

Noor Ul Islam Primary School

My Learning Journey  
2020-2021

Numeracy, Literacy and Islamic  
Studies



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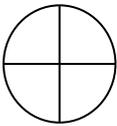
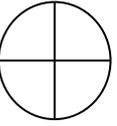
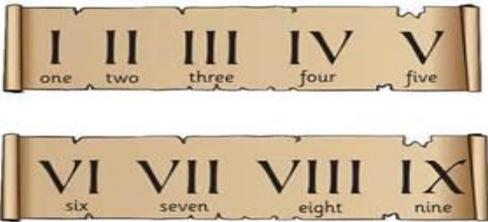
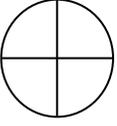
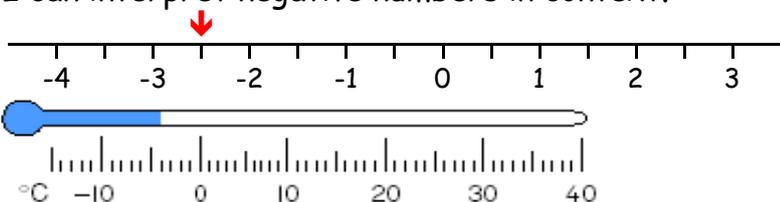
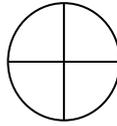
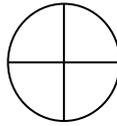
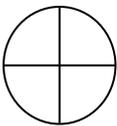
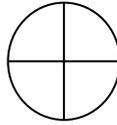
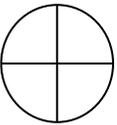


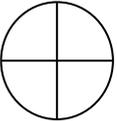
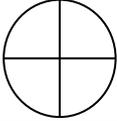
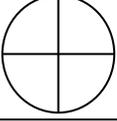
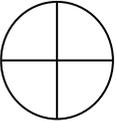
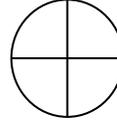
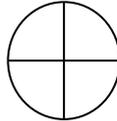
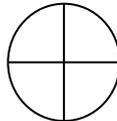
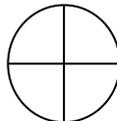
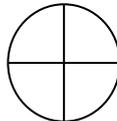
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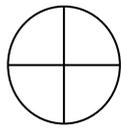
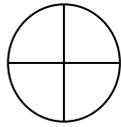
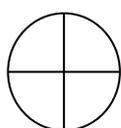
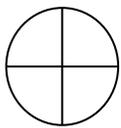
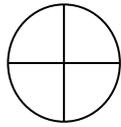
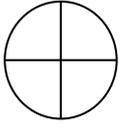
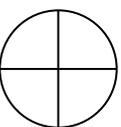
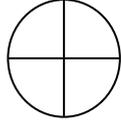
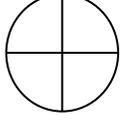


# Numeracy

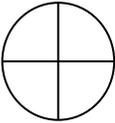
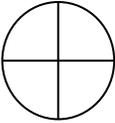
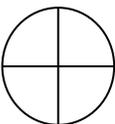
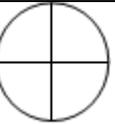
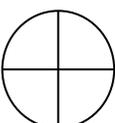
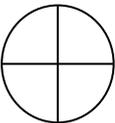
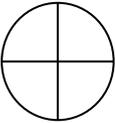
## Number and Place Value

1.	I can read, write, order and compare numbers to at least 1,000,000	
2.	I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000	
3.	I can read Roman numerals to 1000 including years. 	
4.	I can interpret negative numbers in context. 	
5.	I can count forwards and backwards with positive and negative whole numbers.	
6.	I can solve number problems and practical problems involving place value.	
<b>Addition and Subtraction</b>		
1.	I can add and subtract numbers with more than 4 digits using column method.	
2.	I can use rounding to estimate and check answers and determine accuracy.  <i>36 x 47 is approximately 40x40=2000</i>	

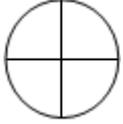
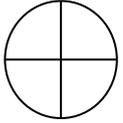
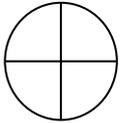
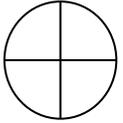
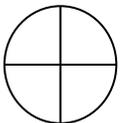
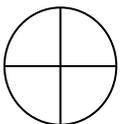
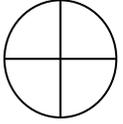
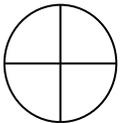
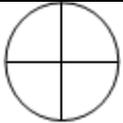
3.	I can add and subtract numbers mentally with increasingly large numbers.	
4.	I can estimate and use inverse operations to check my answers.	
5.	I can solve addition and subtraction multi-step problems.	
<b><i>Multiplication and Division</i></b>		
1.	<p>I can identify multiples and factors, including finding factor pairs and common factors.</p> <ul style="list-style-type: none"> <li>• Eg: factors of 40 are 1, 2, 4, 5, 8, 10, 20 and 40</li> <li>• 1 and 9 are a factor pair of 9 since <math>1 \times 9 = 9</math></li> <li>• 3 and 3 are a factor pair of 9 since <math>3 \times 3 = 9</math></li> </ul>	
2.	<p>I can use vocabulary: prime numbers, prime factors and composite numbers.</p> <p>Prime numbers: 2, 3, 5, 7, 11...</p> <p>Prime factors: eg; <math>12 = 2 \times 2 \times 3</math></p> <p>Composite numbers: 4,6,8,9,10,12,14,15,16,18,20</p>	
3.	<p>I can recognise and use square and cube numbers and know the notation.</p> <p><math>2^2 = 2 \times 2 = 4</math>                      <math>2^3 = 2 \times 2 \times 2 = 8</math></p> <p><math>4^2 = 4 \times 4 = 16</math>                      <math>5^3 = 5 \times 5 \times 5 = 125</math></p>	
4.	I can solve problems involving multiplication and division using my knowledge on factors.	
5.	<p>I know prime numbers up to 19.</p> <p>2, 3, 5, 7, 11, 13, 17, 19</p>	
6.	<p>I can multiply and divide numbers by 10, 100 or 1000 including decimals.</p> <p><math>30 \times 10 = 300</math>                      <math>30 \times 100 = 3000</math>    <math>30 \times 1000 = 30\ 000</math></p> <p>50 divided by 10 = 5    50 divided by 100 = 0.5</p> <p>500 divided by 10 = 50    500 divided by 1000 = 0.05</p>	

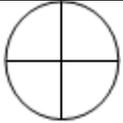
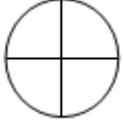
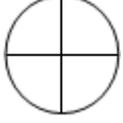
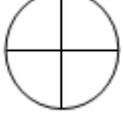
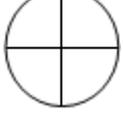
7.	I can multiply numbers up to 4-digits by a one- or two-digit number using formal written methods.	
8.	I can multiply and divide numbers mentally using known facts.	
9.	I can divide numbers up to 4-digits by a one- or two-digit number using formal written method (short division)	
<b><i>Fractions-including decimals and percentages</i></b>		
1.	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	
2.	I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements $> 1$ as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ ]	
3.	I can compare and order fractions whose denominators are multiples of the same number	
4.	I can add and subtract fractions with denominators that are multiples of the same number.	
5.	I can multiply proper fractions and mixed numbers by whole numbers with supported materials.	
6.	I can read, write, order and compare numbers with up to 3 decimal places.	



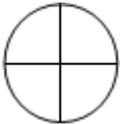
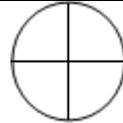
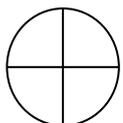
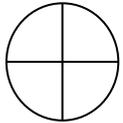
3.	I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	
4.	I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	
5.	I understand and use common approximate conversions between metric and imperial.	
6.	I can solve problems involving converting between units of time.	
7.	I can estimate volume [for example, using 1 cm <sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]	
	<b>Statistics</b>	
1.	I can complete, read and interpret information in tables, including timetables.	
2.	I can solve comparison, sum and difference problems using information presented in a line graph	

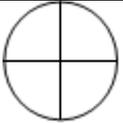
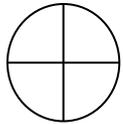
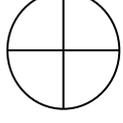
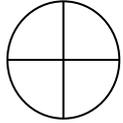
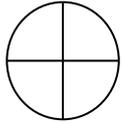
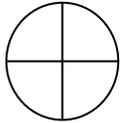
# Literacy Comprehension

1.	I have a positive attitude to reading	
2.	I can read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books	
3.	I can reads books for a range of purposes	
4.	I can compare different books	
5.	I know a wide range of poetry by heart	
6.	I can identify themes in a wide range of fiction books	
7.	I can explore the meaning of words in context using a variety of contextual clues and through grammatical knowledge	
8.	I can make inferences and justify my answers with evidence	
5.	I can summarise the main ideas from more than 1 paragraph	

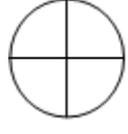
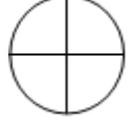
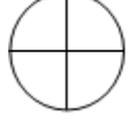
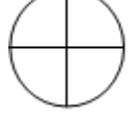
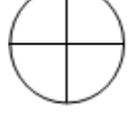
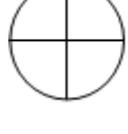
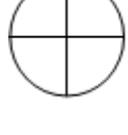
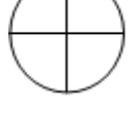
6.	I know the difference between statements of fact and opinion	
7.	I can retrieve, record and present information from non-fiction books	
8.	I participate in discussions about books building on my own and others' ideas and challenging views	
7.	I can read widely and frequently, outside as well as in school, for pleasure and information	
8.	I can read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what I have read with my peers	

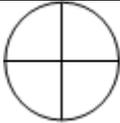
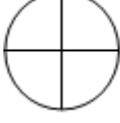
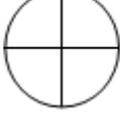
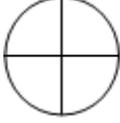
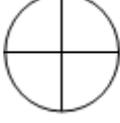
## Grammar

9.	I can use expanded noun phrases to present complicated information	
10.	I can convert nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> )	
11.	I can use verb prefixes (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> )	
12.	I can use relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	

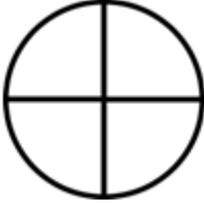
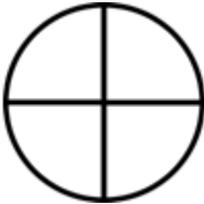
13.	I can indicate degrees of possibility using adverbs [for example, <i>perhaps, surely</i> ] or modal verbs [for example, <i>might, should, will, must</i> ]	
14.	I can use some devices to build cohesion (flow) within a paragraph (e.g. adverbials, pronouns, tense)	
15.	I can link ideas across paragraphs using adverbials of time (e.g. <i>later</i> ), place (e.g. <i>nearby</i> ) and number (e.g. <i>secondly</i> )	
16.	I can link ideas across paragraphs using tense choices (e.g. he <i>had</i> seen her before)	
17.	I can use brackets, dashes or commas to indicate parenthesis	
18.	I can use commas to clarify meaning or avoid ambiguity	

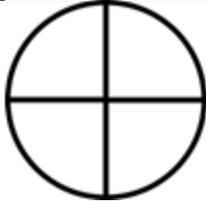
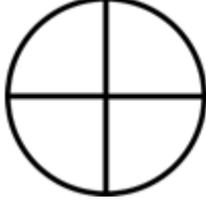
# Composition

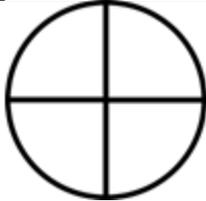
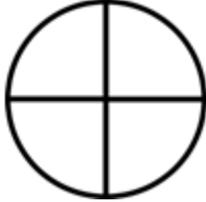
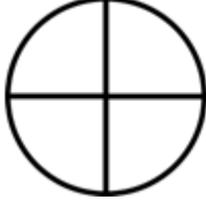
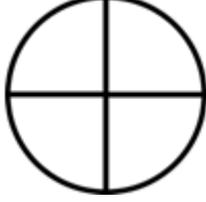
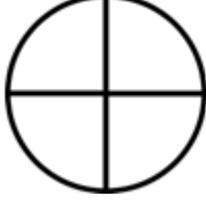
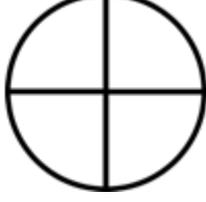
1.	I can identify the audience for and purpose of the writing	
2.	I can select the appropriate form of writing and use similar writing as models	
3.	I can note and develop my ideas by reading and doing research where necessary	
4.	I can consider how authors have developed characters and settings in different books	
5.	I can select appropriate grammar and vocabulary, understanding how my choices can change and enhance meaning	
6.	I can describe settings, characters and atmosphere and integrate dialogue to show character and advance the action, in narratives	
7.	I can summarise longer passages	
8.	I can use a wide range of tools to build cohesion (flow) within and across paragraphs	
9.	I can use organisational and presentational devices to structure my writing (e.g. headings, bullet points, underlining)	

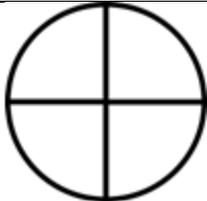
10.	I can assess the effectiveness of my own and others' writing	
4.	I can make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
5.	I know how to use tense throughout a piece of writing consistently and correctly	
6.	I can use correct subject and verb agreement when using singular and plural	
7.	I know the difference between the language of speech and writing and choose the appropriate style	
8.	I can proof-read my work for spelling and punctuation errors	
9.	I can perform my own compositions, using suitable intonation, volume, and movement so that the meaning is clear	
7.	I can write for a range of purposes and audiences, selecting the appropriate form	
8.	I can choose when to use formal and informal language through the use of grammar and vocabulary	
9.	I am beginning to use a range of punctuation correctly and can use it to avoid ambiguity	

## Transcription

<p>I can use a range of devices with independently to create cohesion within my writing.</p>		
<p>I can use prefixes and suffixes and understand the when to add them</p>		
<p>I can spell some words with 'silent' letters (e.g. knight, psalm, solemn)</p>		
<p>I can continue to distinguish between homophones and other words which are often confused</p>		
<p>I can use my spelling knowledge to understand how some words cannot be spelt phonically</p>		
<p>I can use dictionaries to check the spelling and meaning of words</p>		

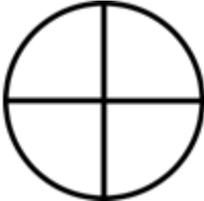
		
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary		
I can use a thesaurus.		
I can spell words with suffixes that sound like /ʃəs/ spelt -cious or -tious		
I can spell words with suffixes that sound like /ʃəl/		
I can spell words ending in -ant, -ance/-ancy, -ent, -ence/--ency		
I can spell words with the suffix in -able and -ible		

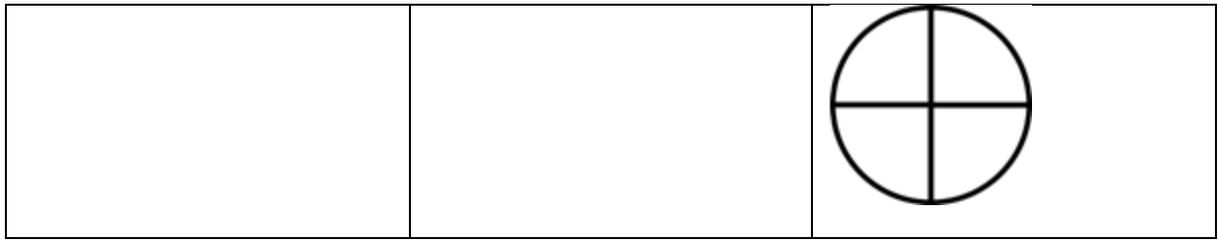
		
I can spell words with the suffix –ably and -ably		
I can spell words by adding suffixes beginning with vowel letters to words ending in –fer		
I can spell words with the /i:/ sound spelt ei after c		
I can spell words containing the letter-string ough		
I can spell words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)		
I can spell homophones and other words that are often confused, e.g. <i>advice</i> / <i>advise</i> , <i>device</i> / <i>devise</i> ,		

<p><i>licence/license, practice/practise, prophecy/prophecy, farther/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose</i></p>		
<p>I can spell words from the years 5/6 word list: <i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur,</i></p>		

<p><i>opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i></p>		
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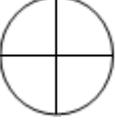
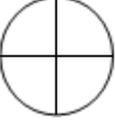
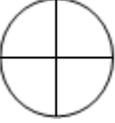
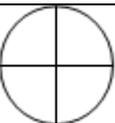
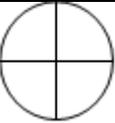
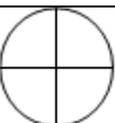
## Handwriting

<p>I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>		
<p>I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>		
<p>I can spell most words from the year 3 &amp; 4 and the year 5 &amp; 6 word list correctly</p>		
<p>I can identify spelling patterns independently and apply them correctly within spelling, including exceptions to the rules</p>		



# القُرْآنُ الْكَرِيمُ

## Quraan

I know these Surahs in the 29 <sup>th</sup> Juz...	
Maarij المَعْرِجِ	
Nooh نُوحٍ	
Jinn الْجِنِّ	
Muzzamil الْمُزَّمِّلِ	
Mudathir الْمُدَّثِّرِ	
Qiyama الْقِيَامَةِ	
Insan الْإِنْسَانِ	
Mursalat الْمُرْسَلَاتِ	

# العربية Arabic

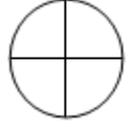
Topic	In Arabic I understand that...	
Subject and predicate. المبتدأ والخبر	<ul style="list-style-type: none"> <li>The subject has <b>Al</b>.</li> <li>The predicate has <b>Tanween</b>.</li> <li>The predicate matches in <b>gender</b>.</li> </ul> <p>أَلْقَلَمُ جَدِيدٌ</p>	
Singular Attached pronouns. الضمائر المتصلة	<ul style="list-style-type: none"> <li>Attach at the end of nouns.</li> <li>The nouns</li> </ul> <p>اسم   اسمي   اسمك   اسمك   اسمك   اسمها</p>	
Adjectives. صفات	<ul style="list-style-type: none"> <li>Adjectives follow after the word being described.</li> <li>They match in <b>gender</b>.</li> <li>Match in <b>endings</b>.</li> <li>Match in <b>definitiveness</b>.</li> <li>Match in <b>plurality</b>.</li> </ul> <p>الْمِسْطَرَةُ الطَّوِيلَةُ</p>	
Prepositions and the Genitive case. حروف الجر	<ul style="list-style-type: none"> <li>They make the next word have a <b>Kasrah</b></li> </ul> <p>الْكِتَابُ فِي الْحَقِيْبَةِ</p>	
Attached pronouns and the Genitive case. الضمائر المتصلة وحروف الجر	<ul style="list-style-type: none"> <li>Prepositions make the letter before the attached pronoun have a <b>Kasrah</b>.</li> </ul> <p>أَمَامَ بَيْتِكَ</p>	
The Singular Present Tense. الفعل المضارع للمفرد	<ul style="list-style-type: none"> <li>The letter at the beginning changes;</li> </ul> <p>يَفْعَلُ تَفْعَلِينَ تَفْعَلُ أَفْعَلُ</p> <p>تَفْعَلُ</p>	
Singular Personal Pronouns. الضمائر المنفصلة للمفرد	<ul style="list-style-type: none"> <li>No word for "it" in Arabic.</li> </ul> <p>هِيَ هُوَ أَنْتِ أَنْتَ أَنَا</p>	

# الدَّعَاءُ Duaa

I know these Duaas...

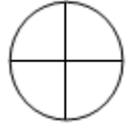
Dua Qunoot 2 in Witr.

اللَّهُمَّ اهْدِنِي فِي مَنْ هَدَيْتَ وَعَافِنِي فِي مَنْ عَافَيْتَ وَتَوَلَّنِي فِي مَنْ  
تَوَلَّيْتَ وَبَارِكْ لِي فِيمَا أَعْطَيْتَ وَقِنِي شَرَّ مَا قَضَيْتَ فَإِنَّكَ تَقْضِي  
وَلَا يُقْضَى عَلَيْكَ إِنَّهُ لَا يَدُلُّ مَنْ وَالَيْتَ وَلَا يَعِزُّ مَنْ عَادَيْتَ  
تَبَارَكْتَ رَبَّنَا وَتَعَالَيْتَ



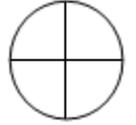
Dua for one in distress

اللَّهُمَّ إِنِّي أَعُوذُ بِكَ مِنَ الْهَمِّ وَالْحُزْنِ، وَالْعَجْزِ وَالْكَسَلِ، وَالْبُخْلِ  
وَالْجُبْنِ، وَضَلَعِ الدَّيْنِ وَغَلَبَةِ الرِّجَالِ.



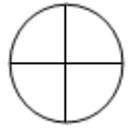
Dua for when stricken with a mishap or overtaken by an affair.

قَدَّرُ اللَّهُ وَمَا شَاءَ فَعَلَ.

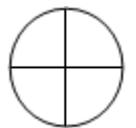


Du'aa upon experiencing unrest, fear, apprehensiveness and the like during sleep.

أَعُوذُ بِكَلِمَاتِ اللَّهِ التَّامَّاتِ مِنْ غَضَبِهِ وَعِقَابِهِ، وَشَرِّ عِبَادِهِ، وَمِنْ  
هَمَزَاتِ الشَّيَاطِينِ وَأَنْ يَحْضُرُونِ

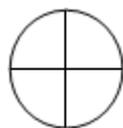


Du'aa upon seeing a good or bad dream.



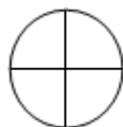
**Dua for the deceased at the funeral prayer.**

اللَّهُمَّ اغْفِرْ لِحَيِّنَا وَمَيِّتِنَا وَشَاهِدِنَا وَغَائِبِنَا وَصَغِيرِنَا وَكَبِيرِنَا وَذَكَرْنَا  
وَأُنثَانَا. اللَّهُمَّ مَنْ أَحْيَيْتَهُ مِنَّا فَأَخِيهِ عَلَى الْإِسْلَامِ، وَمَنْ تَوَفَّيْتَهُ مِنَّا  
فَتَوَفَّهُ عَلَى الْإِيمَانِ، اللَّهُمَّ لَا تَحْرِمْنَا أَجْرَهُ وَلَا تُضِلَّنَا بَعْدَهُ.



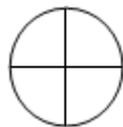
**Dua for condolences.**

إِنَّ لِلَّهِ مَا أَخَذَ، وَلَهُ مَا أَعْطَى وَكُلُّ شَيْءٍ عِنْدَهُ بِأَجَلٍ مُّسَمًّى ...  
فَلْتَصَبِرْ وَلْتَحْتَسِبْ.



**Dua when visiting graves.**

السَّلَامُ عَلَيْكُمْ أَهْلَ الدِّيَارِ مِنَ الْمُؤْمِنِينَ وَالْمُسْلِمِينَ، وَإِنَّا إِن شَاءَ  
اللَّهُ بِكُمْ لَاحِقُونَ [وَيَرْحَمُ اللَّهُ الْمُسْتَقْدِمِينَ مِنَّا وَالْمُسْتَأْخِرِينَ]  
أَسْأَلُ اللَّهَ لَنَا وَلَكُمْ الْعَافِيَةَ.



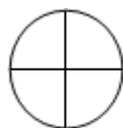
**Dua said during a wind storm.**

اللَّهُمَّ إِنِّي أَسْأَلُكَ خَيْرَهَا وَأَعُوذُ بِكَ مِنْ شَرِّهَا.



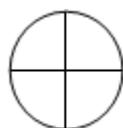
**Dua if you find something difficult.**

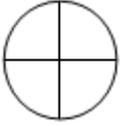
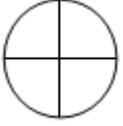
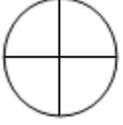
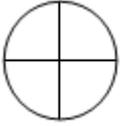
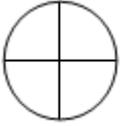
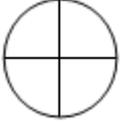
اللَّهُمَّ لَا سَهْلَ إِلَّا مَا جَعَلْتَهُ سَهْلًا وَأَنْتَ تَجْعَلُ الْحَزْنَ إِذَا شِئْتَ  
سَهْلًا



**Dua if you fear people.**

اللَّهُمَّ إِنَّا نَجْعَلُكَ فِي نُحُورِهِمْ وَنَعُوذُ بِكَ مِنْ شُرُورِهِمْ



<p><b>Dua for laylatul qadr.</b></p> <p>اللَّهُمَّ إِنَّكَ عَفُوٌّ مُجِيبُ الْعَفْوِ فَاعْفُ عَنِّي</p>	
<p><b>Dua said when drinking milk.</b></p> <p>اللَّهُمَّ بَارِكْ لَنَا فِيهِ وَزِدْنَا مِنْهُ.</p>	
<p><b>Dua for the guest for the host.</b></p> <p>اللَّهُمَّ بَارِكْ لَهُمْ فِيَمَا رَزَقْتَهُمْ، وَاعْفِرْ لَهُمْ وَارْحَمْهُمْ.</p>	
<p><b>Dua for concluding all sittings.</b></p> <p>سُبْحَانَكَ اللَّهُمَّ وَبِحَمْدِكَ، أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا أَنْتَ، أَسْتَغْفِرُكَ وَأَتُوبُ إِلَيْكَ.</p>	
<p><b>Dua for protection from the Dajjal.</b></p> <p>(The first ten verses of Surah Kahf.)</p>	
<p><b>Dua of the traveler for the resident</b></p> <p>أَسْتَوْدِعُكُمْ اللَّهُ الَّذِي لَا تَضِيْعُ وَدَائِعُهُ.</p>	

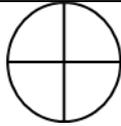
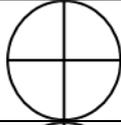
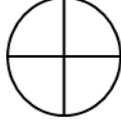
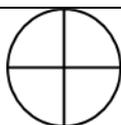
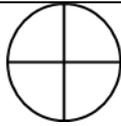
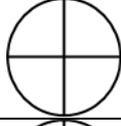
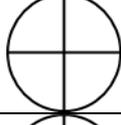
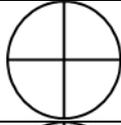
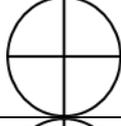
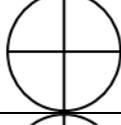
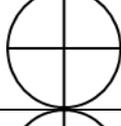
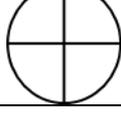
# Tajweed التَّجْوِيدُ

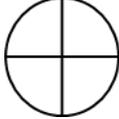
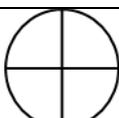
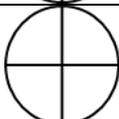
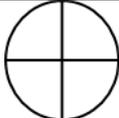
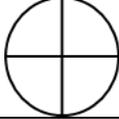
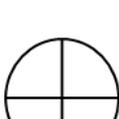
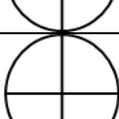
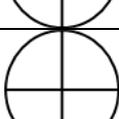
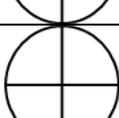
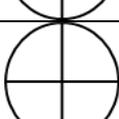
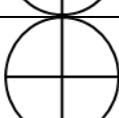
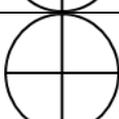
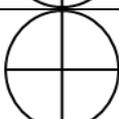
I understand the following rules of Tajweed...

<p>أَحْكَامُ النُّونِ السَّاكِنَةِ وَالْتَّنْوِينِ Noon Sakinah and Tanween.</p>	<ul style="list-style-type: none"> <li>Assimilation. (ي ر م ل و ن) إِدْغَامُ النُّونِ السَّاكِنَةِ أَوْ التَّنْوِينِ ر ل بِعَيْرِ عُنْتَةٍ وَقُرْآنٍ مُبِينٍ</li> </ul>	
	<ul style="list-style-type: none"> <li>Hiding. (ت ث ج د ذ ز س ش) إِخْفَاءُ النُّونِ السَّاكِنَةِ أَوْ التَّنْوِينِ ص ض ط ظ ف ق ك رِزْقٍ كَرِيمٍ</li> </ul>	
	<ul style="list-style-type: none"> <li>Changing. (ب) تَلْبُثُ النُّونِ السَّاكِنَةِ أَوْ التَّنْوِينِ (ب) مِ بَعْدِ</li> </ul>	
	<ul style="list-style-type: none"> <li>Pronunciation. (ء ح خ ع) إِظْهَارُ النُّونِ السَّاكِنَةِ أَوْ التَّنْوِينِ غ ه عَزِيزٍ حَكِيمٍ</li> </ul>	
<p>أَحْكَامُ الْمِيمِ السَّاكِنَةِ Meem Saakinah.</p>	<ul style="list-style-type: none"> <li>Assimilation. (م) إِدْغَامُ الْمِيمِ السَّاكِنَةِ مَعَ عُنْتَةٍ مِنْهُ مَوَدَّةً</li> </ul>	
	<ul style="list-style-type: none"> <li>Hiding. (ب) إِخْفَاءُ الْمِيمِ السَّاكِنَةِ (ب) تَعْرِفُهُمْ بِسَيِّئِهِمْ</li> </ul>	
	<ul style="list-style-type: none"> <li>Pronunciation. (فِي بَقِيَّةِ الْحُرُوفِ) إِظْهَارُ الْمِيمِ السَّاكِنَةِ جَاءَ كَلِمًا رَسُولٌ</li> </ul>	
<p>عُنْتَةٌ The Nasal sound.</p>	<ul style="list-style-type: none"> <li>The Nasal sound. (عُنْتَةٌ) النُّونُ وَالْمِيمُ الْمُشَدَّدَتَانِ (عُنْتَةٌ) النَّاسِ أُمَّةً</li> </ul>	
<p>أَحْكَامُ الْمَدُّودِ Stretching.</p>	<ul style="list-style-type: none"> <li>The default stretch. (حَرَكَتَانِ) الْمَدُّ الْأَصْلِيُّ فَاطِرٍ غَفُورٍ رَحِيمٍ</li> </ul>	
	<ul style="list-style-type: none"> <li>The compensating stretch. (حَرَكَتَانِ) الْمَدُّ الْعَوَاضِيُّ فَقَالُوا سَلَامًا</li> </ul>	
	<ul style="list-style-type: none"> <li>The soft stretch. (حَرَكَتَانِ) مَدُّ اللَّيْنِ (حَرَكَتَانِ) قَالُوا لَا ضَيْرَ</li> </ul>	
	<ul style="list-style-type: none"> <li>The joined stretch. (أَرْبَعُ حَرَكَاتٍ) الْمَدُّ الْفَرْعِيُّ الْمُتَّصِلُ (أَرْبَعُ حَرَكَاتٍ) أَبْنَاءَكُمْ</li> </ul>	
	<ul style="list-style-type: none"> <li>The split stretch. (أَرْبَعُ حَرَكَاتٍ) الْمَدُّ الْفَرْعِيُّ الْمُتَّصِلُ (أَرْبَعُ حَرَكَاتٍ) فِيهَا أَبَدًا</li> </ul>	
	<ul style="list-style-type: none"> <li>The obligatory stretch. (سِتُّ حَرَكَاتٍ) الْمَدُّ الْفَرْعِيُّ الْأَرْبَعِيُّ (سِتُّ حَرَكَاتٍ) الْحَقَّاقَةَ</li> </ul>	

	<ul style="list-style-type: none"> <li>The passing stretch. <sup>الْمَدُّ الْفَرْعِيُّ الْغَارِضُ</sup> (حَرَكَتَانِ أَوْ أَرْبَعٌ أَوْ سِتٌّ)</li> </ul> <p>إِنَّهُ حَكِيمٌ عَلِيمٌ</p>	
<p>هَاءُ الْكِنَايَةِ</p> <p>The singular masculine third person attached pronoun.</p>	<ul style="list-style-type: none"> <li>One count. هَاءُ الْكِنَايَةِ (حَرَكَتُهُ وَاجِدَةٌ)</li> </ul> <p>أَوْى إِلَيْهِ أَخَاهُ</p>	
	<ul style="list-style-type: none"> <li>Two counts. هَاءُ الْكِنَايَةِ (حَرَكَتَانِ) الصَّلَاةُ الصُّغْرَى</li> </ul> <p>وَإِنَّا لَهُ لَحَفِيظُونَ</p>	
	<ul style="list-style-type: none"> <li>Four counts. هَاءُ الْكِنَايَةِ (أَرْبَعُ حَرَكَاتٍ) الصَّلَاةُ الْكُبْرَى</li> </ul> <p>لِيُثَلِّبَهُ أَبَدًا</p>	
<p>الْقَلْقَلَةُ</p> <p>The echo sound.</p>	<ul style="list-style-type: none"> <li>The larger. الْقَلْقَلَةُ الْكُبْرَى (عِنْدَ الْوُفُوفِ)</li> </ul> <p>إِلَى سَوَاءِ الصِّرَاطِ</p>	
	<ul style="list-style-type: none"> <li>The smaller. الْقَلْقَلَةُ الصُّغْرَى (فِي وَسْطِ الْكَلِمَةِ)</li> </ul> <p>إِبْرَاهِيمَ</p>	
<p>The full mouth letters</p>	<ul style="list-style-type: none"> <li>أَلْحُرُوفُ الْمُسْتَعْلَبَةُ (حُصْنٌ صَغُطٍ قَطْ)</li> </ul> <p>بَلِ الظَّالِمُونَ فِي ضَلَالٍ مُّبِينٍ</p>	
<p>الرَّاءُ</p> <p>The letter Raa.</p>	<ul style="list-style-type: none"> <li>Full mouth. تَفْخِيمُ الرَّاءِ (الصَّمَّةُ أَوْ الْفَتْحَةُ)</li> </ul> <p>تِجَارَةً</p>	
	<ul style="list-style-type: none"> <li>Empty mouth. تَرْقِيقُ الرَّاءِ (الْكَسْرَةُ)</li> </ul> <p>رِجَالٌ</p>	
<p>الْلامُ</p> <p>The Letter Laam.</p>	<ul style="list-style-type: none"> <li>Full mouth. تَفْخِيمُ اللَّامِ (الصَّمَّةُ أَوْ الْفَتْحَةُ)</li> </ul> <p>فَسُبْحَانَ اللَّهِ</p>	
	<ul style="list-style-type: none"> <li>Empty mouth. تَرْقِيقُ اللَّامِ (الْكَسْرَةُ)</li> </ul> <p>بِأَيِّتِ اللَّهِ</p>	

## Islamic Studies الدَّرَاسَاتُ الإِسْلَامِيَّةُ

Topic	In Islamic Studies I understand...	
<b>Names of Allaah.</b>	<p>Allaah (S.W.T) is;</p> <ul style="list-style-type: none"> <li>• Ar-Rabb</li> <li>• Al-Malik</li> <li>• Al-Qayyum</li> <li>• Al-Muawwir</li> <li>• 'Alimul Ghayb wash-Shahadah</li> </ul>	
<b>Angels.</b>	<ul style="list-style-type: none"> <li>• Allaah has created Angels and given them jobs.</li> </ul>	
<b>Prophets and Messengers.</b>	<ul style="list-style-type: none"> <li>• Allaah has chosen certain people to guide mankind to the right path.</li> </ul>	
<b>Signs of the Last Day</b>	<ul style="list-style-type: none"> <li>• Allaah has made certain signs to tell the believers about how close the Last Day is.</li> </ul>	
<b>Death</b>	<ul style="list-style-type: none"> <li>• Death is a reality and we should prepare for what is after it.</li> </ul>	
<b>Description of the Last Day.</b>	<ul style="list-style-type: none"> <li>• Allaah has described for us the Day of Judgement.</li> </ul>	
<b>Hell and Paradise.</b>	<ul style="list-style-type: none"> <li>• Allaah has described for us Hell and Paradise.</li> </ul>	
<b>Prophet Ayyub (A.S)</b>	<ul style="list-style-type: none"> <li>• Prophet Ayyub was very sick, he had patience and Allaah cured him.</li> </ul>	
<b>Wudu acts</b>	<ul style="list-style-type: none"> <li>• Wudu has Fard, Sunnah and Makruh acts.</li> </ul>	
<b>Ghusl acts</b>	<ul style="list-style-type: none"> <li>• Ghusl has Fard, Sunnah and Makruh acts.</li> </ul>	
<b>Prophet Yunus (A.S)</b>	<ul style="list-style-type: none"> <li>• Prophet Yunus (A.S) was swallowed by a whale.</li> </ul>	
<b>Times of Salah</b>	<ul style="list-style-type: none"> <li>• The five daily prayers are prayed and certain times.</li> </ul>	
<b>Forbidden and disliked times of prayers.</b>	<ul style="list-style-type: none"> <li>• There are certain times when Salah is forbidden or disliked.</li> </ul>	

<b>Dawud and Jalut</b>	<ul style="list-style-type: none"> <li>• Allaah gave victory to Dawud (AS) over Jalut.</li> </ul>	
<b>Sunnah Mu'akkadah and Ghayr Mu'akkadah</b>	<ul style="list-style-type: none"> <li>• Sunnah can be emphasised Sunnah and non-emphasised Sunnah.</li> </ul>	
<b>Witr</b>	<ul style="list-style-type: none"> <li>• How and when to perform Witr.</li> </ul>	
<b>Fard acts of Salah</b>	<ul style="list-style-type: none"> <li>• Salah has obligatory acts.</li> </ul>	
<b>Islamic dress code</b>	<ul style="list-style-type: none"> <li>• A Muslim must cover their 'Aurah.</li> </ul>	
<b>Breakers of Salah</b>	<ul style="list-style-type: none"> <li>• Certain actions break the Salah.</li> </ul>	
<b>Prophet Dawud</b>	<ul style="list-style-type: none"> <li>• Prophet Dawud (A.S) was a powerful king aswell.</li> </ul>	
<b>Disliked acts of Salah</b>	<ul style="list-style-type: none"> <li>• Some action make you lose reward in the Salah.</li> </ul>	
<b>Salah part of life</b>	<ul style="list-style-type: none"> <li>• Salah has to be part of our everyday lives.</li> </ul>	
<b>Good character</b>	<ul style="list-style-type: none"> <li>• The most important quality of a Muslim is good character.</li> </ul>	
<b>Letter to Heraclius</b>	<ul style="list-style-type: none"> <li>• The Prophet sent a letter to the Roman emperor Heraclius.</li> </ul>	
<b>Conquest of Makkah</b>	<ul style="list-style-type: none"> <li>• Makkah was conquered without a battle.</li> </ul>	
<b>Rules and rewards of fasting.</b>	<ul style="list-style-type: none"> <li>• Fasting in Ramadan is obligatory.</li> </ul>	
<b>Basics of Tayammum</b>	<ul style="list-style-type: none"> <li>• When and how to perform Tayammum.</li> </ul>	
<b>Types of ruling.</b>	<ul style="list-style-type: none"> <li>• Fard, Wajib, Sunnah, Mustahab, Mubah, Makru and Haram.</li> </ul>	