

Year 3

Learning

Journey Book



Name:.....

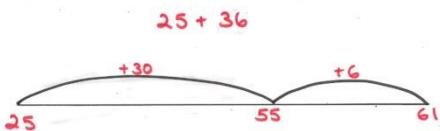


Numeracy

Number and Place Value

1.	I can read and write numbers up to a 1000 in numerals and in words.	
2.	I can recognise the place value of each digit in a 3-digit number (hundreds, tens and ones).	
3.	I can compare and order numbers up to 1000.	
4.	I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.	
5.	I can add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H . e.g $345 + 5$, $345 + 30$, $345 + 200$	
6.	I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. $\begin{array}{r} 4 & 5 & 7 \\ + & 2 & 6 & 3 \\ \hline 6 & 0 & 0 \\ & 1 & 1 & 0 \\ & & 1 & 0 \\ \hline 7 & 2 & 0 \end{array}$	

Addition
using a number line



Jumping back....

$$47 - 19 =$$



$$47 - 19 = 28$$

Finding the difference, jumping forward...

$$72 - 56 =$$



7. I can estimate the answer to a calculation and use inverse operations to check answers.



8. I can solve problems, including missing number problems, using place value and number facts.



Multiplication and Division

1. I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.



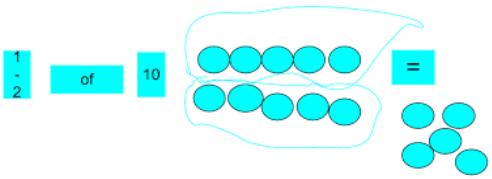
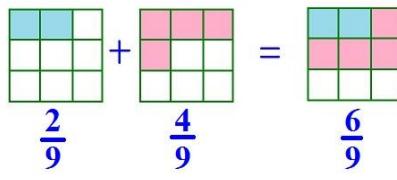
2. I can write and calculate mathematical statements using my times table knowledge.

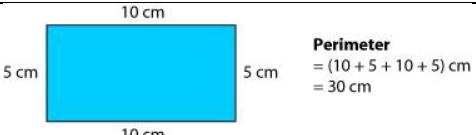
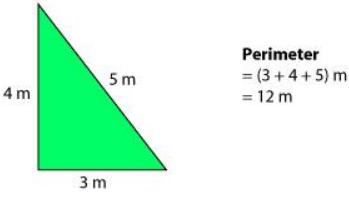
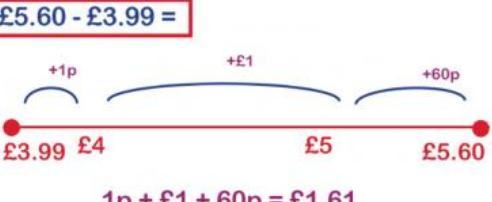
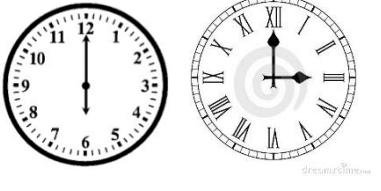


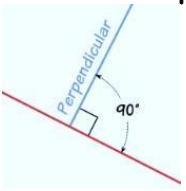
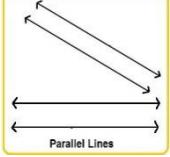
3. I can solve problems involving multiplication and division.



4.	I can relate multiplication and division facts to help my calculations.	
5.	I can multiply and divide a 2-digit number by a 1-digit number.	
Fractions		
1.	I can recognise and use unit and non-unit fractions.	
2.	I can count up and down in tenths. 0.2, 0.3, 0.4 or 0.2, 0.3, 0.4	
3.	I can recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. 	
4.	I can compare and order unit fractions, and fractions with the same denominators. 2/5, 3/5, 4/5 etc	
5.	I can recognise and show, using diagrams, equivalent fractions with small denominators. 	

6.	<p>I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> 																						
7.	<p>I can add and subtract fractions with the same denominator within one whole.</p> 																						
8.	<p>I can solve problems involving fractions.</p>																						
<h2>Measurement</h2>																							
1.	<p>I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <table border="1" data-bbox="476 1549 1032 1796"> <thead> <tr> <th>Length</th> <th>Weight</th> <th>Volume</th> </tr> </thead> <tbody> <tr> <td>1 km = 1,000 m</td> <td>1 kg = 1,000 g</td> <td>1 kL = 1,000 L</td> </tr> <tr> <td>1 m = .001 km</td> <td>1 g = .001 kg</td> <td>1 L = .001 kL</td> </tr> <tr> <td>1 m = 100 cm</td> <td>1 g = 100 cg</td> <td>1 L = 100 cL</td> </tr> <tr> <td>1 cm = .01 m</td> <td>1 cg = .01 g</td> <td>1 cL = .01 L</td> </tr> <tr> <td>1 m = 1,000 mm</td> <td>1 g = 1,000 mg</td> <td>1 L = 1,000 mL</td> </tr> <tr> <td>1 mm = .001 m</td> <td>1 mg = .001 g</td> <td>1 mL = .001 L</td> </tr> </tbody> </table> <p><i>Grid to help convert measurement for calculations.</i></p>	Length	Weight	Volume	1 km = 1,000 m	1 kg = 1,000 g	1 kL = 1,000 L	1 m = .001 km	1 g = .001 kg	1 L = .001 kL	1 m = 100 cm	1 g = 100 cg	1 L = 100 cL	1 cm = .01 m	1 cg = .01 g	1 cL = .01 L	1 m = 1,000 mm	1 g = 1,000 mg	1 L = 1,000 mL	1 mm = .001 m	1 mg = .001 g	1 mL = .001 L	
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2.	<p>I can measure the perimeter of simple 2-D shapes.</p>																						

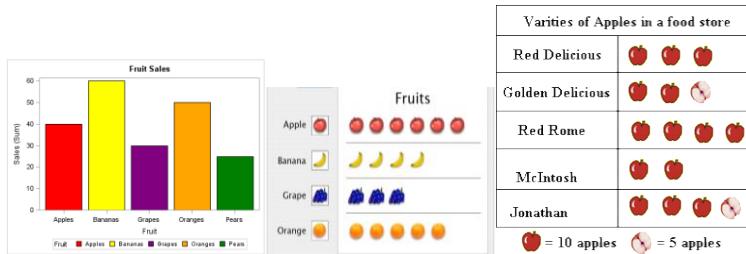
	 <p>Perimeter $= (10 + 5 + 10 + 5) \text{ cm}$ $= 30 \text{ cm}$</p>  <p>Perimeter $= (3 + 4 + 5) \text{ m}$ $= 12 \text{ m}$</p>	
3.	<p>I can add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>For example:</p> <p>£5.60 - £3.99 =</p>  $1\text{p} + £1 + 60\text{p} = £1.61$	
4.	I can convert £ and pence.	
5.	I know the number of seconds in a minute and the number of days in each month, year and leap year	
6.	I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.	

7.	I can estimate and read time with increasing accuracy to the nearest minute.	
8.	I can compare duration of events.	
Geometry- properties of shapes		
1.	I can recognise angles as a property of shape or description of a turn.	
2.	I can identify right angles and compare other angles.	
3.	I can draw 2D and 3D shapes using modelling materials.	
4.	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  	
5.	I can identify whether angles are greater or less than a right angle.	

Angle	Size	Example
Right angle	90° ($x = 90^\circ$)	
Acute angle	Less than 90° ($x < 90^\circ$)	
Obtuse angle	More than 90° but Less than 180° ($90^\circ < x < 180^\circ$)	
Reflex angle	More than 180° But less than 360° ($180^\circ < x < 360^\circ$)	

Statistics

1. I can interpret and present data using bar charts, pictograms and tables.

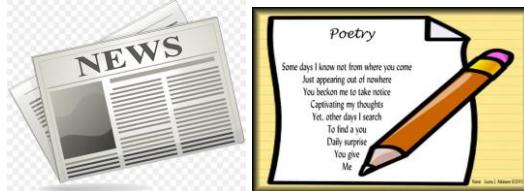
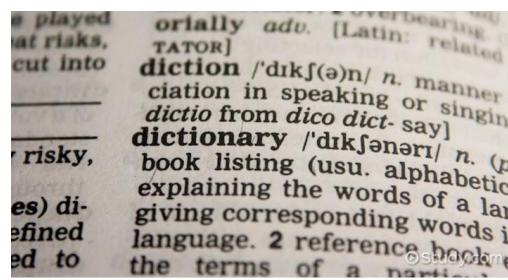


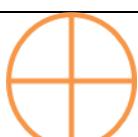
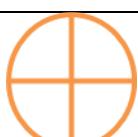
2. I can solve one step and two step questions using the information from the charts.

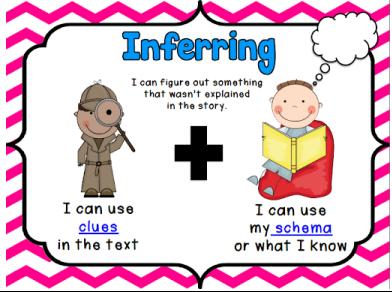


Literacy Objectives

Comprehension

1	I can listen to a wide range of fiction, poetry, plays, non-fiction and reference books 	<input type="checkbox"/>
2	I can read books that are structured in different ways 	<input type="checkbox"/>
3	I can read for a range of purposes	<input type="checkbox"/>
4	I can use dictionaries to check the meaning of words that I have read 	<input type="checkbox"/>
5	I can read a wide range of books, including fairy stories 	<input type="checkbox"/>

6	<p>I can retell stories read independently out loud</p> 																
7	<p>I can identify themes in some books to discuss</p>																
8	<p>I can discuss words that capture the reader's interest</p> <table border="1" data-bbox="514 631 986 848"> <tr> <td>spectacular</td> <td>dazzling</td> <td>petite</td> </tr> <tr> <td>tremendous</td> <td>memorable</td> <td>lively</td> </tr> <tr> <td>magnificent</td> <td>fascinating</td> <td>superb</td> </tr> <tr> <td>exceptional</td> <td>abundant</td> <td>generous</td> </tr> <tr> <td>incredible</td> <td>comfortable</td> <td>amazing</td> </tr> </table>	spectacular	dazzling	petite	tremendous	memorable	lively	magnificent	fascinating	superb	exceptional	abundant	generous	incredible	comfortable	amazing	
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9	<p>I can recognise some different forms of poetry</p> <table border="1" data-bbox="562 923 981 1432"> <tr> <td data-bbox="562 923 711 1028"> -ing Poems Line 1: subject is one word or a short sentence Line 2-10 words with -ing </td><td data-bbox="711 923 981 1028"> Acrostic Poem Use the letters of the word to write the word downward and use a word or words for your poem </td></tr> <tr> <td data-bbox="562 1028 711 1134">  Cold Weather Blowing Snowing Freezing Misting </td><td data-bbox="711 1028 981 1134"> R eading and exploring new worlds E xploring new conflicts A nd Page turning cliffhangers. D rap everything and grab a book! </td></tr> <tr> <td data-bbox="562 1134 711 1275"> Listing Poems Line 1: topic of poem Line 2-10 words that describe the topic word </td><td data-bbox="711 1134 981 1275"> HaiKu Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables The sky is so blue It looks like blue, blue water. I love to watch clouds. </td></tr> <tr> <td data-bbox="562 1275 711 1403"> Mother  Kind Cares Cooks Cleans Loving </td><td data-bbox="711 1275 981 1403"> Fill in Blanks Poems _____ are red _____ are blue, _____ is sweet, And so is _____ </td></tr> </table>	-ing Poems Line 1: subject is one word or a short sentence Line 2-10 words with -ing	Acrostic Poem Use the letters of the word to write the word downward and use a word or words for your poem	 Cold Weather Blowing Snowing Freezing Misting	R eading and exploring new worlds E xploring new conflicts A nd Page turning cliffhangers. D rap everything and grab a book!	Listing Poems Line 1: topic of poem Line 2-10 words that describe the topic word	HaiKu Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables The sky is so blue It looks like blue, blue water. I love to watch clouds.	Mother  Kind Cares Cooks Cleans Loving	Fill in Blanks Poems _____ are red _____ are blue, _____ is sweet, And so is _____								
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Mother  Kind Cares Cooks Cleans Loving	Fill in Blanks Poems _____ are red _____ are blue, _____ is sweet, And so is _____																
10	<p>I can explain the meaning of words in context</p>																
11	<p>I can ask questions to improve my understanding of a text</p> 																

12	<p>I can make inferences such as inferring characters' feelings</p>  <p>Inferring</p> <p>I can figure out something that wasn't explained in the story.</p> <p>I can use <u>clues</u> in the text + I can use my <u>schema</u> or what I know</p>	
13	<p>I can predict what might happen from details in the writing</p>	
14	<p>I can summarise the main ideas from more than 1 paragraph</p>	
15	<p>I can identify how presentation can contribute to meaning</p>	
16	<p>I can retrieve information from non-fiction</p>	
17	<p>I can participate in class discussion about books</p> 	

Word Reading

1	<p>I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words I meet</p>	
2	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	

3	I have experience of a range of books that I have read in class and independently	
4	I can start to use wider book experience to explain plot and compare characters	
5	I can play with words & language, creating new words and meanings, e.g. portmanteau, from knowledge of root words, prefixes, suffixes & word classes	

Grammar

1	I can form nouns using a range of prefixes (e.g. super–, anti–, auto–)	
2	I can use <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a</i> rock, <i>an</i> open box)	
3	I can use word families based on common words, (e.g. <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>)	
4	I can express time, place and cause using conjunctions (e.g. <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>)	

5	I can express time, place and cause using adverbs (e.g. then, next, soon, therefore)	
6	I can express time, place and cause using prepositions (e.g. before, after, during, in, because of)	
7	I am beginning to use paragraphs as a way to group my writing into similar topics	
8	I can use headings and sub-headings in my presentations	
9	I can use the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i>)	
10	I am beginning to use inverted commas to punctuate direct speech	

Composition

1	I can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
2	I can discuss and record my ideas	

3	I can compose and rehearse sentences orally (including dialogue)	
4	I can use a varied and rich vocabulary	
5	I can use an increasing range of sentence structures	
6	I can create settings, characters and plot in my writing	
7	I can use simple organisational devices in non-fiction writing (e.g. headings and sub-headings)	
8	I can assess my own and others' writing and suggest improvements	
9	I can use pronouns in sentences accurately	
10	I can make changes to my grammar and vocabulary to improve my writing	
11	I can proof-read my work for spelling and punctuation errors	

12	I can read aloud my own writing to my class using the correct tone and volume so that the meaning is clear	
13	I can write for a different purposes and audiences, and can choose the correct form independently	
14	I can use a range of devices within my writing independently to create cohesion (flow)	

Transcription

1	I can use prefixes and suffixes and understand how to add them (English Appendix 1)	
2	I can spell further homophones	
3	I can spell words that are often misspelt (English Appendix 1)	
4	I can place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys')	
5	I can use the first two or three letters of a word to check its spelling in a dictionary	
6	I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	

7	I can add suffixes beginning with vowel letters to words of more than one syllable	
8	I can spell words with the /ɪ/ phoneme spelt y elsewhere than at the end of words	
9	I can spell words with the /ʌ/ phoneme spelt ou	
10	I can spell more prefixes, e.g. dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-	
11	I can spell words with the suffix –ation	
12	I can spell words with the suffix –ly	
13	I can spell words with endings which sound like /ʒən/	
14	I can spell words with the suffix –ous	
15	I can spell words with the endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	
16	I can spell words with the /k/ phoneme spelt ch (Greek in origin)	

17	I can spell words with the /ʃ/ phoneme spelt ch (mostly French in origin)	
18	I can spell words ending with the /g/ phoneme spelt –gue and the /k/ sound spelt –que (French in origin)	
19	I can spell words with the /s/ phoneme spelt sc (Latin in origin)	
20	I can spell words with the /eɪ/ sound spelt ei, eigh, or ey	
21	I can use the possessive apostrophe within plural words	
22	I can spell further homophones and near-homophones, e.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	
23	I can spell words from the 3/4 words list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naught, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	

Handwriting

1	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when next to one another, are best left unjoined	
2	I can control legibility, consistency & quality of my handwriting (e.g. so downstrokes are parallel and lines are spaced so ascenders/descenders do not touch)	
3	I can spell almost all common exception words from KS1 and most words from the year 3 & 4 word list correctly	
4	I am beginning to identify and apply spelling rules and patterns correctly e.g. when adding suffixes to words with irregular endings	

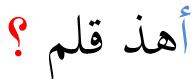
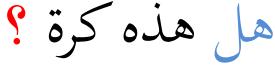
Spelling list Year 3 and 4

Word	Learnt (✓)	Word	Learnt (✓)
accident(ally)		fruit	
actual(ly)		grammar	
address		group	
answer		guard	
appear		guide	
arrive		heard	
believe		heart	
bicycle		height	
breath		history	
breathe		imagine	
build		increase	
busy		important	
business		interest	
calendar		island	
caught		knowledge	
centre		learn	
century		length	
certain		library	
circle		material	
complete		medicine	
consider		mention	
continue		minute	
decide		natural	
describe		naughty	
different		notice	
difficult		occasion(ally)	
disappear		often	
early		opposite	
earth		ordinary	
eight		particular	
eighth		peculiar	
enough		perhaps	

exercise		popular	
experience		position	
experiment		possess(ion)	
extreme		possible	
famous		potatoes	
favourite		pressure	
February		probably	
forward (s)		promise	
regular			
reign			
remember			
sentence			
separate			
special			
straight			
strange			
strength			
suppose			
surprise			
therefore			
though			
although			
thought			
through			
various			
weight			
woman			
women			

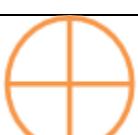
Arabic Language

Topic	I understand that...	
Gender. الذكر والمؤنث	<ul style="list-style-type: none"> Masculine words. <p>شَبَّاكٌ / كِتابٌ</p>	
	<ul style="list-style-type: none"> Feminine words. <p>مُحَاجَةً / مِسْنَطَرَةً</p>	
The indicative pronoun for close objects. أسماء الإشارة للقريب	<ul style="list-style-type: none"> The masculine form <p>هَذَا</p>	
	<ul style="list-style-type: none"> The feminine form. <p>هَذِهِ</p>	
	<ul style="list-style-type: none"> Pronounced with a long stretch 	

<p>Adjectives.</p> <p>صفات</p>	<ul style="list-style-type: none"> • Adjectives follow after the word being described. • They match in gender. • Match in endings. • Match in definitiveness. • Match in plurality. <p></p>	
<p>"And" a connective.</p> <p>و</p>	<ul style="list-style-type: none"> • No space between it and the word after it <p></p>	
	<ul style="list-style-type: none"> • Can be used many times. 	
<p>Asking questions.</p> <p>أَهُل ؟</p>	<ul style="list-style-type: none"> • The question mark faces the other way. • أٰ Joins the word after it. • هل is written separately. <p></p> <p></p>	
<p>The interrogative noun, مَا اسم الاستفهام</p>	<ul style="list-style-type: none"> • Is used to ask questions 	

	<p>ما هذ؟</p>	
The indicative pronoun for far objects. أسماء الإشارة للبعيد	<ul style="list-style-type: none"> The masculine form. <p>ذلِك</p>	
	<ul style="list-style-type: none"> The feminine form. <p>تُلْكَ</p>	
	<ul style="list-style-type: none"> Pronounced with a long stretch 	
The Definite Article. ال	<ul style="list-style-type: none"> Joins the word it defines. <p>الْبَيْتُ \ الصَّنْدُوقُ</p>	
	<ul style="list-style-type: none"> The rules of Moon letters apply. 	
	<ul style="list-style-type: none"> Starts with Hamzatul-Wasal. 	
	<ul style="list-style-type: none"> The rules of Sun letter apply 	
	<ul style="list-style-type: none"> Nouns will lose Tanween. 	

Duaas

I know these Duaas...	
Dua before you go to sleep.	
Dua for when you wake up.	
Dua upon wearing a garment.	
Duas before and upon completion of Wudhu.	
Dua for leaving the house.	
Dua for entering the house.	
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	
Dua before you go to sleep	
Dua for placing children under the protection of Allah	
Dua before eating	
Dua after eating	

Dua upon sneezing and its reply	
Dua said when angry	
Dua of thanking someone for a favour	
Excellence of Islamic greeting	

القرآن العظيم

Quraan

I know these Surahs in the 30th Juz...

Inshiqaaq	
Mutaffifeen	
Infitaar	
Takweer	
Abasa	

Naziaat



النَّازِعَاتُ

Naba



النَّبَاعِيَا

الْقَرْآنُ الْكَرِيمُ

The Bridge to Quraan

I can read the following number of words in one breath without stopping.

Two words...

مِنْ قَبْلِ



Three words...

يُحَذِّرُكُمُ اللَّهُ نَفْسَهُ



<p>Four words...</p> <p>إِنَّ الْفَضْلَ بِيَدِ اللَّهِ</p>	
<p>Five words...</p> <p>أَصَابَتْ حَرْثَ قَوْمٍ ظَلْمُوا أَنفُسَهُمْ</p>	
<p>Six words...</p> <p>وَمَا النَّصْرُ إِلَّا مِنْ عِنْدِ اللَّهِ</p>	
<p>Seven words...</p> <p>وَإِنْ كَانُوا مِنْ قَبْلِ لَنِفِي ضَلَلٌ مُّبِينٌ</p>	

Islamic Studies

Topics	I can statements	
Names of Allah	<ul style="list-style-type: none"> I am able to verbally recall a few names of Allah. 	
Habil and Qabil	<ul style="list-style-type: none"> I know who Habil and Qabil were. 	
Angels	<ul style="list-style-type: none"> I am able to verbally explain what angels are. 	
Respecting people	<ul style="list-style-type: none"> I am able to identify the different people deserving respect. 	
Books from Allah	<ul style="list-style-type: none"> I am able to recall the four main books in Arabic and English. 	
Manners of eating and drinking	<ul style="list-style-type: none"> I am able to explain the reward of eating/drinking. 	
Prophets of Allah	<ul style="list-style-type: none"> I am able to explain the purpose/duties of Prophets. 	
Life after death	<ul style="list-style-type: none"> I am able to verbally explain what life after death means. 	
Paradise and Hell	<ul style="list-style-type: none"> I am able explain Paradise and Hell. 	

Prophet Hud and the people of Ad	<ul style="list-style-type: none"> I can write down the three things about Hud and people of Ad 	
Cleanliness	<ul style="list-style-type: none"> I am able to explain why cleanliness is important for a Muslim. 	
<u>Manners of using the toilet</u>	<ul style="list-style-type: none"> I can explain how to use the toilet. 	
Why Muslims perform Salah	<ul style="list-style-type: none"> I understand the importance of Salaah. 	
Revision of rak'ahs	<ul style="list-style-type: none"> I am capable of stating the names of the different postures in Salah. 	
The companions in the cave.	<ul style="list-style-type: none"> I can write down three characteristics of the boys. 	
Manners of the Masjid	<ul style="list-style-type: none"> I understand that the masjid is a special place. 	
Prophet Salih and the people of Thamud	<ul style="list-style-type: none"> I can summarise a part of the story of Salih. 	
Daily Salah: Theoretical	<ul style="list-style-type: none"> I am able to list the five names of the daily prayers. 	
Prophet Shu'ayb and the people of Madyan	<ul style="list-style-type: none"> I can explain who Prophet Shu'ayb was. 	

Daily Salah: practical	<ul style="list-style-type: none"> I can demonstrate the postures of Salah. 	
The open invitation	<ul style="list-style-type: none"> I understand the Prophet's open call to Islam 	
Quraysh abuse the Muslims	<ul style="list-style-type: none"> I know that the Quraysh of Makkah abused the Muslims in the early days of Islam. 	
Breakers of Salah	<ul style="list-style-type: none"> I can make a story mentioning some of the breakers of Salah. 	
Migration to Abyssinia	<ul style="list-style-type: none"> I know why the Muslims migrated. 	
Good manners to parents and others	<ul style="list-style-type: none"> I am able to write about the importance of good manners to parents and others. 	
Halal and Haram foods	<ul style="list-style-type: none"> I can define with an example the difference between Halal and Haram foods. 	
The night journey to Jerusalem and the heavens	<ul style="list-style-type: none"> I can briefly describe the events of Isra and Miraj 	
Battle of Badr	<ul style="list-style-type: none"> I can explain why the battle of Badr took place 	

Battle of Uhud

- I can explain why the battle of Uhud took place

