploring etymology of words</p>	
Sentence level	<p>Combining words to make phrases with parts of speech (articles, nouns, adjectives, verbs)-</p>	<p>4-6yrs</p> <p>Reception</p> <p>Y1</p>
	<p>Understanding the difference between a sentence and phrase</p> <p>Using phrases to make sentences</p> <p>Understanding that phrases can make sentences</p> <p>Logical analysis for simple sentences:</p> <ul style="list-style-type: none"> <li>• Summary</li> <li>• Predicate, subject and direct object</li> <li>• Indirect object</li> <li>• Adverbial extensions</li> <li>• Extensions off the direct object</li> <li>• Attributive extensions</li> <li>• Appositives</li> </ul> <p>Transitive and intransitive verbs</p> <p>Verbal and nominal predicate</p> <p>Elliptical sentences</p> <p>Direct and inverted order</p> <p>Active, passive and reflective voices</p> <p>Compound sentences</p>	<p>6-9yrs</p> <p>Y2-4</p>



	<p>Complex sentences</p> <p>Correlative sentences</p>	
Text level	<p>Questions/statements</p> <p>Different genre writing:</p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Procedures</li> <li>• Notes</li> </ul>	<p>4-6yrs</p> <p>Reception</p> <p>Y1</p>
	<p>Understanding that sentences can make paragraphs</p> <p>Different genre writing:</p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Stories/narratives (Short/long)</li> <li>• Instructions</li> <li>• Procedures</li> <li>• Experiments</li> </ul> <p>Exploring layout, including headings, bullet points, columns</p>	<p>6-9yrs</p> <p>Y2-4</p>
<p>Mechanics:</p> <p>Punctuation</p>	<p>Capitalization</p> <p>Full stops</p> <p>Question marks</p>	<p>4-6yrs</p> <p>Reception</p> <p>Y1</p>
	<p>Exclamations</p> <p>Apostrophe</p> <p>Abbreviations</p> <p>Comma</p>	<p>6-9yrs</p> <p>Y2-4</p>



	<p>Quotation marks</p> <p>Hyphen</p> <p>Semi-colon &amp; colon</p>	
Grammar	<p>Nouns:</p> <ul style="list-style-type: none"> <li>• Key experience</li> <li>• Concrete and abstract nouns</li> <li>• Common and proper nouns</li> <li>• Collective nouns</li> <li>• Command box 1: contrast proper noun and adjective</li> <li>• Command boxes: contrast proper and common nouns</li> <li>• Singular and plural nouns</li> <li>• Masculine and feminine nouns</li> <li>• Masculine, feminine, common gender</li> </ul> <p>Articles:</p> <ul style="list-style-type: none"> <li>• Key experience</li> <li>• Plural article</li> <li>• A, an</li> <li>• Definite and indefinite</li> <li>• Classification of articles</li> <li>• Definite articles and nouns</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>• Key experience</li> <li>• The noun family</li> <li>• One noun, many adjectives</li> <li>• The detective triangle game</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>• Key experience</li> </ul>	<p>4-9yrs</p> <p>Reception</p> <p>Y1-4</p>



	<ul style="list-style-type: none"> <li>• Hunt the action</li> <li>• One verb, many objects</li> <li>• Length of action</li> <li>• Past, present and future tenses</li> </ul>	
	<p>Adverbs</p> <p>Prepositions</p> <p>Conjunctions</p> <p>Pronouns</p> <p>Interjections</p>	<p>6-9yrs</p> <p>Y2-4</p>



## Arabic Language & Languages



## Mathematics

At Alamiyah the study of Mathematics is approached using a structured, step by step approach which focuses on building understanding through three main strands shown in the overview table below. The approach moves gradually from concrete experience of number towards abstraction when pupils are ready to transition. At Alamiyah we place an emphasis on securing a solid foundation of concrete number work before progressing onto mental arithmetic which requires a high level of abstraction.

Strand	Stage of Study	Age
1. <b>Number</b> Counting Place Value Four operations Number Patterns-Squaring, Cubing Mental Arithmetic Fractions	Lower and Middle Primary	4-9
Powers of Numbers Multiples Divisibility Squaring and Square Root Fractions Decimals Ratio/Proportion Percentages Integers – Negative Numbers Other Bases Cubing and Cube Root	Upper Primary	9-12
2. <b>Geometry</b> Shapes and Solids, Polygons, Triangles, Quadrilaterals, Circles Points, Lines, Angles, Measuring Turn	Lower and Middle Primary	4-9
Area Volume	Upper Primary	9-12



	Similarity, Congruence, Equivalence		
3.	Measurement Introduction Length, Height Weight Money Time	Lower, Middle and Upper Primary	4-12
	Use of Equipment to Measure Measure Record Units of Measure and Conversion Temperature	Upper Primary	9-12

The curriculum plan contained in this document is aimed at the 4-9 age group covering lower primary age 4-6 years and middle primary age 6-9 years. Number work including counting, place value, the four operations and mental arithmetic are a mainly covered in lower and middle primary. Fractions are part of the lower/middle primary whilst the in depth study of fractions, decimals and percentages and ratio continues in upper primary. The foundations of the geometry curriculum are laid in lower/middle primary and a more complete study is undertaken in upper primary including area, volume and congruence, similarity and equivalence. The study of measurement is started in lower and middle primary but is formalised and treated in detail in upper primary and in later Science, Geography and History. Statistics is presented and taught in context as a tool to record, display and analyse data. It is therefore covered through other curriculum subjects such as Science, Geography and History. The later primary mathematics curriculum will cover Logic, Statistics and Algebra.

### Mathematics Long Term Curriculum Plan

*Number: Counting, Place Value Four Operations, Mental Arithmetic, Number Patterns*

Area	Topic	Recommended Age/Stage
Relative Size	Relative order of size using more than and less than	4-5



	More than and less than	Reception Year 1
Introduction to Zero	Zero quantity as the empty set	3-4 Nursery
Read and Write Numbers from 1-10	Recognise numerals from 1-10. Associate the numerals with the quantity that each represents	3-4 Nursery Reception
Number Patterns and Sequences	Recognise number patterns Recognise and even and odd numbers	4-5 years Reception Year 1
Addition and Subtraction to 10	Add and subtract quantities between 1-10 Number bonds to 10 Mathematical Notation Introduce equals '=' and addition and subtraction '+' '-'	3-5 years Nursery Reception Year 1
Number Facts: Number Bonds	Learn and recall the number bonds to 10	4-5 Reception Year 1
Counting from 11-19 Recognising quantities and numbers from 11- 19	Count from 11-19 in order Recognise and sequence teen quantities from 11-19 Teen quantities being comprised of tens and units	4-6 Reception Year 1



	Recognise the teen numerals and associate with the teen quantities	
Addition and Subtraction to 20	<p>Add and subtract numbers to make quantities up to 20</p> <p>Single digit additions and number bonds to 10 and 18</p> <p>Single and double digit subtractions</p> <p>Subtractions using single digits and teen numbers</p> <p>Use of number lines</p> <p>Use of language, one more and one less</p> <p>Introduce <math>&lt;</math>, <math>&gt;</math> signs</p>	<p>4-6</p> <p>Reception</p> <p>Year 1-2</p>
Counting in multiples of 10	<p>Counting in multiples of 10</p> <p>Learning numerals 10, 20, 30 with associated quantities</p>	<p>4-6</p> <p>Reception</p> <p>Year 1</p>
Counting to 100	<p>Count to 100 in sequence</p> <p>Recognise quantities from 1-100,</p> <p>Recognise numerals from 1-100 and associated quantities</p> <p>Compare and order numbers from 0 up to 100</p>	<p>5-6</p> <p>Year 1</p>
Counting to 1000	<p>Count to 1000 in sequence</p> <p>Recognise quantities from 1-1000</p>	<p>5-7</p> <p>Year 1-2</p>



	Recognise numerals from 1-1000 and associated quantities	
Comparative Size of Numbers	Comparative size: hundreds and thousands  Compare and order numbers to 1000	5-7  Year 1-2
Number Patterns and Sequences	Recognise the number pattern of the square number sequence  Recognise square numbers and count in squares	5-8  Year 1-3
Number Patterns and Sequences	Recognise the number pattern of the cube number sequence  Recognise cube numbers and count in cubes  Relative size of the cube numbers to 10  Factoring from a product	6-7  Year 2
Writing numbers	Writing numbers from 1-100 in words	6-7  Year 2
Place Value	Relative size of base 10 numbers to 1000  Expressing quantities in thousands, hundreds, tens or units. 1000 is also 10 hundreds, 100 tens or 1000 units.  Recognise the place value of the units, tens, hundreds and thousands as quantities in the base 10 number system.	4-6  Reception  Year 1-3



	Read write and order numbers to 10 000 in the base 10 number system and determine the value of each digit.	
Addition and Subtraction to 10 000	Add and subtract 4 digit quantities using formal methods (columnar addition and subtraction)  Mathematical notation of a straight line separating addends from sums using the column method	5-8  Year 1-3
Multiplication and Division to 10 000	Formal written methods of multiplication and division.  Mathematical Notation 'x' '/'  Multiply a number with upto four digits by a one digit multiplier  Divide a number with upto four digits by a one digit divisor  Divide a number with upto four digits by a two digit divisor  Mathematical notation for multiplication and division 'x' '/'	5-8  Year1-3
Place Value and Algebra (Abstraction)	Place value, symbols and abstraction	6-8  Year 2-3
Mental Arithmetic Addition Number Facts (in the units)	Memorising the number bonds to 18  Commutative law of addition  Discover the effect of adding zero	5-7  Year 1-2



	Effect of adding two equal numbers	
Mental Arithmetic Addition Number Facts (in the units)	Aid in the memorisation of addition facts  Memorising the number bonds to 18  Effect of adding together odd and even numbers  Adding multiple numbers together $1+5+3+9\dots$	5-8  Year 1-3
Mental Arithmetic Addition Number Facts (in the tens)	Memorisation of addition facts in the tens  Associative Law of addition with multiple addends  Mathematical notation: the parenthesis sign	5-8  Year 1-3
Forming Sums and Equations: Addition Problems	Writing number facts in a variety of formats – solve one step problems  Writing equation/sum with an unknown value to be determined  Forming an equation from a problem/story and solve with addition  Use addition to find solutions to everyday mathematical problems	6-8  Year 2-3
Mental Arithmetic Subtraction Number Facts (in the units and teens)	Effect of subtraction on a number  Memorisation of subtraction facts in the units and teens  Analysing subtraction sums and remainders for number patterns	6-7  Year 2



	Effect of subtracting zero	
Forming Sums and Equations: Subtraction Problems	<p>Writing number facts in a variety of formats - solve one step problems</p> <p>Write an equation/sum with an unknown value to be determined</p> <p>Form an equation from a problem/story and solve with subtraction</p> <p>Use subtraction to find solutions to everyday mathematical problems</p>	6-7 Year 2
Exploring Multiplication	<p>Relationship between addition and multiplication</p> <p>multiplication as a fast method of repeated addition</p> <p>Memorisation of addition facts</p>	5-7 Year 1-2
Mental Arithmetic: Multiplication Number Facts	<p>Introduce operation of multiplication</p> <p>Memorisation of multiplication facts</p> <p>Use and memorise the times tables from 1-10</p> <p>Commutative law of multiplication</p> <p>Factors and products and Multiples</p> <p>Counting in Multiples.</p> <p>Introduction to Square and cube numbers</p>	6-8 Year 2-3



	Memorising the square and cube number sequence	
Multiples and Factors	Counting in multiples of 2-9 Find all the factors of one product	6-9 Year 2-4
Short Multiplication	Calculate the product of two numbers	6-8 Year 2-3
Forming Sums and Equations: Multiplication Problems	Write number facts in various formats - solve one step problems Write an equation with an unknown value to be determined Form an equation from a problem/story, solve with multiplication Use multiplication to solve everyday mathematical problems	6-8 Year 2-3
Multiplication: Use of Brackets when multiplying a number by a binomial or trinomial	Introduction to the binomial and law of distribution using beads. Distributive law of multiplication over the operation of addition $a.(b+c) = a.b + b.c$ Result of expanding brackets (parentheses) through distribution and how to record sums. Common algebraic formulations using numbers Square of a binomial using numbers.	7-9 Year 2-4



	<p>Square of a trinomial using numbers.</p> <p>Pattern and symmetry in number.</p>	
<p>Exploring Multiplication and related Algebraic Concepts</p>	<p>Common algebraic formulations using numbers</p> <p>Pattern and symmetry in square numbers</p> <p>Interrelationship of multiplication facts to 100</p> <p>Memorisation and recall of multiplication facts.</p>	<p>7-9 years</p> <p>Year 3-4</p>
<p>Exponents and Bases</p>	<p>Powers or exponents</p> <p>Mathematical notation for exponent upto power of 3, base 1-10</p>	<p>8-9+</p> <p>Year 4+</p>
<p>Short Division with the divisor being an amount in the units</p>	<p>Divide amount by a unit divisor from 1-9 using 'share by' method</p> <p>Mathematical notation of short division and terms dividend, divisor, quotient and remainder.</p> <p>Memorise division facts using a max dividend of 81 max divisor of 9</p> <p>Division sums which leave a remainder and those that do not</p> <p>Written methods of Short division</p>	<p>7-9</p> <p>Year 3-4</p>
<p>Forming Sums and Equations: Division Problems</p>	<p>Form an equation from a problem/story and solve with division</p> <p>Use division to find solutions to everyday mathematical problems</p>	<p>7-9 years</p> <p>Year 3-4</p>



	<p>Write number facts in various formats - solve one step problems</p> <p>Write an equation with an unknown value to be determined</p>	
The four operations	<p>Solve two step problems involving addition and subtraction deciding which operations and methods to use.</p> <p>Inverse relationship between Multiplication and Division</p> <p>Solve problems using multiplication and division including scaling and correspondence problems in which n objects are connected to m objects</p>	<p>7-9 years</p> <p>Year 3-4</p>
Place Value to 1,000,000	<p>Relative size of base 10 numbers to 1,000,000</p> <p>Relationships between each value e.g. 10,000 is 10 x 1000 and 100 x 100....</p> <p>Recognise the place value of 10,000 100,000 and 1,000,000 as quantities in the base 10 number system.</p> <p>Read write and order numbers to 1,000,000 in the base 10 number system and determine the value of each digit.</p> <p>Count in multiples of 25, 100, 1000</p> <p>Find 1000 more or less than a given number</p>	<p>7-9 years</p> <p>Year 3-4</p>
Long Multiplication	<p>Multiply a number of two or more digits by a 1,2 or 3 digit number using manipulatives, a variety of methods and formal columnar written methods</p>	<p>7-9 years</p> <p>Year 3-4</p>
Long Division	<p>Divide a number of two or more digits by a 1,2 or 3 digit number manipulatives, a variety of methods and formal written long division method</p>	<p>7-9 years</p> <p>Year 3-4</p>



*Number: Fractions*

Area	Topic	Recommended Age/Stage
Definition: Fraction as Parts of a Whole	<p>Fraction as parts of a whole.</p> <p>Relationship between a fractional amount and a unit.</p> <p>Half as a fractional amount</p>	<p>4-6</p> <p>Reception</p> <p>Y1-2</p>
Fractional Quantities: halves to tenths and sixteenths	<p>Fractions with denominators of 2,3,4,5,10,16</p> <p>Names in words of unit fractions, halves, thirds.....tenths, sixteenths.</p> <p>Recognise, find, name and write names of the common unit fraction</p> <p>Parts of a whole must be equal.</p> <p>Find, name and write a non unit proper fraction using fraction notation</p> <p>Definitions numerator and denominator</p>	<p>4-6</p> <p>Reception</p> <p>Y1-2</p>
Equivalence	<p>Definition equivalent fraction</p> <p>Equivalence of all fractions in fraction families of halves to tenths</p> <p>Deriving rules for finding mathematical equivalence without manipulatives</p>	<p>4-6</p> <p>Reception</p> <p>Y1-2</p>
Addition of Fractions	<p>Add proper fractions with the same denominator which sum to 1 or less using manipulatives and written methods</p>	<p>7-9</p> <p>Y3-4</p>



	<p>Add fractions with the same denominator which sum to more than one whole using manipulatives and written methods</p> <p>Deriving a method for adding fractions with the same denominator without the use of manipulatives.</p>	
Subtraction of Fractions	<p>Subtract proper fractions with the same denominator</p> <p>Derive the method for subtracting fractions with the same denominator without the use of manipulatives.</p>	<p>7-9</p> <p>Y3-4</p>
Multiplication of Fractions	<p>Multiply fractions by a whole number using manipulatives and written methods when the product is equal to or less than 1</p> <p>Multiply fractions by a whole number using manipulatives and written methods when the product is equal to or less than 1</p> <p>Reduce the product to it's lowest terms using equivalence.</p> <p>Multiply fractions by a whole number using manipulatives and written methods when the product is an improper fraction.</p> <p>Derive the method for multiplying fractions by a whole number without the use of manipulatives.</p>	<p>7-9</p> <p>Y3-4</p>
Division of Fractions	<p>Divide fractions by a whole number using manipulatives and written methods</p> <p>Derive the method for dividing fractions by a whole number without the use of manipulatives.</p>	<p>7-9</p> <p>Y3-4</p>



*Geometry: Shapes, Solids, Point, Line, Angle, Turn*

Area	Topic	Recommended Age/Stage
Exploration of Plane and Solid Geometric Forms	Common geometric 2D shapes, circle, rectangle, square, types of triangles- scalene, equilateral, isosceles, acute, obtuse, regular polygons, other quadrilaterals and curved figures  Common 3D solids and their defining features  Recognition of shapes and solids in differing orientations	4-6  Reception  Y1-2
Detailed Study of Plane Figures	Names of regular polygons of 3,4,5,6....10 sides  Names and etymology of the regular polygons - 3-10 sided  Names of common quadrilaterals, square, rectangle, rhombus, trapezium and parallelogram.  Names of a selection of curvilinear figures, circle, ellipse, oval, quatrefoil, curvilinear triangle, quatrelobe.	4-6  Reception  Y1-2
Geometrical Concepts	Definition of a solid, plane, line and point	6-9  Y2-4
Study of the Line	Parts of the Line  Lines to the Earth  Relationship between two straight lines  Intersecting Lines  Convergent Lines  Divergent Lines	6-9  Y2-4



	<p>Parallel Lines</p> <p>Skew Lines</p> <p>Perpendicular Lines</p> <p>Perpendicular Bisector</p> <p>Relationship between three straight lines</p>	
Study of an Angle	<p>Measurement of Turn</p> <p>Quarter, half, three quarter, full</p> <p>Parts of an Angle</p> <p>Types of Angle</p> <p>Right</p> <p>Acute</p> <p>Obtuse</p> <p>Reflex</p> <p>Relation of quarter, half and three quarter turn to right angle</p> <p>Relationship between two angles</p> <p>Adjacent and Vertically Opposite Angles</p> <p>Vertically Opposite Angles are Equal</p> <p>Types of Adjacent Angles</p> <p>Angles formed by two straight lines and a transversal</p> <p>Angles formed by two lines cut by a transversal</p> <p>Bisector of an Angle</p>	<p>6-9</p> <p>Y2-4</p>



Study of Closed Figures	Simple closed curves  Polygons  Circle, Ellipse, Oval	6-9  Y2-4
Patterns	Tiling and Tessellation	4-9  Reception  Y1-4
Symmetry	Use of mirrors to explore symmetry  Identify lines of symmetry in simple 2D shapes  Complete a figure with a single line of symmetry.	4-9  Reception  Y1-4
Triangles	Parts of a Triangle  Altitude, Median  Axis  Orthocenter  Centroid  Cicumcenter  Incenter  Sides  Sides and Angles  Acute and Obtuse Angles  Right Angles  Lengths Of Sides	7-9  Y3-4



	<p>Construction of Isosceles Triangle</p> <p>Parts of Right Triangles</p> <p>Measuring Angles</p> <p>Use of a Protractor</p> <p>Constructing Angles</p> <p>Operations with Angles</p> <p>Classification</p>	
Study of Quadrilaterals	<p>Parts of a Quadrilateral</p> <p>Common Quadrilateral</p> <p>Parts of a Common Quadrilateral</p> <p>Parts of a Trapezoid</p> <p>Parts of a Parallelogram</p> <p>Parts of a Rectangle</p> <p>Parts of a Rhombus</p> <p>Parts of a Square</p> <p>Parts of and types of Trapezoids</p> <p>Classification</p>	<p>7-9</p> <p>Y3-4</p>
Study of Polygons	<p>Parts of Polygons</p> <p>Equilateral Triangle and Square</p> <p>Parts of the Regular Polygon</p> <p>Diagonals</p>	<p>7-9</p> <p>Y3-4</p>



	<p>Irregular and Regular Polygons</p> <p>Classification</p>	
Study of a Circle	<p>Parts of a circle</p> <p>Relationship between the Circle and Straight Line</p> <p>Relationship between two Circles</p>	<p>8-9</p> <p>Y4</p>



*Measurement: Introduction*

Area	Topic	Recommended Age/Stage
Comparison of Measures	<p>Compare, describe and solve practical problems involving:</p> <p>lengths, heights using vocabulary</p> <p>long longer longest</p> <p>tall taller tallest</p> <p>short shorter shortest</p> <p>mass and weight using vocabulary</p> <p>heavy/light, heavier than and lighter than</p> <p>capacity and volume using vocabulary</p> <p>full/empty, more than, less than, half full, quarter full</p> <p>time using vocabulary quicker, slower, earlier, later</p>	<p>4-6</p> <p>Reception</p> <p>Y1-2</p>
Time	<p>Sequence events in chronological order using language (before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</p> <p>Recognise and use language relating to dates including days of the week, weeks, months and years.</p> <p>Measure time -hours, minutes and seconds</p> <p>Tell the time to the hour, half past the hour and draw hands on a clock face to show these times.</p>	<p>4-6</p> <p>Reception</p> <p>Y1-2</p>



	<p>Tell and write the time to five minutes, including quarter past, quarter to and draw hands on a clock face to show the time</p> <p>Use vocabulary, morning, afternoon, noon, midnight, a.m, p.m</p> <p>Know the number of minutes in an hour and number of hours in a day.</p> <p>Know the number of seconds in a minute, and number of days in each month, year and leap year.</p> <p>Tell the time on a 12 hour and 24 hour clock and convert between 12 and 24 hour</p>	<p>6-9</p> <p>Y2-4</p>
Money	<p>Recognise and know the value of different denominations and notes</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit and in £ and p and giving change</p>	<p>4-6</p> <p>Reception</p> <p>Y1-2</p> <p>6-8</p> <p>Y2-3</p>



## History

At Alamiyah the study of History is integrated within the curriculum and woven through with the Great Lessons. During Lower and Middle Primary there is an emphasis on understanding key concepts for further study. Time is studied in detail with the introduction of timelines. An anthropological study of the needs of people is explored to enable a better understanding of the commonality of peoples and cultures over time. The main focus of historical study during these years however is the study of ancient history including past civilisations up until the renaissance, origins of life and geologic time. The curriculum plan contained in this document is aimed at the 4-9 age group covering lower primary age 4-6 and middle primary age 6-9 and so does not represent the full breadth of the entire history curriculum.

### History Long Term Curriculum Plan

Strand	Topic	Recommended age/stage
Introduction to the concept of time	Measurements of the day: <ul style="list-style-type: none"> <li>• Development of the notion of time</li> <li>• Graphic representation: tally marks</li> <li>• Measurement of days</li> </ul>	4-9yrs
	Days of the week	
	Grouping of the days into weeks	
	Grouping of the weeks into months	4-9yrs
	Months of the year	Reception
	The year and its parts	Y1-4



	<p>Graphic representation: personal timeline</p> <p>Clock: telling the time:</p> <ul style="list-style-type: none"> <li>• Orientation to one day, hourly time</li> <li>• Linear time: am and pm</li> <li>• Quarter past, half past, quarter to</li> <li>• Five minute time</li> <li>• The three fundamental tenses</li> <li>• Digital to analogue conversion</li> <li>• Roman numerals 1-12, 13-100</li> <li>• BC, AD</li> </ul> <p>The age of the earth</p> <p>The age of the universe</p>	<p>6-9yrs</p> <p>Y2-4</p>
<p>Fundamental needs of people</p>	<p>Common needs of people for physical well being:</p> <ul style="list-style-type: none"> <li>• Spiritual</li> <li>• Material</li> <li>• Clothing</li> <li>• Nutrition</li> <li>• Shelter</li> <li>• Defense</li> <li>• Transportation- by land, sea and air</li> </ul>	<p>6-9yrs</p> <p>Y2-4</p>
<p>Past civilizations</p>	<p>A History of Past Civilisations and Stories of Key Personalities</p> <ul style="list-style-type: none"> <li>• Primitive Important Personalities</li> <li>• Egyptians Babylonians Moses</li> <li>• Persians/ Greeks / Romans Alexander the Great, Julius Caesar Jesus</li> </ul>	<p>4-6</p> <p>Reception</p> <p>Y1</p> <p>6-9</p> <p>Y2-4</p>



	<p>Khosrow II</p> <ul style="list-style-type: none"> <li>• Islam</li> </ul> <p>Muhammad First Four Caliphs</p> <ul style="list-style-type: none"> <li>• North and West African History Kingdom of Mali - Mansa Musa The Tuareg</li> <li>• Medieval Europe</li> <li>• Rise of the Chinese Dynasties Confucius Emperor Qin Shi Huang and the Great Wall of China Invention of Paper</li> </ul>	
Seerah	<p>Story of the life of Prophet Muhammad (PBUH)</p> <ul style="list-style-type: none"> <li>• Arabian Peninsula before Prophethood</li> <li>• Signs of the Coming of the Prophet</li> <li>• Birth of the Prophet</li> <li>• Early Childhood, Family ties and Bereavement</li> <li>• Revelation and Prophethood</li> <li>• Makkan period of Prophethood</li> <li>• The Ascension - Night Journey</li> <li>• Migration and the Miraculous Spider in the Cave</li> <li>• The Prophet and his Companions in Madina</li> <li>• Peace and Return to Makkah</li> </ul>	<p>4-9yrs</p> <p>Reception</p> <p>Y1-4</p>
The First Great Lesson	<p>The Creation of the Universe</p> <p>Laws of the Universe</p> <p>Story of Creation</p> <p>Clock of Eras</p> <ul style="list-style-type: none"> <li>• Precambrian era</li> <li>• Palaeozoic era</li> <li>• Mesozoic era</li> <li>• Canozoic era</li> </ul> <p>Radioactive Dating of Meteorites from the Moon</p> <p>Early Development of the Earth</p>	<p>6-9yrs</p> <p>Y2-4</p>



	Precambrian Local Shields used for dating Precambrian The Geologic Time Scale Origin of the Earth Outline of Timeline of Life	
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## Geography

At Alamiyah the study of Geography is integrated within the curriculum through the Great Lessons and also approached through three main strands shown in the overview table below. The curriculum plan contained in this document is aimed at the 4-9 age group covering lower primary age 4-6 and middle primary age 6-9.

Strand	Stage of Study	Age
4. Physical Geography	Lower, Middle, Upper Primary	4-9
5. Human Geography Continent study Country Study Study of UK Mapwork	Lower Middle Primary	4-9
Human Geography Time Zones Economic Geography	Upper Primary	9-12



	Government and Politics Interdependence Country Study		
6.	Geology	Upper Primary	9-12

## Physical Geography

At Alamiyah, the Physical Geography curriculum starts early by distinguishing between land and water and introducing the globe of land and water. It follows on with learning through 3D globes and 2D representations of the Earth maps learning the names of continents, major oceans and seas, countries, and understanding the divisions of the Earth into hemispheres, definitions of the equator, latitude and longitude. The curriculum progresses to encompass an understanding of all the physical features of the world including, land and water forms, mountains, rocks, climactic zones and habitats and how the earth, it's atmosphere and weather systems function within an understanding of Earth's place in the Universe. Physical Geography therefore also covers subjects like the formation of the earth, space, solar system, subjects which may be considered traditionally part of the science curriculum.

### Physical Geography Part 1 Long Term Curriculum Plan

Area	Topics	Recommended age/stage
First knowledge of the earth	<p>Introduction: The Globes</p> <p><u>First globe</u> (Sandpaper globe)- A globe with two surfaces: smooth (blue-painted) representing water, and rough (sandpaper) representing land to give the child two precise concepts:</p> <ol style="list-style-type: none"> <li>1. The shape of the earth.</li> <li>2. The two fundamental elements which form the earth: land and water</li> </ol>	<p>4-6yrs</p> <p>Reception</p> <p>Y1</p>



	<p><u>Second globe</u>- A globe with two painted surfaces: tan represents land, blue represents water:</p> <ul style="list-style-type: none"> <li>• To give concepts of water and land, using only the visual stimulus.</li> <li>• To bring a personal dimension into the study of the whole.</li> </ul> <p><u>Third globe</u>- (Continent globe) A globe with the water represented by blue and the continents represented in different colours (Africa, Asia, Antarctica, Europe, Oceania, North America, South America) to give:</p> <ul style="list-style-type: none"> <li>• the names and locations of the continents of the earth.</li> <li>• the first concept of the shapes of the land.</li> <li>• the first definition of ocean and sea.</li> <li>• the names of the oceans and their position in respect to the land.</li> </ul> <p><u>The fourth globe</u>: A traditional physical globe marked with all the usual physical markings.</p> <ul style="list-style-type: none"> <li>• The equator, tropics</li> <li>• Parallels, latitude, longitude.</li> <li>• meridians</li> <li>• time zones</li> </ul> <p><u>The fifth globe</u>: A traditional political globe marked with the countries and all the other usual markings.</p> <ul style="list-style-type: none"> <li>• The equator, tropics</li> <li>• Parallels, latitude, longitude.</li> <li>• meridians</li> <li>• time zones</li> </ul> <p>Puzzle maps of the world</p>	<p>6-9yrs</p> <p>Y2-4</p>
Physical Geography	<p>Land and water forms: introduction, forming land and water forms with clay and water</p> <p>Land and water forms: forming land and water forms on paper</p>	<p>4-6yrs</p> <p>Reception, Y1</p>



	<p>Land and water forms: relationship to globe</p> <p>Geography classified nomenclature: introduction:</p> <ul style="list-style-type: none"> <li>• physical features of the land.</li> <li>• the kinds of landforms a volcano produces.</li> </ul> <p>Geography classified nomenclature:</p> <p>The Earth</p> <p>The Parts of the Earth:</p> <ol style="list-style-type: none"> <li>a) Atmosphere</li> <li>b) Lithosphere</li> <li>c) Hydrosphere Level I</li> <li>d) Barysphere</li> <li>e) Pyrosphere</li> </ol> <p>The Surface of the Globe</p>	<p>6-9yrs</p> <p>Y2-4</p>
The Earth	<p>The surface of the earth:</p> <ul style="list-style-type: none"> <li>• The parts of the lithosphere</li> <li>• Types of islands and their groupings</li> </ul> <p>Horizontal configuration:</p> <ul style="list-style-type: none"> <li>• The coast and its types</li> </ul> <p>Vertical configurations:</p> <ul style="list-style-type: none"> <li>• Relief Forms</li> <li>• The parts of a mountain</li> <li>• Groupings of mountains</li> </ul> <p>Hydrosphere:</p> <ul style="list-style-type: none"> <li>• The parts of the hydrosphere</li> </ul> <p>Geodynamics:</p> <ul style="list-style-type: none"> <li>• The volcano and its parts</li> </ul>	<p>6-9yrs</p> <p>Y2-4</p>
Habitat studies	<p>The ocean</p> <p>The desert</p> <p>The rainforest</p> <p>The temperate forest</p> <p>The mountains</p>	<p>6-9yrs</p> <p>Y2-4</p>



	<p>the tundra</p> <p>The grassland</p> <p>Swamp, river, lake, pond</p>	
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### Physical Geography Part 2 Long Term Curriculum Plan

Strand	Topics	Recommended age/stage
1. Formation of the earth and stars:	<p>Experiment 1: forces of attraction, (how gas and dust particles were attracted to each other in space to form stars)</p> <p>The Solar System: The ratio of the earth to the sun</p>	<p>6-9yrs</p> <p>Y2-4</p>
1. Formation of the earth: Laws of Motion in The Solar System	<p>Experiment 2: centrifugal and centripetal forces (There are two forces in the universe: attraction and repulsion, which maintain the equilibrium in the universe)</p> <p>Experiments 3A, 3B, 3C: Laws of inertia</p> <p>Experiments 4A, 4B; forces of gravity</p> <p>The Sun's Family: the earth and the solar system</p> <ul style="list-style-type: none"> <li>• The solar system</li> <li>• The planets</li> </ul> <p>(Charts 3,4&amp;5- show the phases through which the earth has gone. They show the earth before life was possible on it )</p>	<p>6-9yrs</p> <p>Y2-4</p>
1. Formation of the earth: Formation of the earth	<p>Experiment 5: Hot Air Rises</p> <p>The Cosmic Dance: The Beginning of The Cooling Process</p> <ul style="list-style-type: none"> <li>• Volcanoes</li> </ul> <p>Experiment 6: Erosion</p> <p>The Sun's Beautiful Daughter</p> <ul style="list-style-type: none"> <li>• Rain and Cooling</li> </ul>	<p>6-9yrs</p> <p>Y2-4</p>



<p>1. Formation of the earth: Layers of the Earth</p>	<p>Experiments 8A, 8B:</p> <ul style="list-style-type: none"> <li>• Air Occupies Space</li> <li>• What is air made of ?</li> </ul> <p>Experiment 9: Specific weight</p> <p>The Zones of The Earth: The Chemical Constitution of The Earth</p> <ul style="list-style-type: none"> <li>• Inner and outer core</li> <li>• Mantle</li> <li>• Lithosphere</li> <li>• Hydrosphere</li> <li>• Atmosphere</li> </ul>	<p>6-9yrs Y2-4</p>
<p>1. Formation of the earth: Movement in the Lithosphere</p>	<p>Experiment 10: Stratification of Rocks</p> <ul style="list-style-type: none"> <li>• Layers of rock (sedimentary)</li> </ul> <p>Experiment 11: Formation of the Mountain</p> <ul style="list-style-type: none"> <li>• One way mountains are formed is by folding</li> </ul>	<p>6-9yrs Y2-4</p>
<p>2. Solar energy and the earth;</p>	<ul style="list-style-type: none"> <li>• How the earth receives a very small part of the total solar energy</li> <li>• How the sun's rays reach the earth (perpendicular and oblique rays)</li> <li>• Hemispheres</li> </ul>	<p>6-9yrs Y2-4</p>
<p>Movements of the earth and their consequences</p>	<p>Experiment 19; day and night</p> <ul style="list-style-type: none"> <li>• Day and night, rotation and its consequences</li> <li>• The seasons</li> <li>• The seasons on the map</li> <li>• Distribution of heat on the earth: climatic zones</li> <li>• The solstice</li> <li>• The equinox</li> <li>• Torrid zones: equatorial climatic zones</li> <li>• Frigid zones: frigid climatic zones</li> <li>• Temperate zones: temperate climatic zones</li> </ul>	<p>6-9yrs Y2-4</p>
<p>The atmosphere and its phenomena</p>	<ul style="list-style-type: none"> <li>• The formation of the winds</li> <li>• Low and high pressure: formation of winds</li> <li>• Regular winds: areas of high and low pressure</li> <li>• Local winds: sea &amp; land breeze</li> </ul>	<p>6-9yrs Y2-4</p>
<p>The hydrosphere and its phenomena</p>	<ul style="list-style-type: none"> <li>• How the rains form: desert</li> <li>• Rain at sea: local rain</li> <li>• Warm air rises: evaporation</li> <li>• Vapour condenses: condensation</li> <li>• The most important rivers</li> <li>• The rivers of Europe</li> <li>• The main rivers of Europe</li> </ul>	<p>6-9yrs Y2-4</p>



	<ul style="list-style-type: none"> <li>• The main rivers of the world</li> <li>• The erosive work of water</li> <li>• Erosion</li> <li>• The cycles of water</li> <li>• Water and plants: types of vegetation</li> </ul>	
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## Human Geography

Human Geography is the study of how human activity affects or is influenced by the earth's surface.. Pupils study how people have met all of their needs, socially, economically, spiritually while living in different zones on the Earth, the interdependence of humans in society and economic geography. At Alamiyah the study of Human Geography begins with a study of continents, countries, their flags, costumes, food, music, wildlife, animals and national anthems.

### Human Geography Long Term Curriculum Plan

Strand	Topics	Recommended age/stage
Political Geography	Continent study	4-9yrs
	<ul style="list-style-type: none"> <li>N. America, S. America, Europe, Africa, Asia, Oceania</li> <li>Ocean Names – Ocean Maps</li> <li>Country study – puzzle maps</li> <li>Local study</li> <li>London borough – Greater London</li> <li>Town – Dagenham</li> </ul>	Reception  Y1-4
	Country Study <ul style="list-style-type: none"> <li>Capital City</li> <li>The flags - nomenclature: parts of the flag</li> <li>The flags - nomenclature: definitions</li> <li>The flags - nomenclature: matching flags</li> </ul>	6-9yrs  Y2-4



	<p>Flags in relation to maps</p> <p>Study of a flag</p> <p>Meaning and history of flags</p> <p>Native costumes of countries</p> <p>Native Food of countries</p> <p>Native Music</p> <p>Native Animals</p> <p>Native Wildlife</p> <p>Flags in relation to national anthems</p>	
Case Study UK	<p>Name four countries in the UK and capital cities</p> <p>Use world Atlas, globe and regional maps to identify UK</p> <p>Case Study of a county</p> <p>Physical Features</p> <p>Human Geographical Features</p> <p>Position</p> <p>Weather</p> <p>Seasons</p>	
Mapwork	<p>Mapping</p> <p>Town Plans 3D</p> <p>Town Plans 2D</p> <p>OS Town Plan Map with Symbols</p> <p>Make own map with Symbols in a key</p> <p>Geography of school grounds</p> <p>Geographical Description</p> <p>Use photos and Aerial views</p>	<p>4-9 yrs</p> <p>Reception</p> <p>Y1-4</p>



	<p>Map physical features</p> <p>Human Geographical features</p> <p>Compass directions</p> <p>4 directions N,E,S,W</p> <p>8 directions NE, NW, SE, SW</p> <p>Navigation- orienteering (Outdoor Life Skills)</p>	
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## Science

At Alamiyah the study of Science is approached in a systematic way through five main strands shown in the overview table below. The curriculum plan contained in this document is aimed at the 4-9 age group covering lower primary age 4-6 and middle primary age 6-9.

Strand	Stage of Study	Age
7. Botany	Lower and Middle Primary	4-9
8. Zoology	Lower and Middle Primary	4-9
9. Biology	Upper Primary	9-12
10. Chemistry	Upper Primary	9-12
11. Physics	Upper Primary	9-12

### Botany

Botany is the first area of study when beginning the scientific task of observing the natural world. Children are introduced to this strand of science during their pre-school and lower primary years through naming three part cards, puzzles, a study of plant life through their senses and by taking care of the environment which is a major part of the practical life curriculum.

During middle primary the children embark on an in depth study continuing with nomenclature, definitions coupled with an exploration of plant life through a practical hands on approach. Their botanical studies continue with a scientific study of plants, trees, flowers, seeds and fruits, and knowledge of the variety, function and habitats of a wide range of plant life. The study of botany is framed within the great lessons which provide a natural historical context and inspiration through providing children with access to 'Big Ideas' in Science and Natural History. The children's botanical study is complemented with the practical experience of horticulture in their outdoor Permaculture lessons, indoor care of plants and daily garden time. The



Alamiyah approach to Science and Botany provides a rigorous foundation and introduction to big ideas which aims to ignite a child's desire for further study.

### Botany Long Term Curriculum Plan

Area	Topic	Recommended Age/Stage
Horticulture	Introduction of Plants to the Classroom  Care of Plants  Propagation of Plants  Preservation of Plants  (PERMACULTURE OUTDOOR EDUCATION)	4-9  Reception  Y1-4
Categorisation of Life	Second Great Lesson: Story of the Coming of Life  Living and Non Living  The Domains  The Kingdoms  Plant and Animal	4-9  Reception  Y1-4
The Plant	Parts of the Plant  Root System  Parts and Types of the Root  Shapes of Taproots  The Stems  The Parts and Types of the Stem, Stem Length	4-9  Reception  Y1-4



	<p>The Leaves</p> <p>The Parts of the Leaves</p> <p>The Types of Leaf Venation</p> <p>The Types of Margins</p> <p>The Shapes and Types of Dented Margins</p> <p>The Types of Lobed Margins</p> <p>The Types of Leaf Blades</p> <p>The Types of Compound Leaves</p> <p>The Leaf Attachment to the Stem</p> <p>The Types of Leaf Arrangement</p> <p>The Types of Entire Margins</p> <p>The Shapes of Entire Margins</p> <p>The Flowers</p> <p>The Parts of the Flower</p> <p>Stamens and Parts of the Stamen</p> <p>The Pistils and Parts of the Pistil</p> <p>The Ovary Positions</p> <p>The Complete and Incomplete Flower</p> <p>The Perfect and Imperfect Flowers</p> <p>The Fused or Separate Flower Parts</p> <p>The Types of Sepals</p>	
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	<p>The Types of Flower Symmetry</p> <p>The Shapes of the Corollas</p> <p>The Types of Flower Position</p> <p>The Types of Flower Arrangement</p> <p>The Types of Inflorescences</p> <p>Pollination and Fertilisation</p> <p>The Fruit</p> <p>The Parts and Types of the Fruit</p> <p>The Types of Succulent Fruit</p> <p>The Types of Dry Fruit (dehiscent and indehiscent)</p> <p>The Seed</p> <p>The Parts and Types of the Seed</p> <p>The Monocotyledon Seed</p> <p>The Parts of the Monocotyledon Seed</p> <p>The Dicotyledon Seed</p> <p>The Parts of the Dicotyledon Seed</p> <p>The Germination Process</p> <p>Types of Plant</p> <ol style="list-style-type: none"><li>1. Monocot and Dicot Angiosperm Plants</li><li>2. Monocot Angiosperm</li><li>3. Monocotyledon Angiosperm</li><li>4. Dicot Angiosperm</li></ol>	
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	5. Dicotyledon Angiosperm	
Botanical Analysis	<p>Analysis of a Plant, Root, Stem, Leaf, Flower and Fruit</p> <p>Scientific Observation of Plant life using magnifying glasses</p> <p>(PERMACULTURE OUTDOOR EDUCATION)</p>	<p>6-9</p> <p>Y2-4</p>
Exploring Varieties of Plants	<p>Naming and Labelling Plants (including flowers and trees)</p> <p>Researching Types of Plants, their natural habitat, micro habitat, their qualities, their uses</p> <p>Identifying Deciduous and Evergreen Trees</p> <p>Describe the basic structure of a variety of common flowering plants including trees</p>	<p>6-9</p> <p>Y2-4</p>
Plant Taxonomy	Systems of Classification	<p>6-9</p> <p>Y2-4</p>
Preservation of Life	<p>Requirements of Plants for Life and Growth</p> <p>The Function of Vegetative Life – Charts and Experiments</p> <p>Respiration in Plants</p> <p>Digestion in Plants</p> <p>Plant Circulation – How water/minerals travel through</p> <p>Excretion in Plants</p> <p>Conservation of the Species</p> <p>Plant Reproductive Functions</p> <p>Pollination, Germination, Seed Dispersal</p> <p>External Parts of the Plants</p>	<p>7-9</p> <p>Y3-4</p>



	Plant Life Cycles Plant Growth Plant Cell	
Parts of a Plant Function	Function of Roots, Stems, Leaves, Flower, Fruit and Seeds	7-9 Y3-4
Plant Kingdom	Classification and Research Life Cycles The Water Cycle The Nitrogen Cycle The Carbon Cycle	8-9 Y4



## Zoology

Zoology is the second area of scientific study when observing the natural world. Children are introduced to this strand during their pre-school and lower primary years through naming three part cards, puzzles, a study of animals through circle times, stories and through caring for a classroom pet. Children are introduced to this area through the connection of all living organisms to the sun to embed their understanding in the interconnectedness of all beings living and non-living in the universe. The study of animal life is a preparation for the study of human biology.

During middle primary the children embark on an in depth study continuing with nomenclature, definitions coupled with an exploration of animal life through a practical hands on approach. Their studies continue with a scientific study of living organisms and animals, their classification and an in depth knowledge of the species and habitats of a wide range of animal life. The study of Zoology is framed within the great lessons which provide a natural historical context and inspiration though providing children with access to 'Big Ideas' in Science and Natural History . The children's zoological study is complemented with the practical experience of zoology, agriculture and forest schooling through the Outdoor Education and experience with classroom pets. The Alamiyah approach to Science and Zoology provides a rigorous foundation and introduction to big ideas which aims to ignite a child's desire for further study.

### Zoology Long Term Curriculum Plan

Area	Topic	Recommended Age/Stage
Context	<p>Interdependence of the Universe</p> <p>Sun, Water, Animals and Plants, People</p> <p>Sun Game (Food Chains, Categorising of Living)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>4-9</p> <p>Reception</p> <p>Y1-4</p>



	Interdependence of Living and Non Living  (COSMIC EDUCATION)	
Care of Environment	Care of Animals  Animal Care Schedule  (PERMACULTURE – OUTDOOR EDUCATION)	4-9  Reception  Y1-4
Zoology	Introduction to Zoology  Living and Non Living	4-9  Reception  Y1-4
Domains	Domain Archaea  Domain Bacteria  Domain Eukarya	4-9  Reception  Y1-4
Introduction to the Kingdom Chart	Bacteria Kingdom  Protista Kingdom  Fungus Kingdom  Plant Kingdom  Animal Kingdom	4-9  Reception  Y1-4
Plant and Animal Needs	Move, Respire, Sense, Grow, Reproduce, Excrete, Feed.	6-9  Year 2-4
Animal Kingdom	Vertebrate and Invertebrates  Classified Nomenclature  Phylum and Classes  1. Porifera	4-9  Reception  Year 1-4



	<ul style="list-style-type: none"> <li>2. Cnidaria</li> <li>3. Platyhelminthes</li> <li>4. Nematoda</li> <li>5. Annelida</li> <li>6. Arthropoda</li> <li>7. Mollusca</li> <li>8. Echinodermata</li> <li>9. Chordata <ul style="list-style-type: none"> <li>Fish</li> <li>Amphibian</li> <li>Reptile</li> <li>Bird</li> <li>Mammal</li> </ul> </li> </ul>	
Animal Study	<p>Animal Case Study</p> <ul style="list-style-type: none"> <li>External Parts and Nomenclature</li> <li>Making an Animal (ART)</li> <li>Research</li> </ul> <p>Classifying Animals</p> <p>Habitats</p> <ul style="list-style-type: none"> <li>Animals of Continents</li> <li>Where Animals Live</li> </ul> <p>Basic Needs of Animals</p> <p>Animal Offspring</p>	<p>4-9</p> <p>Reception</p> <p>Year 1-4</p>



<p>History of Zoological Classification</p>	<p>Rules of Nomenclature</p> <p>History of Zoology</p> <p>Famous Zoologists/Scientists</p> <p>Natural Classification</p> <p>Classification of Organisms</p> <ol style="list-style-type: none"> <li>1. Kingdom</li> <li>2. Phylum</li> <li>3. Class</li> <li>4. Order</li> <li>5. Family</li> <li>6. Genus</li> <li>7. Species</li> </ol> <p>Clock of Eras (HISTORY)</p>	<p>6-9</p> <p>Year 2-4</p>
<p>Zoological Studies</p>	<p>Life Cycles</p> <p>Research and Classification</p> <p>Main Characteristics</p> <p>Dissection using plastic models or real life specimens (if appropriate)</p> <p>Internal Parts</p>	<p>6-9</p> <p>Year 2-4</p>
<p>Cells Structure and Function</p>	<p>Prokaryotic</p> <p>Eukaryotic</p> <p>Animal Cells</p>	<p>8-9</p> <p>Y4</p>



## Outdoor Life Skills

At Alamiyah, Life Skills are an important part of our holistic and integrated curriculum which caters for all aspects of the child including the practical, personal, social and emotional aspects of the child’s development. We believe that outdoor learning is a vital part of a child’s education and provides many benefits to their holistic health and development. The Outdoor Life Skills curriculum therefore provides pupils with the opportunity to gain hands on experience of working with nature in a variety of circumstances both on site and on field trips. The benefits of an outdoor education to the health and wellbeing of children cannot be underestimated, children thrive and learn a vast array of skills from working with nature and the elements. They will also be able to practically apply the knowledge and skills gained through the study of botany, zoology, science, geography and advanced practical life. The Outdoor Life Skills Course is designed to encourage a positive participation in society through taking individual and collective responsibility for the environment and gaining a practical understanding of global environmental issues and what we can do to make a difference. Through partnering with local, national and global environmental organisations we aim to build links which enable children to work with a range of people to achieve a common goal. The curriculum plan contained in this document is aimed at the 4-9 age group covering lower primary age 4-6 and middle primary age 6-9.

### Outdoor Life Skills Long Term Curriculum Plan

Area	Topic	Recommended Age/Stage
Horticulture	Sowing Seeds and Bulbs	4-9
	Planting Seedlings and Cuttings	Reception
	Taking Care of Plants	Y1-4
	Collecting Seeds	
	Sprouting pop corn kernels	



	<p>Sprouting beans</p> <p>Designing gardens</p> <p>Project work: gardens</p> <p>Encouraging Wildlife into Gardens</p> <p style="padding-left: 40px;">Planting Flowers to save Bees and Butterflies</p> <p style="padding-left: 40px;">Building a Bug Hotel</p> <p style="padding-left: 40px;">Making a Bird Feeder Ball, Building Bird Table / Nesting Box</p>	
Agriculture	<p>Planting, Growing and Harvesting Grains, Seeds, Herbs, Fruit &amp; Vegetables Seasonal.</p> <p>Washing, Packaging and Selling Produce</p> <p>Rearing Animals -Quails</p> <p style="padding-left: 40px;">Incubation</p> <p style="padding-left: 40px;">Hatching</p> <p style="padding-left: 40px;">Care of</p> <p style="padding-left: 40px;">Keeping, Collecting and Selling Quails Eggs</p> <p>Humans and Animals need to take Nutrients through Food</p> <p>Need for right types and amounts of Nutrition</p> <p>Healthy Foods</p> <p>Food Groups – Food Plate – Balanced Diet</p>	<p>4-9</p> <p>Reception</p> <p>Y1-4</p>
Forest Schooling	<p>Searching for Animal Tracks</p> <p>Tree Recognition</p>	<p>4-9</p> <p>Reception</p> <p>Y1-4</p>



	<p>Bird Watching and Bird Call Recognition</p> <p>Bug Hunt and Examination</p> <p>Fungus Hunt</p> <p>Woodland Noises</p> <p>Woodland Musical Instruments</p> <p>Woodland Art</p> <p>Woodland Cookery</p> <p>Orienteering - Use of Compass and the Natural Environment</p> <p>Building Shelters</p>	
Recycling	<p>Recycling Plastic, Paper, Metal</p> <p>Recycling Food Waste - Composting</p> <p>Upcycling – Creating and Making items from recycled goods</p> <p>Uses of Everyday and Natural Materials</p> <p>identify and compare suitability of materials for particular uses</p> <p>Explore properties of materials by squashing, bending, stretching.</p> <p>Setting up and using a Wormery</p>	<p>4-9</p> <p>Reception</p> <p>Y1-4</p>
Outdoor Activities Trips	<p>Bushcraft, Survival Skills, Nature Walks, Forest Schooling Days,</p> <p>Camping with Parents</p>	<p>4-9</p> <p>Reception</p> <p>Y1-4</p>

### Partnerships



WWF Green Ambassadors for Schools <http://www.wwf.org.uk/get-involved/schools/green-ambassadors>

Royal Horticultural Society Awards Scheme <https://schoolgardening.rhs.org.uk/school-gardening-awards>

Farming and Countryside Education <http://www.face-online.org.uk/teachers>

## Advanced Life Skills

At Alamiyah Life Skills are an important part of our holistic and integrated curriculum which caters for all aspects of the child including the practical, social and emotional aspects of the child's development. The 3-6 years practical life curriculum emphasises building the child's independence, self esteem and confidence that comes when they can independently care for themselves. Through advanced life skills the child will continue to acquire these skills and master them in addition to covering care of others and the environment. Through advanced life skills pupils learn how to cook, clean, tidy, organise and work with materials such as fabric, thread and wood and to do basic DIY. Grace and Courtesy is also covered in the Advanced Life Skills Course to encourage positive participation in society through civic pride and citizenship. The curriculum plan contained in this document is aimed at the 4-9 age group covering lower primary age 4-6 and middle primary age 6-9.

### Advanced Life Skills Long Term Curriculum Plan

Area	Topics	Recommended age/stage
Memory and perception	Remembering objects- to develop concentration and develop attention to detail  Weighting objects-to feel, compare, guess and measure the weight of common objects	4-6yrs Reception  Y1



<p>Motor skills and creativity</p>	<p>Creating designs with push tack</p> <p>Making chocolate filled roses</p> <p>Making potpourri</p> <p>Crocheting</p> <p>Knitting</p> <p>Knitting a scarf</p> <p>Colour mixing with different tools and media</p> <p>Origami</p> <p>Flower Arranging</p> <p>Tying Knots</p>	<p>4-9yrs</p> <p>Reception</p> <p>Y1-4</p>
<p>Woodwork and DIY</p>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Hammering nails</li> <li>• Screwing</li> <li>• Joining</li> <li>• Sanding</li> <li>• Sawing</li> <li>• Joining with Dowels</li> <li>• Sticking with Wood Glue</li> </ul> <p>Building an elastic band board</p> <p>Creating designs with the elastic band board</p> <p>Make textured wooden stamps</p> <p>Make an elastic band powered boat</p>	<p>6-9 yrs</p> <p>Y2-4</p>



	<p>Make toy civic buildings, school, mosque, library town hall, post office, bank, shops, houses.</p> <p>Make a Bird House (Permaculture - Outdoor Education)</p> <p>Put together DIY flat packed furniture following instructions</p>	
Food preparation and cooking	<p>Making fresh orange juice</p> <p>Making lemonade</p> <p>Making a fruit and veg smoothie</p> <p>Making salads- vegetable and fruit</p> <p>Making sandwiches</p> <p>Making mini pizzas</p> <p>Making mini muffins</p> <p>Making a sugar free carrot cupcakes</p> <p>Making sugar free cookies</p> <p>Making vegetable pasties</p> <p>Making bread rolls</p> <p>Making raw chocolate avocado mousse</p> <p>Making raw chocolate truffles</p>	<p>4-9yrs</p> <p>Reception</p> <p>Y1-4</p>
Cleaning	<p>Washing Dishes</p> <p>Washing Cloths</p> <p>Dusting</p> <p>Polishing Wood, Mirrors, Metal</p>	<p>4-9 yrs</p> <p>Reception</p> <p>Y1-4</p>



	<p>Cleaning tables and chairs</p> <p>Sweeping with broom, dustpan brush</p> <p>Hoovering Mats</p> <p>Hoovering/Sweeping Floor</p> <p>Wet Mopping Floor</p> <p>Tidying and categorising library books</p> <p>Emptying Bins</p>	
Fabric crafts	<p>Making a button buddy</p> <p>Sewing a hand puppet</p> <p>Creating and Binding a story book</p> <p>Making a simple friendship bracelet</p> <p>Making a more complex friendship bracelet</p> <p>Sewing a friendship quilt</p> <p>Marking a corker</p> <p>Corking</p> <p>Hooking a rug</p> <p>Weaving a small prayer rug</p>	<p>4-9 yrs</p> <p>Y2-4</p>
Care of Self	<p>Washing Hands</p> <p>Cloth Washing</p> <p>Hand Washing Clothes</p> <p>Making Toothpaste and Soap, Moisturising Oil and Cream</p>	<p>4-9yrs</p> <p>Reception</p> <p>Y1-4</p>



	<p>Dressing Frames</p> <p>Pairing socks</p> <p>Changing Laces on Trainers</p> <p>Folding</p> <p>Rolling up a mat</p> <p>Packing a suitcase</p>	
Care of the Environment	<p>Changing water in a fish tank</p> <p>Weeding</p> <p>Cleaning, tidying and Organising a cupboard or drawer</p> <p>Making recycled paper</p>	<p>4-9yrs</p> <p>Y1-4</p>
Grace and Courtesy Citizenship	<p>Role playing Good Manners</p> <p>Making a Manners booklet</p> <p>Table manners</p> <p>Dealing with feelings</p> <p>Writing a postcard/letter</p> <p>Making a thank you call</p> <p>Resolution of Differences – Peace Table</p> <p>Word of the week to be</p> <p>Welcoming and Serving Visitors</p>	<p>4-9yrs</p> <p>Reception</p> <p>Y1-4</p>
Special Projects	<p>Afternoon tea:</p> <ul style="list-style-type: none"> <li>• making invitations and thank you notes</li> <li>• baking snacks, making tea and drinks</li> </ul>	<p>6-9yrs</p> <p>Y2-4</p>



	<ul style="list-style-type: none"><li>• Hosting afternoon tea</li></ul> <p>Local shops:</p> <ul style="list-style-type: none"><li>• Planning a shopping trip</li><li>• Going on a shopping trip</li></ul>	
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## Arts, Crafts and Design

At Alamiyah, creativity is a vital element of the child’s holistic development. We therefore provide opportunities for children to engage in arts, crafts and design throughout their morning workcycle and also provide an afternoon a week of dedicated time to exploring this subject through a variety of media. We aim to provide a balance between the development of artistic skills using a step by step approach and the exploration and experimentation required to be creative. Pupils will be taught how to handle the tools required for a variety of arts and crafts and how to use a variety of media. They will also be exposed to a range of art work by artists from many different genres to develop an appreciation for famous works of art in both western and eastern artistic traditions. Pupils will gain an understanding of art history and the development of art over the ages. The curriculum plan contained in this document is aimed at the 4-9 age group covering lower primary age 4-6 and middle primary age 6-9.

### Arts, Crafts and Design Long Term Curriculum Plan

Area	Topic	Recommended Age and Stage
Line, shape and form	<p>Mark making experimentation with different tools and paper</p> <p>Self –portrait, examining and drawing simple features, eyes, mouth, nose, ears</p> <p>Inset (frame) drawing- exploring lines and shapes</p> <p>Pastel/Coal drawing techniques</p>	<p>4-6yrs</p> <p>Reception</p> <p>Year 1</p>



	<p>Still life and free hand drawing, exploration of different materials and marks</p> <p>Looking artists' work (previous as well as contemporary) and examining similarities and differences</p> <p>Being able to define the style of the artist.</p> <p>Matisse verses Odilon Redon.</p> <p>Perspectives drawing exercise, including drawing a landscape city scape using perspective techniques.</p> <p>Practice perspective drawing, drawing from unusual angles.</p> <p>Shading practice using simple shapes.</p> <p>Cross hatching as shading and adding textures</p> <p>Creating a series of sketches as a preliminary to a painting.</p> <p>Looking at famous artist sketches.</p> <p>Looking at composition of sketch using a view finder.</p> <p>Looking at scale and distance</p>	<p>6-9yrs</p> <p>Year 2-4</p>
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	<p>Composing abstract paintings using artists as a basis. Looking at the works of Jackson Pollock and Henri Matisse.</p> <p>Looking at strong sculptural shapes, drawing and over laying shapes, painting within the lines accurately</p> <p>Create Block paintings as in modern art.</p> <p>Joan Miro, Spain, Paris, Artist, look at shape colour and line to create a painting.</p> <p>Painting in the style of a chosen painter for example the sunflowers by Van Gogh.</p> <p>Evaluating own art in a constructive way using artistic vocabulary and linking it to that of artists</p>	
<p>Pattern and textiles</p>	<p>Leaf rubbings using fabric crayons on fabric, considering composition and placement of pattern.</p> <p>Stamping patterns in sequences</p>	<p>4-6yrs</p> <p>Reception</p> <p>Year 1</p>



	<p>William Morris nature into art prints, to include potato printing, positive prints and placements (size and fit), dot pattern,</p> <p>Basic stitching practice, including attaching buttons</p> <p>Sewing a final piece of work</p> <p>Themed art on Kandinsky looking at colour and pattern, ripples of colour.</p> <p>Print transferring from glass sheet using linear patterns.</p> <p>Stencilling, stippling creating own design of a stencil. Using own sketch book drawings.</p> <p>Block printing themed Indian Art.</p> <p>Embroidery samplers</p> <p>Demonstrating embroidery stitches. Satin stich, knot stitches etc.</p>	<p>6-9 yrs</p> <p>Year 2-4</p>
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	<p>Making yarn and stringing a loom (warp) to create a fabric on the weft.</p> <p>Prints using textures and rollers with printing ink.</p> <p>Create mixed media collages.</p> <p>Totem pole and tribal art look at symmetry.</p> <p>Learning to knit, finger knitting, French knitting, conventional knitting</p>	
Collage	<p>Experiment using different materials</p> <p>Making collage cards and pictures.</p> <p>Experimenting with different textures</p> <p>Textures and forms of natural objects as well as landscapes such as the seaside or terraced houses.</p> <p>Paper weaving using marbled papers and magazine pages.</p> <p>Creating shades of colours using the elements.</p> <p>Creating relief pictures through layering paper and using juxtaposition of shapes and images cut out from magazines.</p>	<p>4-6yrs</p> <p>Reception</p> <p>Year 1</p>



	<p>Mixed media work collage and painting, free experimental work following on from using sketch book. Using a self-chosen theme</p> <p>Quilling art and progressive quilling techniques.</p> <p>Quilling using paper on card templates to make wall hangings of a piece of art. Quilling a landscape.</p> <p>Paper making (from scraps of recycled paper)</p> <p>Collage using hand made paper and turning into a product</p> <p>Using pressed flowers to make floral collage</p> <p>Mixed media work collage and painting, free experimental work following on from using sketch book. Using a self-chosen theme</p> <p>Creating mosaics using magazines, newspaper by collaging colours tonally to create shade</p> <p>Islamic Art and Geometric Design</p>	<p>6-9 yrs</p> <p>Year 2-4</p>
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	Patterns using tessellation Inspiration from Moroccan tile work.	
Sculpture	<p>Junk modelling</p> <p>Experiment with different colour and textured papers, including folding, bending etc.</p> <p>Paper craft –Origami, Paper Mache</p> <p>Experimenting with clay</p> <p>Hands on experience of sculptures.</p> <p>Model making opportunities using plasticene, dough, reclaimed materials, clay, papier Mache etc</p> <p>Mask making using papier Mache, using tribal art as a starting point.</p> <p>History of clay pots and making simple clay pots.</p> <p>Comparing and contrasting other works of art and linking the similarities to artists’ images.</p>	<p>4-6yrs</p> <p>Reception</p> <p>Year 1</p>



	<p>Recycling art including, using recycled paper pulp as part of a project. Chicken Wire and Paper Mache sculptures.</p> <p>Wood work and cork, design and make a decorated notice board.</p> <p>Clay tiles, creating a patterned relief work using sketch book work as a starting point and linking it to artists and relief work representation in clay</p> <p>Soap stone sculpture-Barbara Hepworth</p>	<p>6-9 yrs</p> <p>Year 2-4</p>
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## Physical Education

At Alamiyah, we recognise that Physical Education is a critical factor to the long term health and development of pupils. Physical education affects all other areas of learning both academic and non academic since a healthy body leads to a healthy mind. It has been established that the health and vitality that comes from an increased flow of blood and oxygen to the brain improves concentration, thought and focus which improves outcomes in all other subjects. At Alamiyah we also recognise the importance of valuing the whole body in a holistic sense and valuing each pupils strengths and talents equally. We therefore value Physical Education alongside all the other subjects since it helps build essential life skills. PE also allows pupils to learn many transferable skills such as teamworking, perseverance, endurance, patience and balance through breathing, meditational practices. The Physical Education Curriculum aims to build agility, flexibility, strength, balance, control and coordination through group games, competitive and cooperative activities which become increasingly challenging whilst simultaneously building individual skills. Once skills have been learnt, they are linked in sequences to build more complex movements or skills. Through the PE curriculum, pupils will also learn how to evaluate and assess physical activities or sports in order to improve in them. The curriculum plan contained in this document is aimed at the 4-9 age group covering lower primary age 4-6 and middle primary age 6-9.

### Physical Education Long Term Curriculum Plan

Area	Topic	Recommended Age/Stage
Daily Exercise	Breathing and Stretching Exercises	4-9
	Meditation	Reception
	Yoga	Y1-4
Gymnastics	Balance Beams	4-9
	Ladders and Climbing and Bars	Reception Y1-4



	<p>Horse and Boxes</p> <p>Trampolining</p> <p>Mat Work – Roly Poly, Handstands, Cartwheels</p> <p>Obstacle courses</p> <p>Dance using different movement patterns</p>	
Athletics	<p>Running – Sprints, Circuit Running, Hurdles, Relay</p> <p>Response Games, incorporating counting backwards from 5, 10, 20, 50, 100</p> <p>Team Games</p>	<p>4-9</p> <p>Reception</p> <p>Year 1-4</p>
Health and Exercise	<p>Importance of Exercise on Health</p> <p>Types of Exercise and effect on heart rate, pulse and comparison to at rest</p> <p>Amount and Types of Exercise to promote health</p>	
Team Sports	<p>Ball Skills Drills and Games</p> <p>Throwing and catching a ball, Larger progressing to smaller balls</p> <p>Bouncing once, then walking and bouncing</p> <p>Dribbling and kicking a football</p> <p>Bowling and Batting</p>	<p>4-9</p> <p>Reception</p> <p>Y1-2</p>
	<p>Rounders</p> <p>Basketball</p> <p>5 a side Football</p>	<p>6-9</p> <p>Y2-4</p>



Individual Sports	Swimming, Swim 25m, Range of strokes, self rescue Badminton Archery	6-9 Y2-4
Outdoor Activities Trips	Horseriding Climbing Wall Ropes Canoeing	6-9 Y2-4



## Technology

At Alamiyah the study of Technology is approached in a systematic and use of creativity through three main strands shown in the overview table below. The curriculum plan contained in this document is aimed at the 4-9 age group covering lower primary age 4-6 and middle primary age 6-9.

Strand	Stage of Study	Age
12. Computing	Lower, Middle, Upper Primary	4-9
13. Electronics	Lower, Middle, Upper Primary	4-9
14. Product Design	Lower, Middle, Upper Primary	4-9

### Computing

Children will be introduced to using computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which children are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Children will build on this knowledge through hands on practical activities to create programs, systems and a range of content. Children will also develop their understanding to express their ideas through, information and communication technology and as active participants in the digital world.

### Computing Long Term Curriculum Plan

Area	Topics	Ages
Technology	<ul style="list-style-type: none"> <li>Explore types of technology available and how it has impacted and changed our lives</li> <li>Explore technology in the home and outside the home</li> </ul>	4-6 Reception



	<ul style="list-style-type: none"> <li>• Explorative play with objects that work in different ways</li> <li>• Explore how they work and why things happen</li> <li>• coordinate actions to use simple technology</li> <li>• Use ICT hardware to interact with simple computer software</li> <li>• Program simple toys</li> <li>• Retrieve and run a program from memory</li> </ul>	Y1
Digital Literacy	<ul style="list-style-type: none"> <li>• What is a computer?</li> <li>• How do people use computers at work?</li> <li>• How do you take care of your personal information?</li> </ul>	4-6 Reception Y1
Computer Science	<ul style="list-style-type: none"> <li>• Understanding algorithms</li> <li>• Understanding decomposition</li> <li>• Understanding Computer bugs</li> <li>• Program a robot</li> </ul>	4-9 Reception Y1-4
	<ul style="list-style-type: none"> <li>• Debugging</li> <li>• Computer programs use variables</li> <li>• Controlling physical systems</li> <li>• Input and output devices</li> </ul>	6-9 Y2-4
Information Technology	<ul style="list-style-type: none"> <li>• Main parts of a computer</li> <li>• Data stored on a computer</li> <li>• How computers have changed</li> </ul>	6-9 Y2-4
	<ul style="list-style-type: none"> <li>• Databases unplugged</li> <li>• Input and output devices</li> </ul>	6-9 Y2-4



## Electronics

Electronics is an inspiring and practical subject. Using creativity and imagination, pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children will draw on disciplines such as mathematics, science, engineering and computing.

Electronics is the science of controlling electrical energy electrically, in which the electrons have a fundamental role. Children will learn about how to deal with electrical circuits that involve active electrical components and interconnection technologies.

### Electronics Long Term Curriculum Plan

Area	Topics	Ages
<b>Components</b>	<ul style="list-style-type: none"> <li>• Basic Components:               <ul style="list-style-type: none"> <li>○ Bulb</li> <li>○ Switch</li> <li>○ Motor</li> <li>○ Batteries</li> </ul> </li> <li>• Conductive material</li> <li>• Health and Safety</li> </ul>	6-9 Y2-4
•	<ul style="list-style-type: none"> <li>• Sensors</li> </ul>	6-9 Y2-4
<b>Control systems</b>	<ul style="list-style-type: none"> <li>• Input, Process and Output</li> <li>• Electricity, AC &amp; DC</li> <li>• How electricity works</li> </ul>	6-9 Y2-4
•	<ul style="list-style-type: none"> <li>• Circuits</li> </ul>	6-9



		Y2-4
<b>Development</b>	<ul style="list-style-type: none"> <li>• Creating an electronic system</li> </ul>	6-9 Y2-4

## Product Design

Product Design is an inspiring, rigorous and practical subject. Using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children will draw on disciplines such as mathematics, science, engineering, computing and art. Children learn through the main four principles: Design, Make, Evaluate and Technical Knowledge.

Children will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Also, through the evaluation of the product, children will develop a critical understanding of its impact on daily life and the wider world.

### Product Design Long Term Curriculum Plan

Area	Topics	Ages
Design	<ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products</li> <li>• Iterative Design</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</li> </ul>	6-9 Y2-4
	<ul style="list-style-type: none"> <li>• Use research and develop design criteria</li> <li>• Prototypes and Pattern pieces</li> </ul>	6-9 Y2-4



Make	<ul style="list-style-type: none"> <li>Making a product that meet a specific design criteria</li> </ul>	4-9 Reception Y1-4
	<ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components, including construction materials according to their characteristics</li> </ul>	6-9 Y2-4
Evaluate	<ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> </ul>	4-9 Reception Y1-4
	<ul style="list-style-type: none"> <li>Evaluate their ideas and products against design criteria</li> </ul>	6-9 Y2-4
Technical Knowledge	<ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Explore and use mechanisms in their products</li> </ul>	4-9 Reception Y1-4
	<ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Understand and use mechanical systems in their products</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	6-9 Y2-4
Health & Safety	<ul style="list-style-type: none"> <li>Safe Use of materials and tools</li> </ul>	4-9 Reception



		Y1-4
	<ul style="list-style-type: none"><li>• Safe Use of materials, tools and machinery</li></ul>	6-9 Y2-4



## Music, Dance and Drama

Music, Dance and Drama play an important role in the life of Alamiyah School. Pupils are encouraged to explore creativity through song, movement and rhythm. The music, dance and drama curriculum has three elements, Listening and Responding, Performing and Composing. Initially, pupils are given plenty of opportunities to listen to a range of songs, music, drama, movement and then given the space to respond to it. They also have opportunities to perform to one another as well as to a larger audience. Composing then comes as a natural progression for children to use their experience and knowledge to put together their own pieces. The curriculum plan contained in this document is aimed at the 4-9 age group covering lower primary age 4-6 and middle primary age 6-9.

### Music, Dance and Drama Long Term Curriculum Plan

Area	Topic	Recommended age/stage
Songs, Singing & Musical instruments	<p>Listening to and exploring a variety of songs from different genres, cultures, periods (including rhymes, limericks and poetry)</p> <p>Sing songs from different genres, cultures, periods</p> <p>Join in with the steady beat in listening to or accompanying songs or rhythmic chants by marching, clapping and tapping the beat.</p> <p>Exploring songs with a wide range of musical instruments</p>	<p>4-9yrs</p> <p>Reception</p> <p>Year 1-4</p>



	<p>Exploring and experimenting with:</p> <ul style="list-style-type: none"><li>• Pulse- showing a steady pulse or beat (e.g. marching, tapping, clapping)</li><li>• Duration- listening to and imitating patterns of long and short sounds</li><li>• Tempo- understanding and differentiating between fast and slow rhythmic and melodic patterns</li><li>• Pitch- understanding and differentiating between high and low sounds, imitate melodies</li><li>• Dynamics- understanding and differentiating between loud and soft sounds</li><li>• Structure - understanding 'start' and 'stop'</li><li>• Timbre- playing with and exploring a variety of sound-making materials</li></ul> <p>Exploring ways of making sounds using manufactured (triangle, tambourine, drum, chime bars...) and home-made instruments (shakers, metal or wooden objects)</p> <ul style="list-style-type: none"><li>• experiment with a variety of techniques using manufactured and homemade instruments as well as different ways of making sounds with a drum: using a variety of beaters; striking loudly, softly; playing different parts of the drum (e.g. rim, centre, side).</li></ul>	
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	<p>Invent and perform short, simple musical pieces with some control of musical elements</p> <p>Composing new songs orally or by other means with/without musical instruments</p> <p>Exploring pitch, duration, dynamics, tempo, timbre, texture, structure of music and musical instruments</p> <p>Exploring the history of music and musical instruments</p>	
<p>Quran and Tajweed</p>	<p>Listening to and taking part in Quran recitations in group circle times</p> <p>Practicing tajweed – the art of reciting in a rhythmic tone on a one to one basis as well as in small groups</p> <p>Practicing the rhythm, tone and memorisation of different surahs</p> <p>Listening to different melodious reciters</p> <p>Listen to devotional songs and dhikr – melodious chants</p>	<p>4-9yrs</p> <p>Reception</p> <p>Year 1-4</p>



