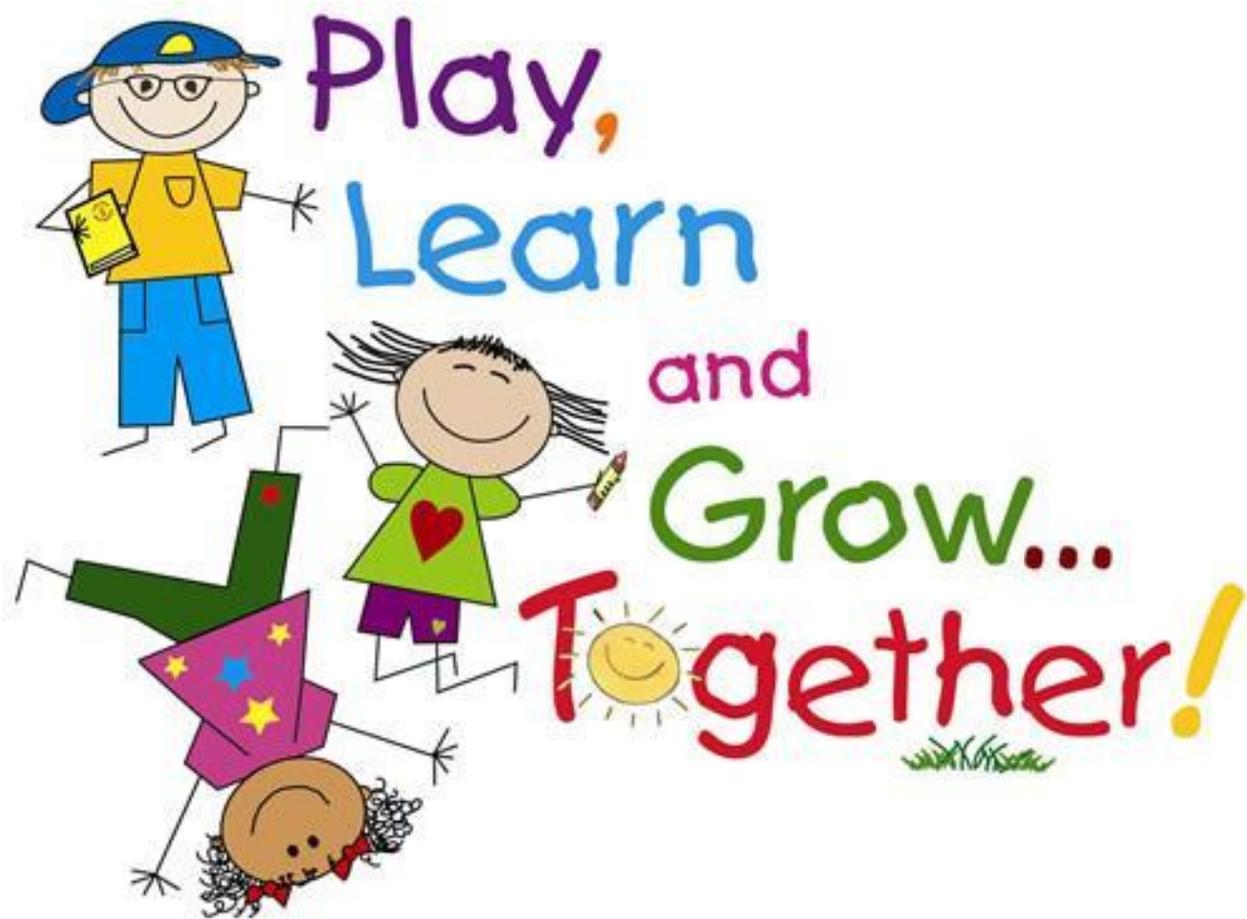


Year 4's

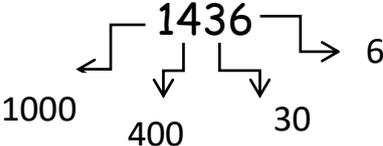
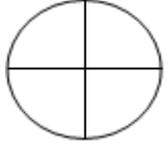
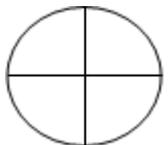
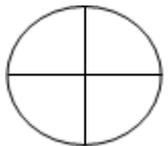
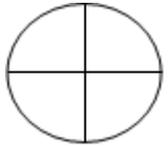
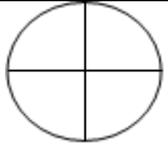
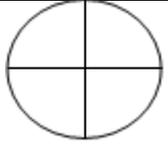
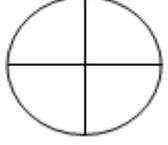
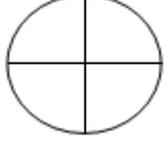
Learning Journey



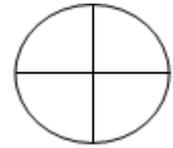
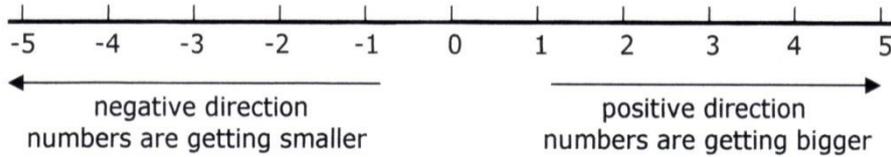
Ms Nusrat
Ustaadh Eshan

Numeracy Journey

Number and place value

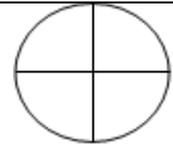
<p>1. I can recognise the value of each digit in a 4-digit number (thousands, hundreds, tens and ones)</p> <p></p>	
<p>2. I can round to the nearest 10, 100 or 1000</p>	
<p>3. I can count in multiples of 6, 7, 9, 25 and 1000.</p>	
<p>4. I can identify, represent and estimate numbers using different representations.</p>	
<p>5. I can order and compare numbers beyond 1000.</p>	
<p>6. I can read Roman numerals to 100.</p>	
<p>7. I can find 1000 more or less than any given number.</p>	
<p>8. I can solve number and practical problems using rounding.</p>	

9. I can count backwards through zero to include negative numbers.

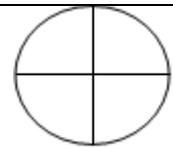


Addition and Subtraction

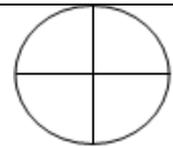
1. I can add and subtract numbers with up to 4-digits using column method.



2. I can estimate and use inverse operations to check calculations.

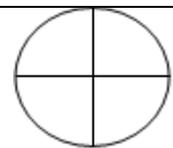


3. I can solve addition and subtraction two step problems.

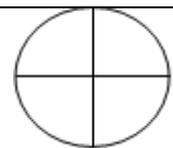


Multiplication and Division

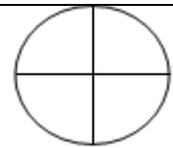
1. I can recall multiplication and division facts up to 12×12



2. I can use place value and known facts to multiply and divide mentally.

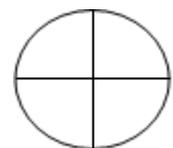


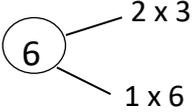
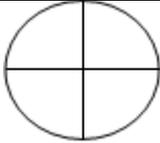
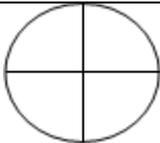
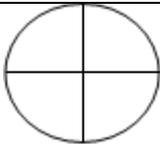
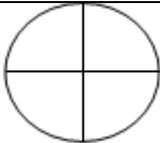
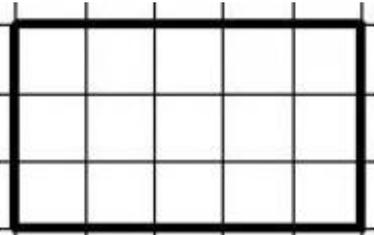
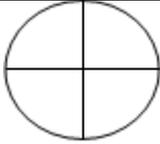
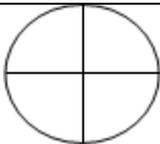
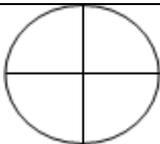
3. I can solve problems involving multiplying and adding.



4. I can multiply 2 digit and 3-digit numbers by a 1-digit number using a written method

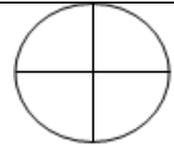
$$\begin{array}{r} 283 \\ \times \quad 14 \\ \hline 1132 \\ + \quad 2830 \\ \hline 3962 \end{array}$$



<p>5. I can use factor pairs and commutativity to solve problems mentally</p> <p>Factor pairs</p>  <p>Commutativity</p> $6 + \underline{5} = 11$ $\underline{5} + 6 = 11$ $11 - 6 = 5$ $6 - \underline{11} = -5$ <p>✓ ✗</p>	
<p>6. I can divide 2 digit and 3-digit numbers by a 1-digit number using a written method</p>	
<p>Measurement</p>	
<p>1. I can convert different units of measure (centimetres to meters)</p> <p>100 centimetres = 1 metre 1000 millilitres = 1 litre 60 minutes = 1 hour</p>	
<p>2. I can measure and calculate the perimeter of a rectilinear figure.</p>	
<p>3. I can find the area of shapes by counting squares</p>  <p>Area = 15 cm²</p>	
<p>4. I can estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>100p = £1.00</p>	
<p>5. I can convert hours to minutes, minutes to seconds, years to months, weeks to days</p> <p>6 hours = 360 minutes 145 seconds = 2 minutes 25 seconds</p>	

Fractions-including decimals

1. I can count up and down in hundredths.

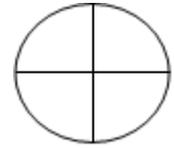


2. I understand that hundredths arise when dividing by 100 and dividing tenths by 10

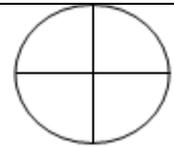
$$32 \div 100$$

10 000	1000	100	10	1	●	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
			3	2	●			
				0	●	3		

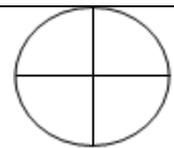
Diagram illustrating the conversion of 32 to hundredths. The number 32 is placed in the '10' column. A decimal point is shown between the '1' and '1/10' columns. A curved arrow points from the '2' in the '10' column to the '2' in the '1/10' column. Another curved arrow points from the '3' in the '10' column to the '30' in the '1/100' column, showing that 32 is equivalent to 320 hundredths.



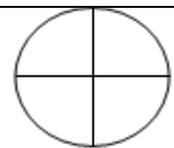
3. I can recognise and show common equivalent fractions.



4. I can solve problems involving fractions.



5. I can add and subtract with the same denominator.

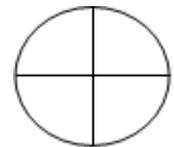


6. I know the equivalent decimals to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$

$$\frac{1}{2} = 0.5$$

$$\frac{1}{4} = 0.25$$

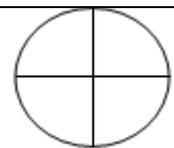
$$\frac{3}{4} = 0.75$$



7. I can divide a one- or two-digit number by 10 and 100

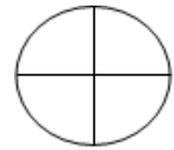
$$54 \div 10 = 5.4$$

$$54 \div 100 = 0.54$$



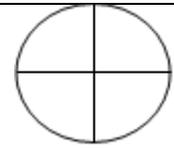
8. I can round decimals with one decimal place to the nearest whole number

4.2 = 4
4.8 = 5

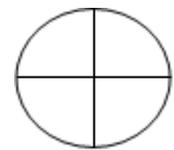


9. I can compare numbers with the same number of decimal places up to two decimal places

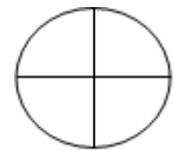
$\frac{15}{100} = 0.15$ $\frac{25}{100} = 0.25$ $\frac{35}{100} = 0.35$



10. Recognise and write decimal equivalents of any number of tenths or hundredths



11. I can solve simple measure and money problems involving fractions and decimals.



Statistics

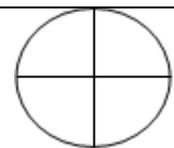
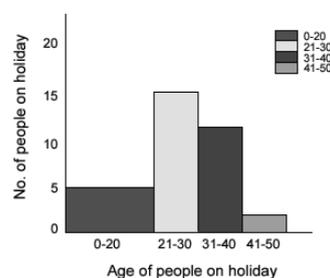
1. Interpret and present data using charts/graphs.

Pictogram

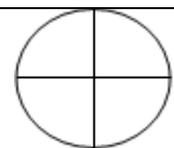
Pets	
Dogs	
Cats	
Rabbits	
Other	

Bar chart

Number of people staying in a hotel

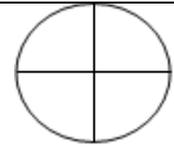


2. I can solve comparison, sum and difference problems using information from the charts/graphs.

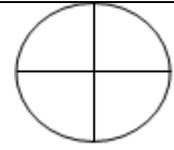


Geometry-properties of shapes

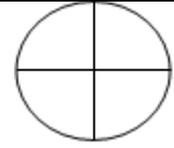
1. I can identify acute and obtuse angles.



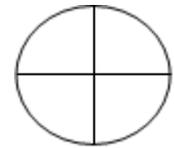
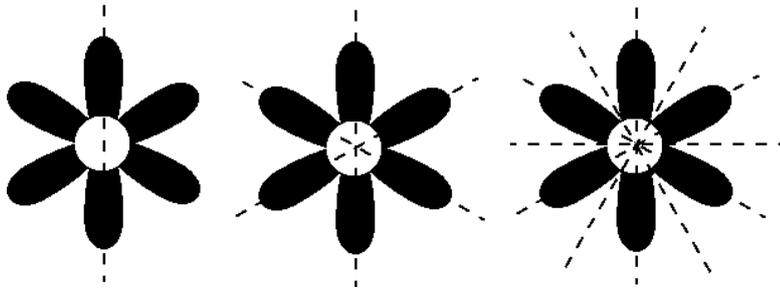
2. I can compare and order angles.



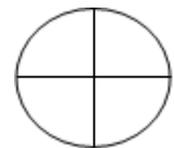
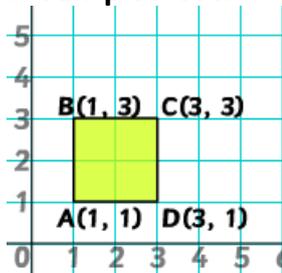
3. I can compare and classify geometric shapes including quadrilaterals and triangles.



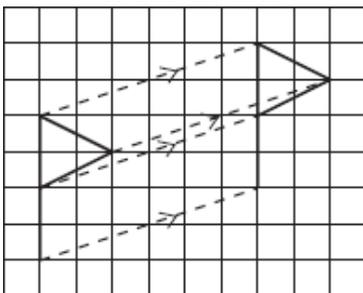
4. I understand what symmetry is and can draw the line of symmetry



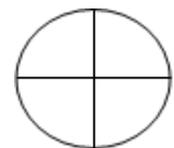
5. I can plot coordinates of 2D shapes on a grid



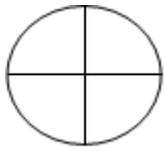
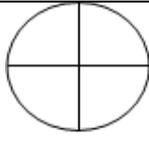
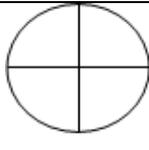
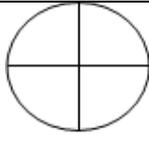
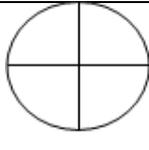
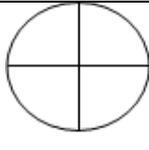
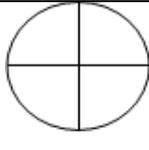
6. I can describe movements between positions as translations



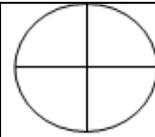
The shape itself doesn't change, only the position of the shape changes.



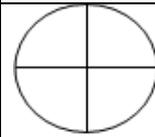
Writing Journey

<p>I can discuss writing similar to that which I am planning to write in order to understand learn from its structure, vocabulary and grammar</p>	
<p>I can discuss and records ideas</p>	
<p>I can compose and rehearse sentences orally (including dialogue)</p>	
<p>I can use a varied and rich vocabulary and an increasing range of sentence structures</p>	
<p>I can organise paragraphs around a theme</p>	
<p>I can create settings, characters and plot in narratives</p>	
<p>I can use simple organisational devices in non-narrative (e.g. headings and sub-headings)</p> <p style="text-align: center;"><u>Pandas</u></p> <p>Pandas are the national animal of China. They are related to bears and have black eye patches.</p> <p><u>What do pandas look like?</u> There are two different types of panda. The giant panda is the most well known but the red panda also lives in the mountains in China. The red panda has a long tail and is the same size as a cat. The giant panda is much bigger and has black and white fur. Both the red and giant pandas are have long, sharp claws that they use to climb trees and strip bamboo.</p> <div style="text-align: center;">  </div> <p>What do pandas eat?</p>	

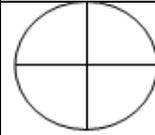
I can assess the effectiveness of my own and others' writing and suggest improvements



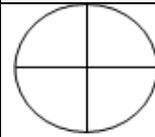
I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences



I can proof-read for spelling and punctuation errors

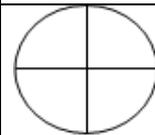


I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

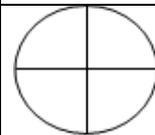


Depth

I can write for a range of purposes and audiences, and select the appropriate form independently and with an awareness of audience and purpose



I can use a range of devices independently to create cohesion within writing, particularly through independently editing work



Adverbials for Cohesion			
time, place, number, exception, cause and effect, contrast or comparison, clarification and emphasis or addition		Adverbials are words or phrases that are used to modify a verb or clause. Adverbials may be adverbs, preposition phrases or subordinate clauses. Adverbials can be used to create cohesion within and across paragraphs.	
time in the beginning only yesterday until then to begin with at first meanwhile simultaneously after that straight away presently	place near this location around here in the city behind the clouds beyond the wall inside the cave out in the countryside along the lane here in this room over the street	number/frequency firstly secondly lastly once twice occasionally rarely every so often often sometimes	exception despite this aside from despite excluding even though other than with the exception of apart from however besides
cause and effect as a result for this reason subsequently hence as a consequence due to therefore so as to because of this consequently	contrast/comparison on the other hand alternatively similarly nevertheless in contrast rather than compared with on the contrary in comparison however	clarification in fact in other words to clarify above all the main reason for this for instance in essence to summarise to illustrate this in conclusion	emphasis/addition to clarify most importantly especially primarily furthermore above all else as well as in addition to this also moreover



Transcriptions

I can use further prefixes and suffixes and understand how to add them (English Appendix 1)

PREFIXES

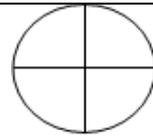
- COME AT THE BEGINNING OF A WORD
- CHANGE THE MEANING

PREFIX	MEANING	EXAMPLE
un	not; reversal of	uncover
re	again; back	review
in / im	in; into; not	instead impatient
dis / dif	away; separate; not	divide disrespect
en / em	in; within; make	enslave embolden
pre	before	prefix
mis	wrong	mistaken
a	not; in, on; without	atypical aside

SUFFIXES

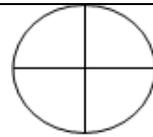
- COME AT THE END OF A WORD
- CHANGE THE MEANING

SUFFIX	MEANING	EXAMPLE
-s, -es	more than one; verb maker	characters, reaches
-ed	in the past; quality, state	walked
-ing	doing something; quality, state	walking
-ly	how	safely
-er, -or	one who; action; compares	drummer dishonor bigger
-tion, -sion	noun: quality, action	tension
-able, -ible	able to be	reversible
-al, -ial	related to, like	partial

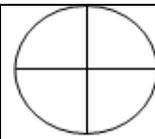


I can spell further homophones

<p>Bare</p>  <p>The trees are already bare.</p>	<p>Bear</p>  <p>I am afraid of bears.</p>
<p>Bored</p>  <p>After a while, I got bored and left.</p>	<p>Board</p>  <p>I'll write it up on the board.</p>
<p>Be</p>  <p>Be quiet!</p>	<p>Bee</p>  <p>A bee is buzzing around.</p>
<p>Beach</p>  <p>It's a nice day for going to the beach.</p>	<p>Beech</p>  <p>The great beeches towered up towards the sky.</p>
<p>Bean</p>  <p>Tom doesn't like green beans.</p>	<p>Been</p>  <p>I've never been to Japan.</p>
<p>Blue</p>  <p>She likes blue dresses.</p>	<p>Blew</p>  <p>She blew onto her coffee to cool it down.</p>

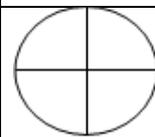


I can spell words that are often misspelt (English Appendix 1)

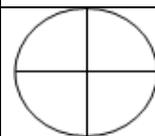


to	there	they	then	
your	clothes	looked	people	pretty
because	thought	and	beautiful	it's
something	named	came	name	tried
swimming	first	were	than	two
let's	mother	another	through	some
woman	animals	started	that's	would
said	wanted	bear	from	frightened
cousin	alright	happened	didn't	always
interesting	sometimes	friends	children	an
until	our	asked	off	through
running	believe	little	things	him
went	where	stopped	very	morning
here	many	know	with	together
now	decided	friend	money	when
its	bought	getting	going	course
again	heard	received	coming	too
for	February	once	like	they're
surprise	before	caught	every	different
school	jumped	around	dropped	babies

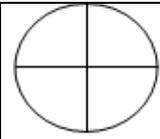
I can place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys')



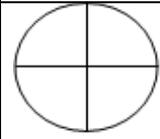
I can place the possessive apostrophe accurately in words with irregular plurals (e.g. children's)



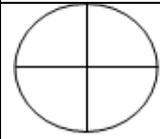
I can use the first two or three letters of a word to check its spelling in a dictionary



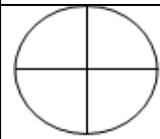
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far



I can add suffixes beginning with vowel letters to words of more than one syllable



I can spell words with the /i/ phoneme spelt y elsewhere than at the end of words

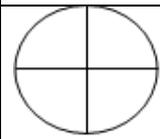


y says 'i'

bicycle		Egypt
calypso		gym
crystal		gymnast
cygnet		gymnastics 
cymbals 		gypsy
cylinder		hymn

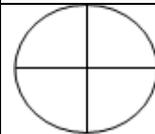
Year 3 spellings DB2015 1

I can spell words with the /ʌ/ phoneme spelt ou



out	about	clout
shout	stout	trout
south	mouth	mount
amount	count	account
county	foul	trousers
noun	announce	bound
found	ground	hound
mound	pound	round
sound	wound	our
hour	sour	flour
loud	cloud	proud
aloud	house	mouse

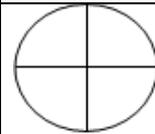
I can spell more prefixes, e.g. dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-



I can spell words with the suffix -ation

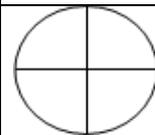
suffix: **-ation** 

admiration	creation
adoration	decoration
allocation	deflation
animation	dictation
conversation	donation
coronation	duration



I can spell words with the suffix -ly

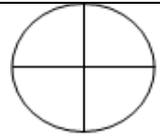
slowly
completely
actually
extremely
happily
luckily
finally



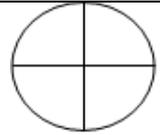
I can spell words with the suffix -ous

Word ending: -ous [full of]

anxioous dangerousous
 cautioous delicious
 continuous devious
 courageous disastrous
 courteous enormous
 curioous envious

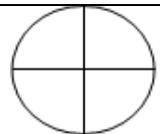


I can spell words with the endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian



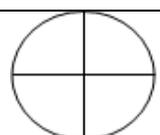
I can spell words with the /k/ phoneme spelt ch (Greek in origin)

chorus /k/ _ /k/ tech _ /k/
 chemical chorus tech
 chrysanthemums chloride psych
 chord chrome chef /sh/
 chaos monarch



I can spell words with with the /ʃ/ phoneme spelt ch (mostly French in origin)

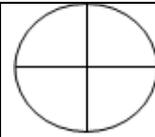
chirp /ch/ _ /ch/ lunch _ /ch
 cherries chips rich
 check checkers lunch
 change chimney sandwich
 chair teach catch



I can spell words ending with the /g/ phoneme spelt -gue and the /k/ sound spelt -que (French in origin)

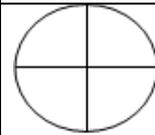
Words ending with /gue/ say /g/
 Words ending with /que/ say /k/

fatigue	unique
plaque	league
vague	antique
grotesque	prologue
dialogue	mosque



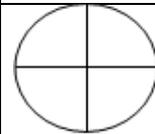
I can spell words with the /s/ phoneme spelt sc (Latin in origin)

scarf	score	scoop	scuffle	scary
scamper	scare	scimitar	scarecrow	scent
sculpture	scorpion	Free Space	scale	scissors
scurry	scorn	scar	scaly	science
scum	sculptor	scarlet	scab	scope

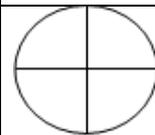


I can spell words with the /ei/ sound spelt ei, eigh, or ey

rein	<small>* For 'right' and 'weigh' it will depend upon how you pronounce these words as to what sound the ei has.</small>	eight
vein	they	weigh
veil	obey	neigh
abseil	grey	freight
beige	prey	sleigh
deity	whey	neighbour



I can use the possessive apostrophe within plural words



Examples

The *members's* votes were tallied and recorded.

(the votes **of** the members)

We voted for higher *teachers's* salaries.

(the salaries **belong to** the teachers)

The court order required both *parents's* consent.

(the consent **of** both parents)

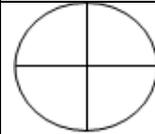
We recovered three *suspects's* fingerprints in the room.

(fingerprints **belonging to** three suspects)

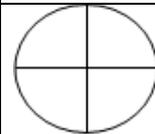
I am adding my two *cents's* worth.

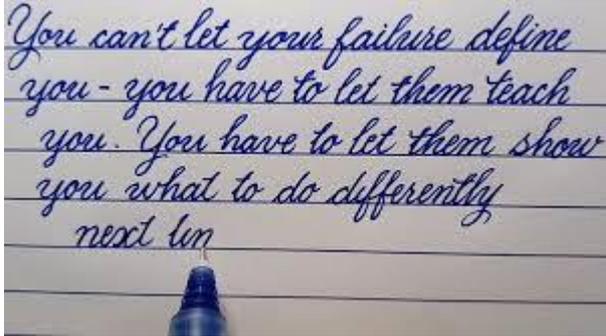
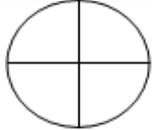
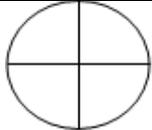
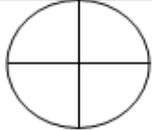
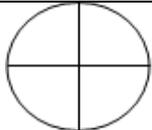
(the worth **of** two cents)

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

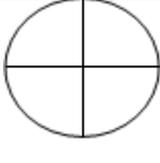
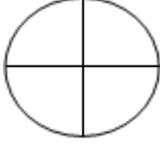
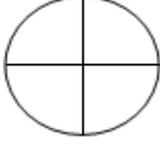
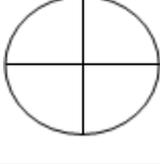
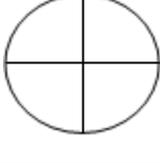
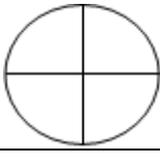
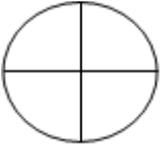


I can spell words from the 3/4 words list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, 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	
<p>I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> 	
<p>I can control legibility, consistency & quality of their handwriting (e.g. so downstrokes are parallel and lines are spaced so ascenders/descenders do not touch)</p>	
Depth	
<p>I can spell almost all common exception words from KS1 and most words from the year 3 & 4 word list correctly</p>	
<p>I am beginning to identify and apply spelling rules and patterns correctly e.g. when adding suffixes to words with irregular endings</p>	

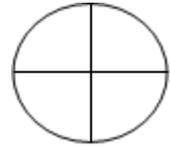
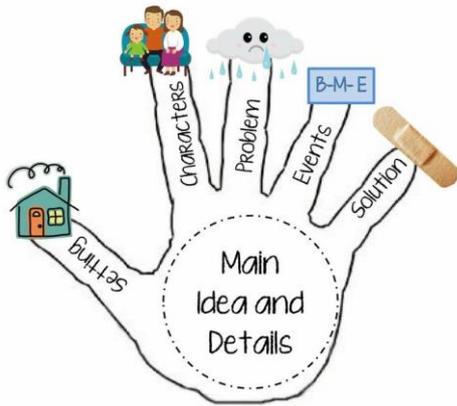
Reading Journey

Reading Comprehension	
I can read a wide range of fiction, poetry, plays, non-fiction and reference book.	
I can use reference books to answer questions and navigate them using their features.	
I can navigate dictionaries efficiently to check the meaning of words that I have read.	
I can recognise familiar themes in stories.	
I have knowledge of a wide range of fiction, including myths and legends.	
I can prepare poems and playscripts to read aloud and to perform.	
I can discuss phrases that capture the readers' imagination.	

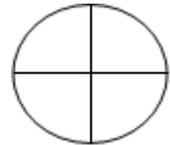
I can retell narratives to an audience

Five Finger Retell

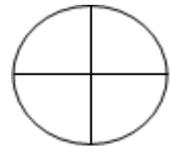
When you retell you need...



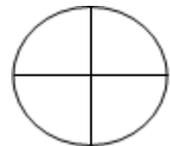
I can recognise some different forms of poetry in form and style.



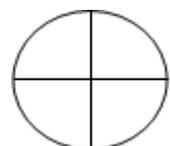
I can explain the meaning of unusual words using a variety of clues.

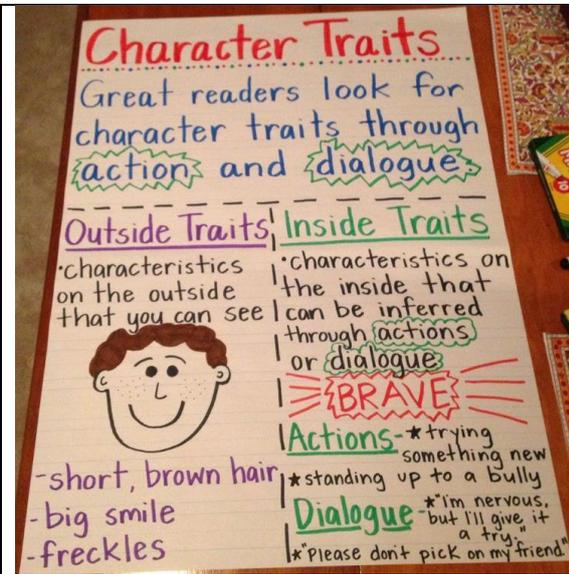


I can ask questions to investigate the author's intentions.

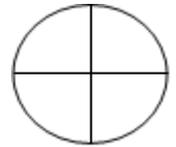


I can make inferences such as inferring characters' thoughts and motives.



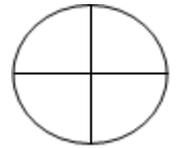


I can predict what might happen from details in writing.

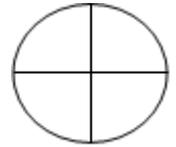


I can identify the main ideas.

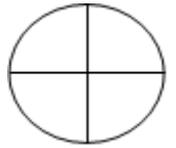
SUMmarise It
Shorter than the text
Use your own words
Main ideas only 

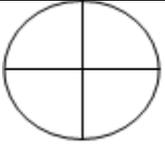
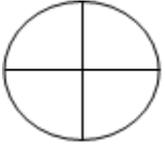
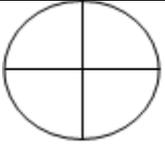
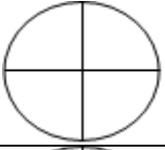
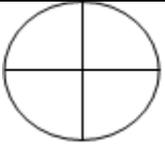
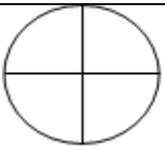
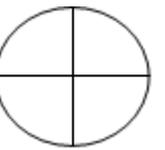
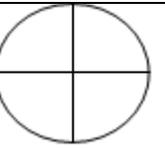


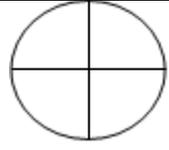
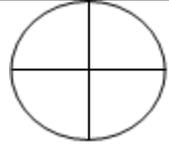
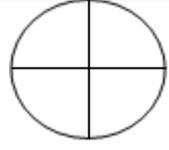
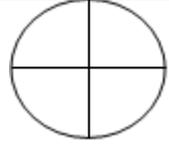
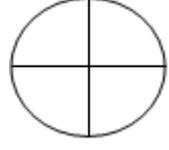
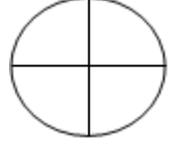
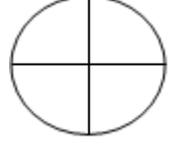
I can identify how language and structure can contribute to meaning.



I can retrieve and record information from non-fiction texts.

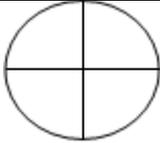
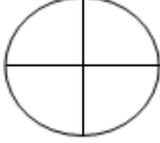
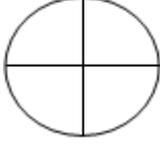
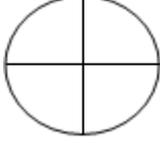
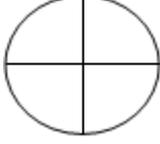


I can participate in class discussion about books that we read.	
Word Reading	
I can apply my knowledge of root words, prefixes and suffixes to understand the meaning of new words I meet.	
I can read unusual words fluently.	
Depth	
I have experience of a range of books that I have read in class and chosen independently.	
I can use wider book experience to explain author's intentions for plot and characters.	
I can experiment confidently with identifying and creating meaning from words made up and unknown, using roots, prefixes, suffixes and word classes.	
Grammar	
I can use plurals and possessive-s correctly.	
I can use Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was or I did instead of I done).	

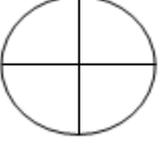
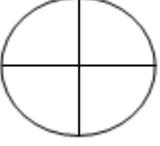
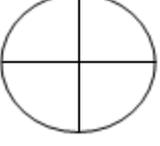
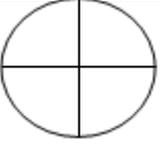
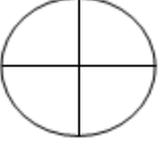
I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair).	
I can use fronted adverbials for time, place or manner (e.g. Later that day, I heard the bad news).	
I can use paragraphs to organise my ideas around a theme.	
I can choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition.	
I can use inverted commas and other punctuation to indicate direct speech.	
I can use apostrophes to mark plural possession (for example, the girl's name, the girls' names).	
I can use commas after fronted adverbials.	

Year 4 Arabic

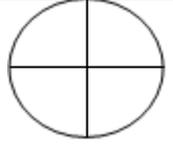
Topic	In Arabic I understand that...	
Gender. التذكير والتأنيث	<ul style="list-style-type: none"> • Masculine words. • Feminine words. <p style="text-align: center;">كِتَابٌ \ مِسْطَرَةٌ</p>	
The indicative pronoun for close objects. أسماء الإشارة للقريب	<ul style="list-style-type: none"> • The masculine form. • The feminine form. • Pronounced with a long stretch <p style="text-align: center;">هَذَا \ هَذِهِ</p>	
Adjectives. صفات	<ul style="list-style-type: none"> • Adjectives follow after the word being described. • <u>They match in gender.</u> • Match in endings. • Match in definitiveness. <p style="text-align: center;">الْمِسْطَرَةُ الطَّوِيلَةُ</p>	
"And" a connective. و	<ul style="list-style-type: none"> • No space between it and the word after it • Can be used many times. <p style="text-align: center;">الْكِتَابُ وَالْحَقِيبَةُ</p>	
Asking questions. أ هل ؟	<ul style="list-style-type: none"> • The question mark faces the other way in Arabic. • أ Joins the word after it. • هل is written separately. <p style="text-align: center;">أهد قلم ؟</p> <p style="text-align: center;">هل هذه كرة ؟</p>	
The interrogative noun, اسم الاستفهام ما	<ul style="list-style-type: none"> • Has other meanings. <p style="text-align: center;">ما هذا ؟</p>	

<p>The indicative pronoun for far objects.</p> <p>أَسْمَاءُ الْإِشَارَةِ لِلْبَعِيدِ</p>	<ul style="list-style-type: none"> • The masculine form. • The feminine form. • Pronounced with a long stretch <p>ذَلِكَ \ تِلْكَ</p>	
<p>The Definite Article.</p> <p>الْ</p>	<ul style="list-style-type: none"> • Joins the word it defines. • Starts with Hamzatul-Wasal. • The rules of Moon letters apply. • The rules of Sun letter apply. • Noun will lose Tanween. <p>الْبَيْتُ \ الصُّنْدُوقُ</p>	
<p>Singular Pronouns.</p> <p>ضَمَائِرُ الْمَفْرَدِ</p>	<ul style="list-style-type: none"> • I am أَنَا • You are (M) أَنْتَ • You are (F) أَنْتِ • He, it is هُوَ • She, it is هِيَ 	
<p>Singular Attached pronouns.</p> <p>الضَّمَائِرُ الْمُتَصِلَةُ</p>	<ul style="list-style-type: none"> • My يَ • Your (M) لَكَ • Your (F) لِكِ • His, it هُ • She, it هَا 	
<p>Prepositions.</p> <p>الظُرُوفُ</p>	<ul style="list-style-type: none"> • Have fixed endings • The definite article does not enter upon them. • Cause the noun after them to have a Kasrah. <p>فِي عَلَى فَوْقَ تَحْتَ بَيْنَ أَمَامَ خَلْفَ الْكِتَابُ فِي الْحَقِيبَةِ</p>	

Year 4 Duaas

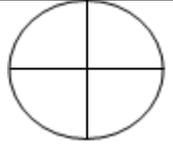
I know these Duaas...	
<p>Duaa upon wearing a new garment.</p> <p>اللَّهُمَّ لَكَ الْحَمْدُ أَنْتَ كَسَوْتَنِيهِ، أَسْأَلُكَ مِنْ خَيْرِهِ وَخَيْرِ مَا صُنِعَ لَهُ، وَأَعُوذُ بِكَ مِنْ شَرِّهِ وَشَرِّ مَا صُنِعَ لَهُ.</p>	
<p>Duaa before undressing.</p> <p>بِسْمِ اللَّهِ</p>	
<p>Duaa before and upon completion of wudhu .</p> <p>بِسْمِ اللَّهِ</p> <p>أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ</p>	
<p>Duaa before entering a Masjid and before leaving.</p> <p>اللَّهُمَّ افْتَحْ لِي أَبْوَابَ رَحْمَتِكَ</p> <p>اللَّهُمَّ إِنِّي أَسْأَلُكَ مِنْ فَضْلِكَ</p>	
<p>Duaa after Adhaan.</p> <p>اللَّهُمَّ رَبِّ هَذِهِ الدَّعْوَةِ التَّامَّةِ وَالصَّلَاةِ الْقَائِمَةِ آتِ مُحَمَّدًا الْوَسِيلَةَ وَالْفَضِيلَةَ وَابْعَثْهُ مَقَاماً مَحْمُوداً الَّذِي وَعَدْتَهُ</p>	

Remembrance in the morning and the evening 1.



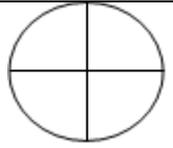
أَصْبَحْنَا وَأَصْبَحَ (أَمْسَيْنَا وَ أَمْسَى) الْمَلِكُ لِلَّهِ، وَالْحَمْدُ لِلَّهِ، لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، لَهُ الْمُلْكُ وَلَهُ الْحَمْدُ وَهُوَ عَلَى كُلِّ شَيْءٍ قَدِيرٌ. رَبِّ أَسْأَلُكَ خَيْرَ مَا فِي هَذَا الْيَوْمِ وَخَيْرَ مَا بَعْدَهُ (هَذِهِ اللَّيْلَةَ وَخَيْرَ مَا بَعْدَهَا) ، وَأَعُوذُ بِكَ مِنْ شَرِّ مَا فِي هَذَا الْيَوْمِ وَشَرِّ مَا بَعْدَهُ (هَذِهِ اللَّيْلَةَ وَخَيْرَ مَا بَعْدَهَا) ، رَبِّ أَعُوذُ بِكَ مِنَ الْكَسَلِ وَسُوءِ الْكِبَرِ، رَبِّ أَعُوذُ بِكَ مِنْ عَذَابٍ فِي النَّارِ وَعَذَابٍ فِي الْقَبْرِ.

Remembrance in the morning and the evening 2.



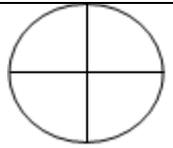
اللَّهُمَّ بِكَ أَصْبَحْنَا (أَمْسَيْنَا)، وَبِكَ أَمْسَيْنَا (أَصْبَحْنَا) ، وَبِكَ نَحْيَا، وَبِكَ نَمُوتُ وَإِلَيْكَ النُّشُورُ. (الْمُحْصِرُ)

Remembrance in the morning and the evening 3.

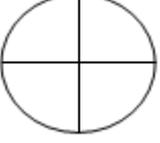
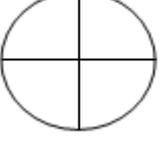
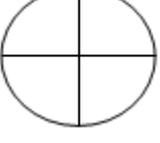
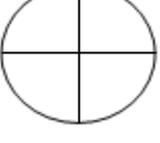
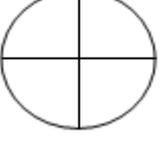


اللَّهُمَّ أَنْتَ رَبِّي لَا إِلَهَ إِلَّا أَنْتَ، خَلَقْتَنِي وَأَنَا عَبْدُكَ، وَأَنَا عَلَى عَهْدِكَ وَوَعْدِكَ مَا اسْتَطَعْتُ، أَعُوذُ بِكَ مِنْ شَرِّ مَا صَنَعْتُ، أَبُوءُ لَكَ بِنِعْمَتِكَ عَلَيَّ، وَأَبُوءُ بِذَنْبِي فَاغْفِرْ لِي فَإِنَّهُ لَا يَغْفِرُ الذُّنُوبَ إِلَّا أَنْتَ.

Remembrance in the morning and the evening 4.



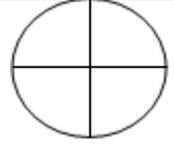
اللَّهُمَّ إِنِّي أَصْبَحْتُ (أَمْسَيْتُ) أُشْهِدُكَ وَأُشْهِدُ حَمَلَةَ عَرْشِكَ،

<p>وَمَلَأَيْتَكَ وَجْمِيعَ خَلْقِكَ، أَنْتَ اللَّهُ لَا إِلَهَ إِلَّا أَنْتَ وَحْدَكَ لَا شَرِيكَ لَكَ، وَأَنَّ مُحَمَّدًا عَبْدُكَ وَرَسُولُكَ. (×4)</p>	
<p>Remembrance in the morning and the evening 5. حَسْبِيَ اللَّهُ لَا إِلَهَ إِلَّا هُوَ عَلَيْهِ تَوَكَّلْتُ وَهُوَ رَبُّ الْعَرْشِ الْعَظِيمِ. (×7)</p>	
<p>Remembrance in the morning and the evening 6. اللَّهُمَّ مَا أَصْبَحَ (أَمْسَى) بِي مِنْ نِعْمَةٍ أَوْ بِأَحَدٍ مِنْ خَلْقِكَ فَمِنْكَ وَحْدَكَ لَا شَرِيكَ لَكَ، فَلكَ الْحَمْدُ وَلَكَ الشُّكْرُ.</p>	
<p>Remembrance in the morning and the evening 7. بِسْمِ اللَّهِ الَّذِي لَا يَضُرُّ مَعَ اسْمِهِ شَيْءٌ فِي الْأَرْضِ وَلَا فِي السَّمَاءِ وَهُوَ السَّمِيعُ الْعَلِيمُ. (×3)</p>	
<p>Remembrance in the morning and the evening 8. اللَّهُمَّ إِنِّي أَسْأَلُكَ الْعَفْوَ وَالْعَافِيَةَ فِي الدُّنْيَا ، وَالْآخِرَةِ اللَّهُمَّ إِنِّي أَسْأَلُكَ الْعَفْوَ وَالْعَافِيَةَ فِي دِينِي وَدُنْيَايَ وَأَهْلِي وَمَالِي. اللَّهُمَّ احْفَظْنِي مِنْ بَيْنِ يَدَيْ، وَمِنْ خَلْفِي، وَعَنْ يَمِينِي وَعَنْ شِمَالِي، وَمِنْ فَوْقِي، وَأَعُوذُ بِعَظَمَتِكَ أَنْ أُغْتَالَ مِنْ تَحْتِي</p>	
<p>Remembrance in the morning and the evening 9.</p>	

اللَّهُمَّ عَالِمِ الْغَيْبِ وَالشَّهَادَةِ فَاطِرَ السَّمَاوَاتِ وَالْأَرْضِ، رَبَّ كُلِّ شَيْءٍ وَمَلِيكَهُ، أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا أَنْتَ، أَعُوذُ بِكَ مِنْ شَرِّ نَفْسِي، وَمِنْ شَرِّ الشَّيْطَانِ وَشَرِّكَه، وَأَنْ أَقْتَرِفَ عَلَى نَفْسِي سُوءًا أَوْ أَجُرَّهُ إِلَى مُسْلِمٍ طَرْفَةَ عَيْنٍ

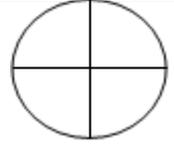
Remembrance in the morning and the evening 10.

رَضِيتُ بِاللَّهِ رَبًّا، وَبِالْإِسْلَامِ دِينًا، وَبِمُحَمَّدٍ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ نَبِيًّا. (×3)



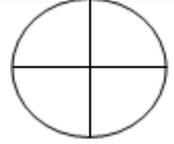
Remembrance in the morning and the evening 11.

يَا حَيُّ يَا قَيُّوْمُ بِرَحْمَتِكَ أَسْتَغِيْثُ، أَصْلِحْ لِيْ شَأْنِيْ كُلَّهُ وَلَا تَكِلْنِيْ إِلَى نَفْسِيْ طَرْفَةَ عَيْنٍ.



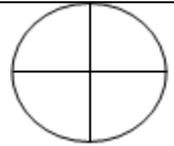
DuaaQunoot in Witr prayer

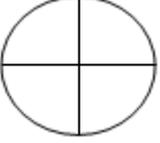
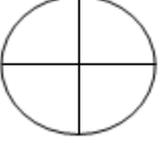
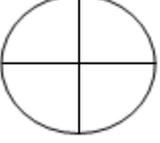
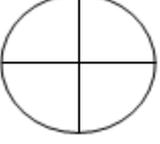
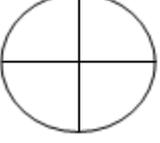
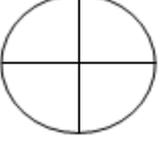
اللَّهُمَّ إِيَّاكَ نَعْبُدُ، وَلَكَ نُصَلِّي وَنَسْجُدُ، وَإِلَيْكَ نَسْعَى وَنُخْفِدُ، نَرْجُو رَحْمَتَكَ، وَنُخْشَى عَذَابَكَ، إِنَّ عَذَابَكَ بِالْكَافِرِينَ مُلْحَقٌ. اللَّهُمَّ إِنَّا نَسْتَعِينُكَ وَنَسْتَغْفِرُكَ، وَنُثْنِيْ عَلَيْكَ الْحَيْرَ، وَلَا نَكْفُرُكَ، وَنُؤْمِنُ بِكَ، وَنُخْضَعُ لَكَ، وَنُخْلَعُ مِنْ يَكْفُرِكَ.



Duaa for one afflicted by a calamity

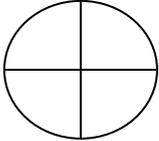
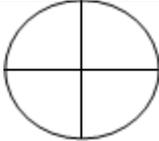
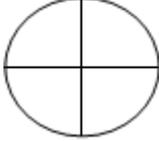
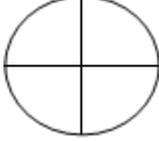
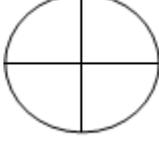
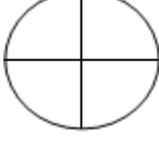
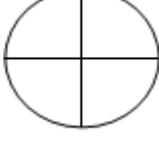
إِنَّا لِلَّهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ، اللَّهُمَّ أَجْرِي فِي مُصِيبَتِي وَأَخْلِفْ لِي خَيْرًا مِنْهُ

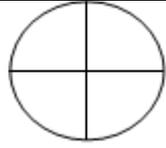
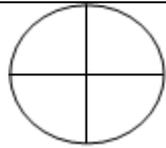
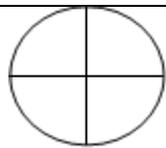
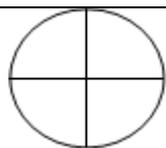
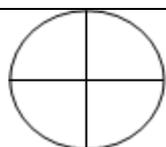
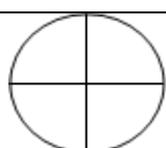
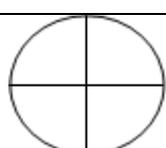
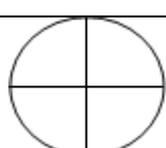
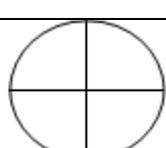
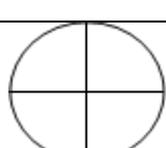
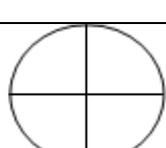


<p>Duaa said upon hearing thunder</p> <p>سُبْحَانَ الَّذِي يُسَبِّحُ الرَّعْدُ بِحَمْدِهِ وَالْمَلَائِكَةُ مِنْ خِيفَتِهِ.</p>	
<p>Duaa said during and after it rains</p> <p>اللَّهُمَّ صَيِّبًا نَافِعًا.</p> <p>مُطِرْنَا بِفَضْلِ اللَّهِ وَرَحْمَتِهِ.</p>	
<p>Rememberance said at a sitting or gathering</p> <p>رَبِّ اغْفِرْ لِي وَتُبْ عَلَيَّ إِنَّكَ أَنْتَ التَّوَّابُ الْغَفُورُ</p>	
<p>Duaa to one who pronounces his love for you for the sake of Allaah</p> <p>أُحِبُّكَ فِي اللَّهِ</p> <p>أَحَبُّكَ الَّذِي أَحَبَّتَنِي لَهُ.</p>	
<p>Duaa for fear of Shirk</p> <p>اللَّهُمَّ إِنِّي أَعُوذُ بِكَ أَنْ أَشْرِكَ بِكَ وَأَنَا أَعْلَمُ، وَأَسْتَغْفِرُكَ لِمَا لَا أَعْلَمُ.</p>	
<p>Duaa when mounting a means of transport</p> <p>بِسْمِ اللَّهِ، الْحَمْدُ لِلَّهِ { سُبْحَانَ الَّذِي سَخَّرَ لَنَا هَذَا وَمَا كُنَّا لَهُ مُقْرِنِينَ. وَإِنَّا إِلَى رَبِّنَا لَمُنْقَلِبُونَ } الْحَمْدُ لِلَّهِ، الْحَمْدُ لِلَّهِ، الْحَمْدُ لِلَّهِ،</p> <p>اللَّهُ أَكْبَرُ، اللَّهُ أَكْبَرُ، اللَّهُ أَكْبَرُ، سُبْحَانَكَ اللَّهُمَّ إِنِّي ظَلَمْتُ نَفْسِي</p>	

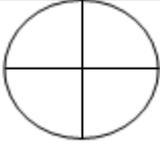
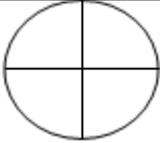
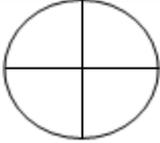
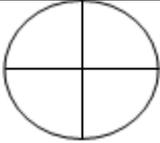
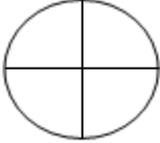
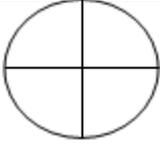
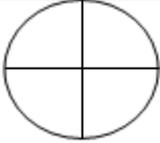
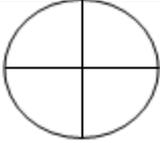
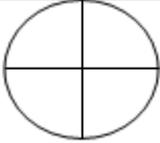
فَاغْفِرْ لِي، فَإِنَّهُ لَا يَغْفِرُ الذُّنُوبَ إِلَّا أَنْتَ

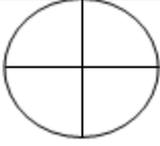
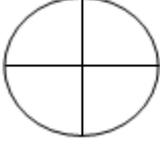
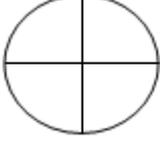
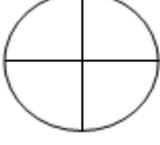
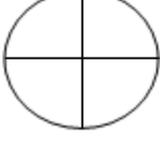
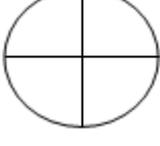
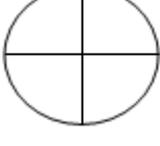
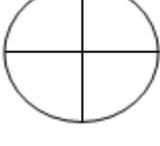
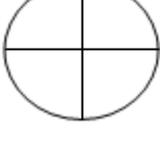
Year 4 Islamic Knowledge

Topic	I understand that...	
Names of Allaah.	Allaah (S.W.T) is; <ul style="list-style-type: none">• Al-Ghaffar• Al-Muntaqim• Al-'Adl• Ash-Shakur• Al-Wadud	
Angels.	<ul style="list-style-type: none">• Allaah has created Angels and given them jobs.	
Prophets and Messengers.	<ul style="list-style-type: none">• Allaah has chosen certain people to guide mankind to the right path.	
Miracles	<ul style="list-style-type: none">• Allaah has given every Prophet and Messenger miracles so people can believe.	
The Next World.	<ul style="list-style-type: none">• Allaah has created the next world to reward and punish people.	
Impurities.	<ul style="list-style-type: none">• Certain things are Najas	
Prophet Ibrahim; Abraham.	<ul style="list-style-type: none">• Allaah chose Abraham as a close friend because he loved Allaah so much.	

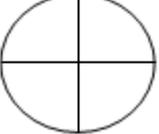
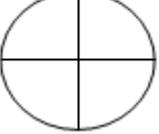
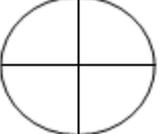
Virtues of Actions.	<ul style="list-style-type: none"> Some actions gain us lots of rewards from Allaah. 	
Importance of Salaah.	<ul style="list-style-type: none"> Salaah is the most important action after shahaadah 	
Sins and Shirk.	<ul style="list-style-type: none"> Shirk is the worst sin 	
Islamic Calendar.	<ul style="list-style-type: none"> The Islamic calendar has 12 months and it started from the Hijrah. 	
Dhul Qarnayn	<ul style="list-style-type: none"> Dhul Qarnayn was a pious powerful king 	
Good Character and Brotherhood.	<ul style="list-style-type: none"> Good character is the most important quality of a Muslim. 	
Companions of the Prophet (S.A.W).	<ul style="list-style-type: none"> The companions were the best people after the Prophets and Messengers. 	
The siege of Madeenah	<ul style="list-style-type: none"> Madeenah was surrounded by the Arab tribes. 	
The peace treaty of Hdaybiyyah	<ul style="list-style-type: none"> The Prophet (S.A.W) made a peace treaty with Quraysh. 	
Love of the Prophet (S.A.W)	<ul style="list-style-type: none"> The Prophet is the most beloved person to me. 	
Fasting and Ramadhaan.	<ul style="list-style-type: none"> Fasting the month of Ramadan is obligatory. 	

Year 4 Islamic Knowledge

Topic	I understand that...	
Names of Allaah.	<p>Allaah (S.W.T) is;</p> <ul style="list-style-type: none"> • Al-Ghaffar • Al-Muntaqim • Al-'Adl • Ash-Shakur • Al-Wadud 	
Angels.	<ul style="list-style-type: none"> • Allaah has created Angels and given them jobs. 	
Prophets and Messengers.	<ul style="list-style-type: none"> • Allaah has chosen certain people to guide mankind to the right path. 	
Miracles	<ul style="list-style-type: none"> • Allaah has given every Prophet and Messenger miracles so people can believe. 	
The Next World.	<ul style="list-style-type: none"> • Allaah has created the next world to reward and punish people. 	
Impurities.	<ul style="list-style-type: none"> • Certain things are Najas 	
Prophet Ibrahim; Abraham.	<ul style="list-style-type: none"> • Allaah chose Abraham as a close friend because he loved Allaah so much. 	
Virtues of Actions.	<ul style="list-style-type: none"> • Some actions gain us lots of rewards from Allaah. 	
Importance of Salaah.	<ul style="list-style-type: none"> • Salaah is the most important action after shahaadah 	

Sins and Shirk.	<ul style="list-style-type: none"> • Shirk is the worst sin 	
Islamic Calendar.	<ul style="list-style-type: none"> • The Islamic calendar has 12 months and it started from the Hijrah. 	
Dhul Qarnayn	<ul style="list-style-type: none"> • Dhul Qarnayn was a pious powerful king 	
Good Character and Brotherhood.	<ul style="list-style-type: none"> • Good character is the most important quality of a Muslim. 	
Companions of the Prophet (S.A.W).	<ul style="list-style-type: none"> • The companions were the best people after the Prophets and Messengers. 	
The siege of Madeenah	<ul style="list-style-type: none"> • Madeenah was surrounded by the Arab tribes. 	
The peace treaty of Hdaybiyyah	<ul style="list-style-type: none"> • The Prophet (S.A.W) made a peace treaty with Quraysh. 	
Love of the Prophet (S.A.W)	<ul style="list-style-type: none"> • The Prophet is the most beloved person to me. 	
Fasting and Ramadhaan.	<ul style="list-style-type: none"> • Fasting the month of Ramadan is obligatory. 	

Year 4 Quraan

I know these Surahs in the 29 th Juz...	
<p>Mudathir</p> <p>المُذْتَرِ</p>	
<p>Qiyama</p> <p>الْقِيَامَةِ</p>	
<p>Insan</p> <p>الْإِنْسَانِ</p>	
<p>Mursalat</p> <p>الْمُرْسَلَاتِ</p>	