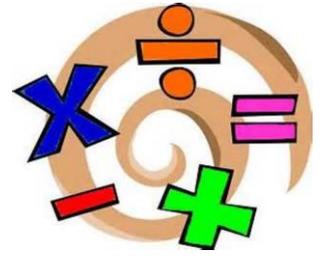


Learning is fun!



Noor Ul Islam Primary School

My Learning

Journey

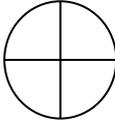
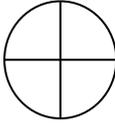
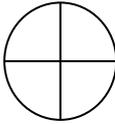
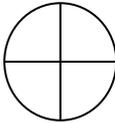
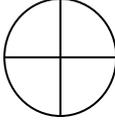
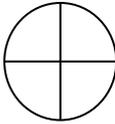
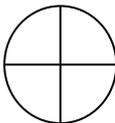
Year 2

Ms. Fathema

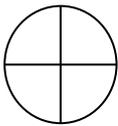
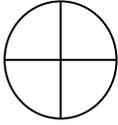
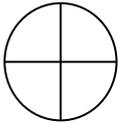
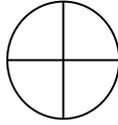
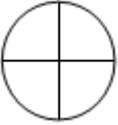
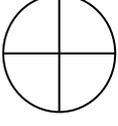
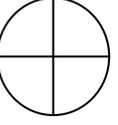
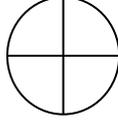
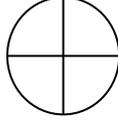
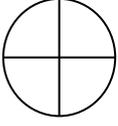
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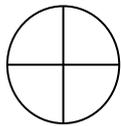
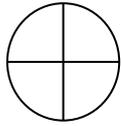
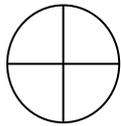
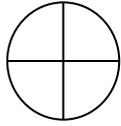
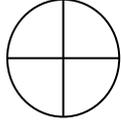
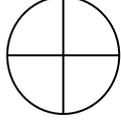
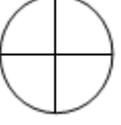
Numeracy

Number and Place Value

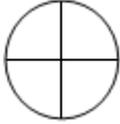
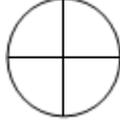
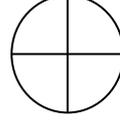
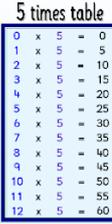
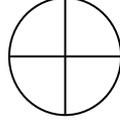
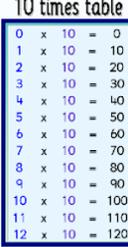
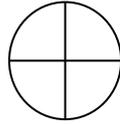
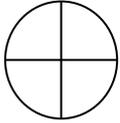
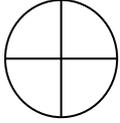
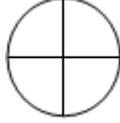
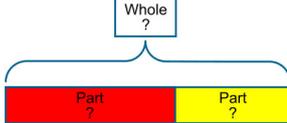
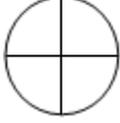
1.	I can read and write numbers to 100 in figures and in words 30 thirty	
2.	I can read and write numbers up to 1000 in figures and in words 	
3.	I can count in multiples of 2, 5 and 10 forwards and backwards 2, 4, 6..... 5, 10, 15..... 10, 20, 30.....	
4.	I can say if a number is equal to, more than and less than up to 100 = > <	
5.	I can recognise the place value of each digit in a two-digit number (10s and 1s) 	
6.	I know which numbers are odd and which are even 1, 3, 5, 7, 9 odd 0, 2, 4, 6, 8, 10 even	
7.	I can round numbers to the nearest 10 	
8.	I can identify, represent and estimate numbers using different representation (e.g. number line)	

Addition and Subtraction

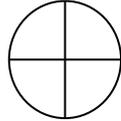
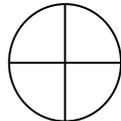
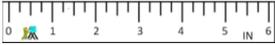
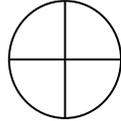
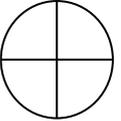
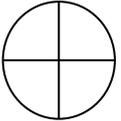
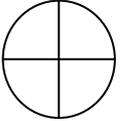
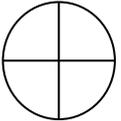
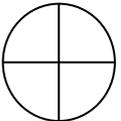
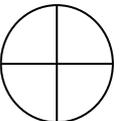
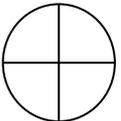
1.	I can write number sentences using symbols $+$, $-$, \times , \div and $=$	
2.	I can use addition facts to 20 	
3.	I can use subtraction facts to 20	
4.	I can add a 1s number to a 10s number such as $60 + 7 = 67$	
5.	I can use related facts up to 100.	
6.	I can subtract a 1s number from a 10s number such as $50 - 3 = 47$	
7.	I can add three numbers together. $4 + 6 + 12 = 22$	
8.	I can add a 2-digit number and 10s $32 + 50 = 72$	
9.	I can add a 2-digit number and 10s $32 + 50 = 72$	
10.	I can work out the missing number in a number sentence $14 + \square = 35$	

11.	I can subtract a 2-digit number and 10s 84 - 30 =	
12.	I can solve addition and subtraction number problems using objects and representations 43 + <input type="text"/> = 73	
13.	I can add a 'near multiple of 10' to a 2-digit number 54 + 29 = 75	
14.	I can subtract a 'near multiple of 10' from a 2-digit number 65 - 21 = 44	
15.	I can use a number square to add two 2-digit numbers such as 45 + 26 = 71	
16.	I can use a number square to subtract two 2-digit numbers 64 - 37 = 27	
17.	I can use place value and number facts to solve problems and check calculations.	
18.	I can show that addition of two numbers can be done in any order but subtraction cannot. 3+4=7 is same as 4+3=7 but 17-4= 13 is not same as 4-17 = 13	

Multiplication and Division

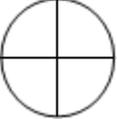
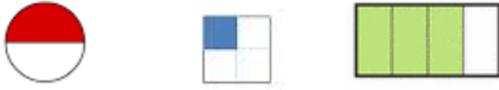
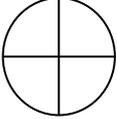
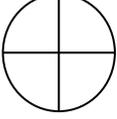
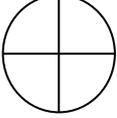
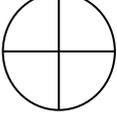
1.	I can use the multiplication (\times), division (\div) and equals ($=$) signs to write number sentences.		
2.	I can show multiplication as equal groups using arrays and repeated addition.		
3.	I can use multiplication facts from the 2 times table to find two division facts		
4.	I can use multiplication facts from the 5 times table to find two division facts		
5.	I can use multiplication facts from the 10 times table to find two division facts		
6.	I can recall the division facts for the 2 times table, including recognising odd and even numbers.		
7.	I can recall the division facts for the 5 times table, including recognising odd and even numbers.		
8.	I recall the division facts for the 10 times table, including recognising odd and even numbers.		
9.	I can use the bar model to group and share and solve number problems.		

Measurement

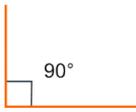
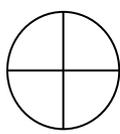
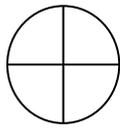
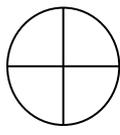
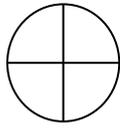
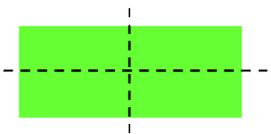
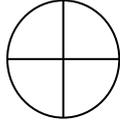
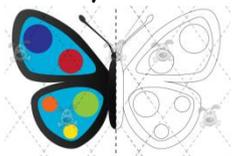
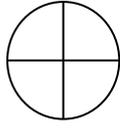
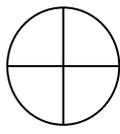
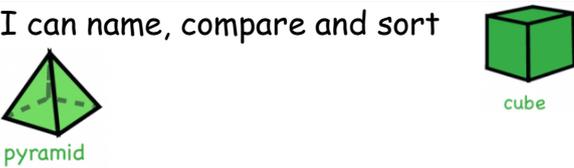
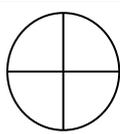
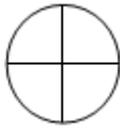
1.	I know that 'litres' and 'millilitres' are used to measure volume and capacity	
3.	I can read the scale on a measuring jug 	
4.	I can measure length, using a metre tape or a ruler in centimetres/metres 	
5.	I can use a measuring jug to measure a litre of water and to find out how much water it holds	
6.	I can use doubles and halves to work out the volume of a container	
7.	I can measure weight in kilograms and half-kilograms 	
8.	I can read scales marked in 5s and 10s	
9.	I can measure and draw lines to the nearest centimetre and solve problems.	
10.	I can compare and order lengths, mass, volume/capacity using $>$, $<$ and $=$.	
11.	I can tell the time to the hour and half past hour. 	
12.	I can read and show quarter past times and quarter to times	

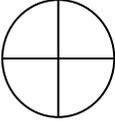
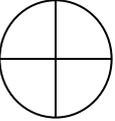
13.	I know the number of minutes in an hour and number of hours in a day.	
14.	I can recognise and use sign for pounds (£) and pence (p). 	
15.	I can combine amounts of money to make a particular value. 	
16.	I can find different combinations of coins that equal same amounts of money. 	
17.	I can solve problems using addition and subtraction involving money.	
18.	I can measure and read temperature using a thermometer. 	

Fractions

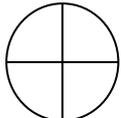
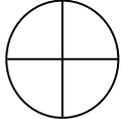
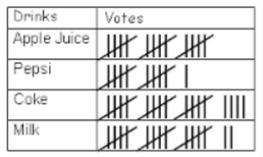
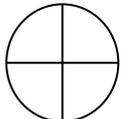
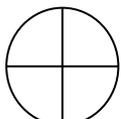
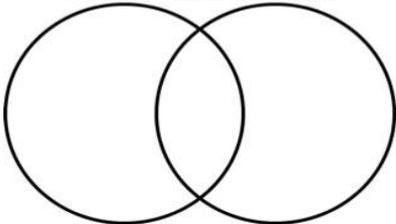
1.	I can recognise half, quarter, three quarters and whole.	
2.	I can find $\frac{1}{2}$, $\frac{1}{4}$, and, $\frac{3}{4}$ of a shape 	
3.	I can find $\frac{1}{2}$ half of an amount. $\frac{1}{2}$ of 6 = 3	
4.	I can find $\frac{1}{4}$ quarter of an amount $\frac{1}{4}$ of 24 = 6	
5.	I can find $\frac{1}{3}$ third of an amount $\frac{1}{3}$ of 9 = 3	
6.	I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	

Geometry-Understanding shape

1.	I can recognise a right angle		
2.	I can talk about and make whole, half, quarter and three-quarter turns		
3.	I can use words such as 'backwards', 'forwards', 'clockwise' and 'anticlockwise' to talk about direction		
4.	I can follow and write directions, including those involving right angles		
5.	I can identify and describe properties of 2D shapes and draw a line of symmetry on a shape.		
6.	I can complete a symmetrical picture by drawing the 'other half'		
7.	I can recognise, compare and sort 2-D shapes.		
8.	I can name, compare and sort a set of 3-D shapes		
9.	I can make patterns with 2D shapes and 3D shapes and compare and sort them.		
10.	I can identify and describe the properties of 3D shapes.		

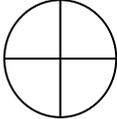
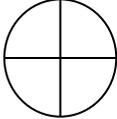
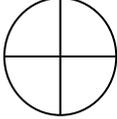
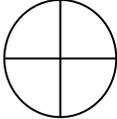
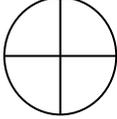
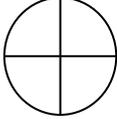
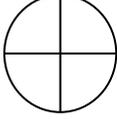
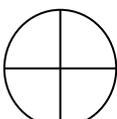
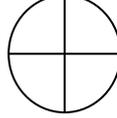
11.	I can continue a number pattern and explain how I know	
12.	I can use a construction kit to make a model of a 3-D solid that I know 	

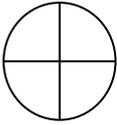
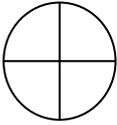
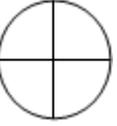
Statistics

1.	I can sort objects into groups in more than one way	
2.	<p>I can use a Carroll diagram to collect and sort information</p> 	
3.	<p>I can use a tally chart to collect and sort information</p> 	
4.	I can complete pictograms and tables and answer questions about it	
5.	<p>I can use a Venn diagram to collect and sort information</p> <p style="text-align: center;">VENN DIAGRAM</p> <p style="text-align: center;"><i>Different Same Different</i></p> 	

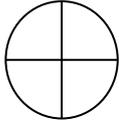
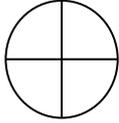
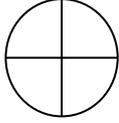
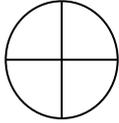
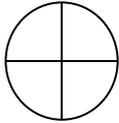
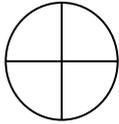
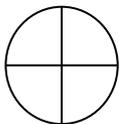
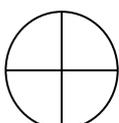
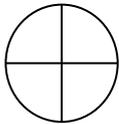
Literacy

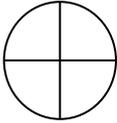
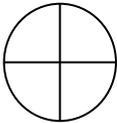
Reading Comprehension

1.	I can talk about the what happens in a book in order.	
2.	I can tell my friends about stories that I have read, like, fairy stories and traditional tales	
3.	I have experienced non-fiction books that are structured in different way.	
4.	I understand and can tell you when sentences or phrases are repeated in stories and poetry	
5.	I can tell you the meanings of words and can link them to new meanings to known words	
7.	I can tell you my favourite words and phrases	
8.	I know some poems by heart and can read them with the right tone	
9.	I understand and can tell you background information and vocabulary provided by the teacher	
10.	I can check that the text makes sense to me as I read	

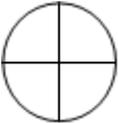
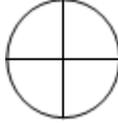
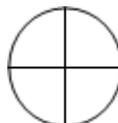
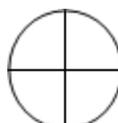
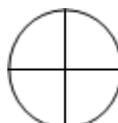
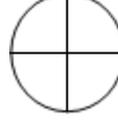
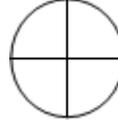
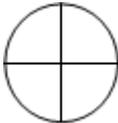
11.	I can answer and ask relevant questions	
12.	I can predict what might happen in a story based on what I have read so far	
13.	I can participate in small group discussion about books	
14.	I can show motivation to read and enjoy reading	
15.	I can tell you my opinions about different types of poetry, stories and non-fiction books	

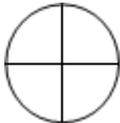
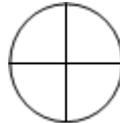
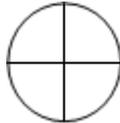
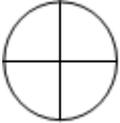
Word Reading

1.	I can apply my phonic knowledge and skills to decode words	
2.	I can read accurately by blending the sounds	
3.	I can recognise alternative sounds for graphemes	
4.	I can read accurately words of two or more syllables	
5.	I can read words containing common suffixes	
6.	I can read further common exception words	
7.	I can read most words quickly and accurately	
8.	I can read aloud books without hesitation	
9.	I can reread books I already know	

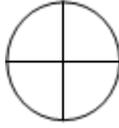
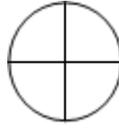
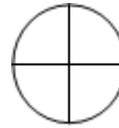
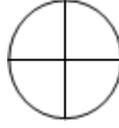
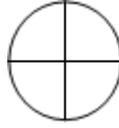
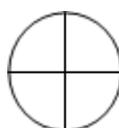
10.	I can demonstrate fluency and confidence in word reading	
11.	I can blend unknown words with automaticity and speed	

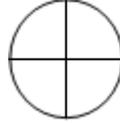
Grammar

1.	I can form nouns using suffixes (e.g. <i>-ness, -er</i>)	
2.	I can form nouns by compounding (e.g. whiteboard or superman)	
3.	I can form adjectives using suffixes (e.g. <i>-ful, -less</i>)	
4.	I can use suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> to turn adjectives into adverbs	
5.	I can use subordination (e.g. <i>when, if, that, because</i>)	
6.	I can use co-ordination (e.g. or, and, but)	
7.	I can expand noun phrases for description [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]	
8.	I can write using different sentence forms, (e.g. <i>statements, questions, exclamations or commands</i>)	
9.	I can use correct and consistent tense throughout my writing (e.g. present <i>and</i> past)	

10.	I can use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	
11.	I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences	
12.	I can use commas to separate items in a list	
13.	I can use apostrophes to show where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)	

Composition

1.	I can plan or say out loud what I am going to write about	
2.	I can write down ideas and/or key words, including new vocabulary	
3.	I can encapsulate what I want to say, sentence by sentence	
4.	I can write narratives about personal experiences and those of others (real and fictional)	
5.	I can write about real events	
6.	I can write poetry	
7.	I can write for different purposes	
8.	I can evaluate my own writing with the teacher and my friends	
9.	I can re-read to check that my writing makes sense and that verbs to show time are used correctly and consistently	

10.	I can proof-read my work to check for errors in spelling, grammar and punctuation (e.g ends of sentences punctuated correctly)	
11.	I can read aloud what I have written with the right tone to make the meaning clear	
12.	I can use my knowledge of what I have learnt to write effectively and coherently for different purposes	
13.	I can make simple additions, revisions and proof-reading corrections to my own writing	

Transcription

1.	I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly	
2.	I can learn new ways of spelling phonemes for which one or more spellings are already known	
3.	I know some words with each alternative spelling of known phonemes, including a few common homophones	
4.	I can spell common exception words	
5.	I can spell more words with contracted forms	
6.	I know the possessive apostrophe (singular) [for example, the girl's book]	
7.	I can tell you my favourite words and phrases	
8.	I know a variety of poems learnt by heart	

9.	I can use my knowledge of what I already know and use it when needed	
10.	I can write from memory simple sentences dictated by the teacher	
11.	I can spell /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	
12.	I can spell /s/ sound spelt c before e, i and y	
13.	I can spell /n/ sound spelt kn and (less often) gn at the beginning of words	
14.	I can spell the /r/ sound spelt wr at the beginning of words	
15.	I can spell the /l/ or /əl/ sound spelt -le at the end of words	
16.	I can spell the /l/ or /əl/ sound spelt -el at the end of words	
17.	I can spell the /l/ or /əl/ sound spelt -al at the end of words	
18.	I can spell words ending -il	

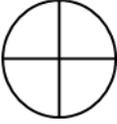
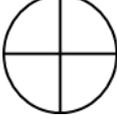
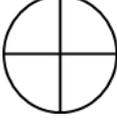
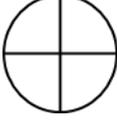
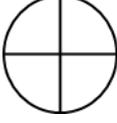
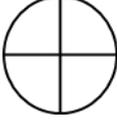
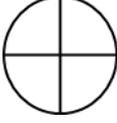
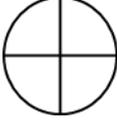
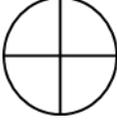
19.	I can spell the /aɪ/ sound spelt -y at the end of words	
20.	I can spell words by adding -es to nouns and verbs ending in -y	
21.	I can spell words by adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	
22.	I can spell words by adding the suffixes -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	
23.	I can spell words by adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	
24.	I can spell words with the /ɔ:/ sound spelt a before l and ll	
25.	I can spell the /ʌ/ sound spelt o	
26.	I can spell the /i:/ sound spelt -ey	
27.	I can spell the /ɒ/ sound spelt a after w and qu	
28.	I can spell the /ɜ:/ sound spelt or after w	

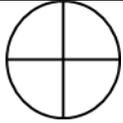
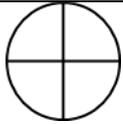
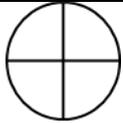
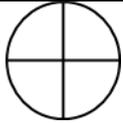
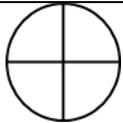
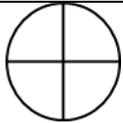
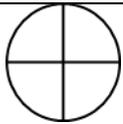
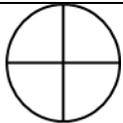
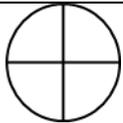
29.	I can spell the /z/ sound spelt s	
30.	I can spell the suffixes –ment –ness, –ful , –less and –ly	
31.	I can spell words containing contractions, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i>	
32.	I can spell words with possessive apostrophes (singular nouns)	
33.	I can spell words with the suffix –tion	
34.	I can spell homophones and near-homophones: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	
35.	I can spell common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or	

Handwriting

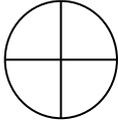
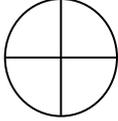
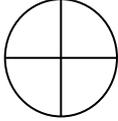
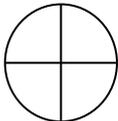
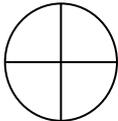
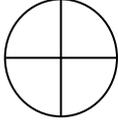
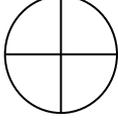
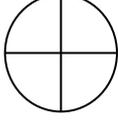
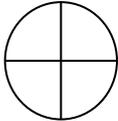
1.	I can write lower-case letters of the correct size relative to one another	
2.	I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	
3.	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	
4.	I can use spacing between words that reflects the size of the letters	
5.	I can spell most common exception words	
6.	I can add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -l)	

Duaas

I know these Duaas...	1
Before performing Wudu we say	
Upon completing Wudu we say:	
After completing Wudu 2:	
Dua before you go to sleep:	
Dua for when you wake up:	
Dua for leaving the house:	
Dua for entering the house:	
Dua for entering the Mosque:	
Dua for leaving the Mosque:	
Du'aa for getting the good of this world and the next:	
Du'a upon breaking fast:	

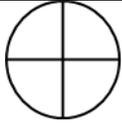
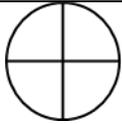
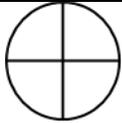
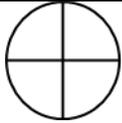
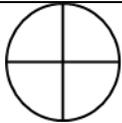
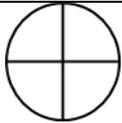
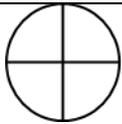
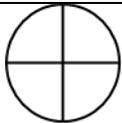
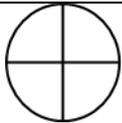
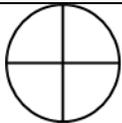
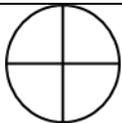
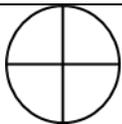
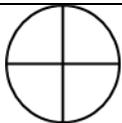
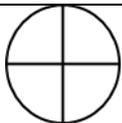
Thana: The Opening Du'a	
Duas of Ruku	
Dua for rising from Ruku	
Dua of sujood	
Duas in between the two sajdah	
Tashahhud	
Durood	
Dua before salaam	
Duas after Salaah	

Qaidah I can statements

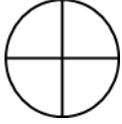
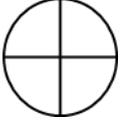
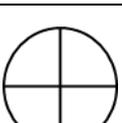
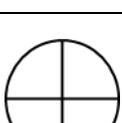
1.	Short vowel- dhamma <div style="text-align: center; font-size: 2em;"> أ ب ت ث ج ح </div>	
2.	Twin vowel fathatain <div style="text-align: center; font-size: 2em;"> أ بَا تَا ثَا جَا حَا خَا دَا </div>	
3.	Twin vowels kasrataan <div style="text-align: center; font-size: 2em;"> إِ بِ تِ ثِ جِ حِ خِ دِ </div>	
4.	Twin vowels dhammatain <div style="text-align: center; font-size: 2em;"> أُ بُ تُ ثُ جُ حُ خُ دُ </div>	
5.	Mixed short vowels <div style="text-align: center; font-size: 2em;"> ظَلَمَ كَتَبَ سُرِرِقَ وَرِثَ </div>	
6.	Joining alif <div style="text-align: center; font-size: 2em;"> أَا بَا تَا ثَا جَا حَا خَا دَا ذَا رَا </div>	
7.	Joining yaa <div style="text-align: center; font-size: 2em;"> إِي بِي تِي ثِي جِي حِي خِي دِي </div>	
8.	Joining waaw <div style="text-align: center; font-size: 2em;"> أُو بُو تُو ثُو جُو حُو خُو دُو </div>	
9.	Mixed stretching vowel <div style="text-align: center; font-size: 2em;"> جَاهِدَ هُودَ حَاسَبَ عَذَابِي </div>	

10.	Standing fatha ا ب ت ث ج ح خ د	
11.	Standing kasra ا ب ت ث ج ح خ د	
12.	Standing dhamma ا ب ت ث ج ح خ د	

Qaidah Part 2		1
1.	Leen- Fatha & waaw اَوْ بَوْ تَوْ ثَوْ	
2.	Leen- Fatha and Yaa اَيِّ بَيِّ تَيِّ ثَيِّ	
3.	Mixed exercise of Leen بَوْ بَيِّ عَادِ	
4.	Sukoon- joining symbol اَبَّ اِبَّ اَبَّ اَتَّ	
5.	Sukoon-mixed exercises اِذْ اَمَّرْ سَلَّ قُمْ	
6.	Hamza exercise نَاتُ يَابُ وَاَمَّرُ	
7.	The shaddah symbol رَبَّ = رِبَّ اِنَّ = اِنَّ	
8.	The extended stretches بَا بَوُّ بِيِّ	
9.	The Alif not to be stretched سَلَسِلًا وَثَمُودًا	

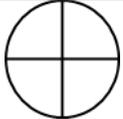
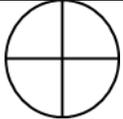
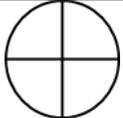
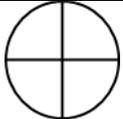
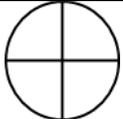
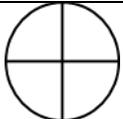
10.	Pronouncing small noon	قَدِيرٌ الَّذِي لَمَزَةٌ الَّذِي	
11.	Noon Saakin-Izhaar	مِنْ أذِنَ مِنْهُ خِطَابًا	
12.	Noon Saakin- Idghaam	مِنْ يَوْمٍ أَنْ يَشَاءَ	
13.	Idghaam- 2	مَنْ رَحِمَ أَنْ سَأَلَهُ	
14.	Iqlaab	بِالْجَنَبِ لِيُبْذَنَ	
15.	Ikhfaa	أَنْتِ مِنْ شَيْءٍ	
16.	Meem saakin-ikhfaa	أَنْتِ مِنْ شَيْءٍ	
17.	Meem saakin-idghaam	إِلَيْكُمْ مُرْسَلُونَ فَهُمْ مُعْرَضُونَ	
18.	Meem saakin-Izhaar	هُمْ فِيهَا لَكُمْ دِينُكُمْ	
19.	Rules of waqf	هُمْ فِيهَا لَكُمْ دِينُكُمْ	
20.	Free reading p1	وَيُرِي الصَّدَقَاتِ ط	
21.	Free reading p2	بِأَذْنِ رَبِّهِمْ مِنْ كُلِّ أَمْرٍ ۝	
22.	Free reading p3	لَا إِلَهَ إِلَّا اللَّهُ مُحَمَّدٌ رَسُولُ اللَّهِ	
23.	Free reading p4	اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ	

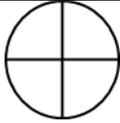
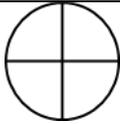
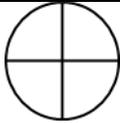
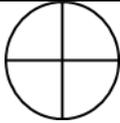
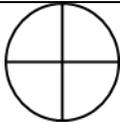
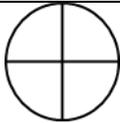
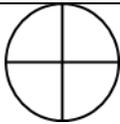
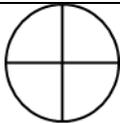
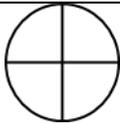
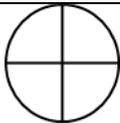
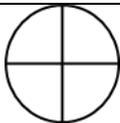
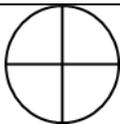
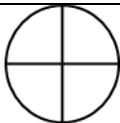
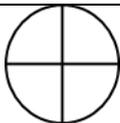
Quraan

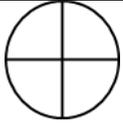
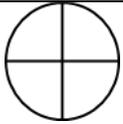
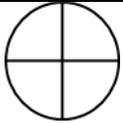
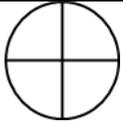
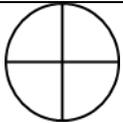
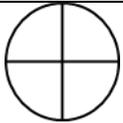
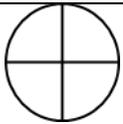
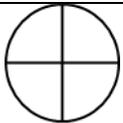
Surah Qariah	القَارِعَاتِ	
Surah Aadiyat	الْعَادِيَاتِ	
Surah Zalzalah	الزَّلْزَلَةِ	
Surah Bayinah	الْبَيِّنَاتِ	
Surah Qadr	الْقَدْرِ	
Surah Sharh	الشَّرْحِ	
Surah Teen	التِّينِ	
Surah Alaq	الْعَلَقِ	
Surah Dhuha	الضُّحَىٰ	

Quraan

Islamic Studies 'I can' statements

Topic	I can statements...	
Adab in the classroom	I know the meaning of Adab	
Bismillah	I know the meaning of Bismillah. I know when to say Bismillah.	
Names of Allah	I am able to say a few names of Allah.	
Jibril teaches us religion	I know the five pillars Islam.	
Five pillars of Islam	I am able to explain the five pillars of Islam.	
Before Prophet Adam	I know who Adam (as) is.	
Six articles of faith	I am able to list the six articles of faith.	
Adam's creation	I know the story of Adam and Hawwa.	
Deeds	I am able to understand what good and bad deeds are.	
Jannah and Jahannam	I understand that good actions take you to Jannah and bad actions to Jahannam.	

Adam on earth	I know the reason why Adam was sent to earth.	
Manners and friends	I understand the meaning of 'good manners'.	
Basic cleanliness	I can identify ways of keeping clean by doing wudu and ghusl.	
When and how to perform wudu	I am able to verbally recall the stages of wudu.	
Prophet Nuh	I know the story of prophet Nuh.	
Actions that break wudu	I am able to list the actions that break the wudu.	
Nuh builds the ark	I know why Nuh built the Ark.	
How to do ghusl	I know the actions of ghusl.	
Nuh and the flood	<ul style="list-style-type: none"> I know why Allah sent the flood 	
The boy and the king	<ul style="list-style-type: none"> I am able the characters of the story. 	
Prayer times	<ul style="list-style-type: none"> I can identify the names of Salah with the times. 	
Abdul Muttalib	<ul style="list-style-type: none"> I can explain who Abdul Muttalib was. 	
Story of the Elephants	<ul style="list-style-type: none"> I will be able to explain a short summary of the story. 	
Salah: 2 rak'ahs	<ul style="list-style-type: none"> I am able to demonstrate different actions in Salah. 	

Story of Halimah	<ul style="list-style-type: none"> I am able to relate the major points of the story. 	
Journey to Syria	<ul style="list-style-type: none"> I am able to relate the major points of the story. 	
Rebuilding the Ka'bah	<ul style="list-style-type: none"> I am able to narrate the key points of the story. 	
Beginning of revelation	<ul style="list-style-type: none"> I understand how revelation started. 	
Salah: 3 and 4 rak'ahs	<ul style="list-style-type: none"> I am able to demonstrate different actions in Salah. 	
Umar accepts Islam	<ul style="list-style-type: none"> I am able to narrate the key points of the story. 	
The Boycott	<ul style="list-style-type: none"> I am able to discuss the hardship the early Muslims went through. 	
Hijrah- Migration	<ul style="list-style-type: none"> I am able to explain the migration of the Muslims. 	
Life in Madinah	<ul style="list-style-type: none"> I am able to narrate the evnts that took place in Madinah. 	