

## **Curriculum map for Dar-ul Madinah Sheffield**

**This map is to be read and explored in conjunction with the long term and short term plans.**

**Activities to be planned using children's interests and introduction of topic planning.**

Islamic topics to be explored according to the relevant month :

September: Safar- Rabiul Awaal (Milaad)

October: Rabiul Awwal- Akhir

November : Rabiul Akhir- Jamadiul Awwal

December: Jamadiul Awwal –Jamadiul Akhir

January: Jamadil Akhir-Rajab

February : Rajab –Shaban

March: Shaban to Ramadhan

April Ramadhan –Shawaal (Eid)

May Shawaal to Dhul Qadah

June: Dhul Qadah- Dhul Hijjah

July : Dhul Hijjah to Muharram

Checklist for prayers ( duas and kalimas)

**During a child's journey at Darul Madinah they will be learning the following topics :**

These topics commence from September to July each year and then repeat until the next July so that children have time to consolidate their knowledge and skills.

All about me

Minibeasts

Animals

Dinosaurs

My body

Under the sea

Feelings

People who help us

Fruit and Veg

Supermarket

Diggers/transport

Fairy tales

Shapes

Colour

Number

Wherever possible we will try to take them on an outing related to the topic such as on a learning walk for exploring minibeasts and to the farm to explore animals.

**During a child's journey at Darul Madinah they will celebrate:**

Ramadhan

Eids

Milaad

Mothers day/ Fathers day

Shrove Tuesday ( Pancake day )

Easter and Christmas will be introduced for awareness and children will participate in activities relating to these festivities.

These weeks will be marked as 'Easter awareness week' and 'Christmas Awareness week' on longterm plan.

Voting awareness days

**EAL children and the curriculum**

Our EAL person is Tahira Batool and we recognize that communication and language develops differently in children who have English as an additional language.

Some of our children join us with little language due to this reason and we are dedicated to develop their communication as this impacts all other areas of their development.

Tahira attends regular training and resources to keep her knowledge current and relays this information to staff.

The core books and rhymes selected for the children's journey have definite consideration to EAL and we celebrate EAL.

**Books that Children explore during their journey:**

Book packs specifically bought targeted for EAL learners from Peters.co.uk

Library books according to the topic being explored

Other books owned by nursery ( refer to the book inventory)

**Core rhymes explored during their time with us:**

Five little ducks

Old McDonald had a farm

Hickory dickory dock

Humpty Dumpty

I'm a little teapot

Incy Wincy Spider

Jack and Jill

Once I caught a fish alive

Tommy Thumb

Twinkle Twinkle little star

Wind the bobbin up

When all the cows are sleeping

A range of other songs and rhymes may be explored according to the topic, however, the above is a list of core rhymes that will be repeated and recalled.

Also, Nasheeds , poems or rhymes that reinforce our Islamic Ethos will also be sung.

These may also include children's home languages too, such as in Arabic, Urdu, Punjabi and can also be sung in English.

**A list of core nasheeds children will explore during their time with us:**

Maula Ya Salli

Noor wala aaya hai

Hasbi Rabbi Jallalah

Ghulam Rasool nasheeds and episodes

At the end of their time with us, we will expect all children to be able to meet the following universal expectations/ targets :

Area of Learning	Goal
<p><b>CAL: Listening and Attention</b>            This is embedded during group story times, activity throughout the day and social times such as snack time.            Practitioners will build on the child's attention span throughout nursery and will use sand timers or stopwatch to extend concentration span if required.</p>	<p>To maintain attention and sit quietly during an appropriate activity</p>
<p><b>Understanding:</b>            This is embedded throughout nursery as children are expected to follow routines and instructions throughout the day. They are encouraged to be part of storytime and we provide an interactive story time with props and puppets            We deliver stories for talking in order to support the children.            Circle time also encourages the children to speak and share their experiences from home.</p>	<p>Respond to instructions involving a two part sequence            Be able to follow a story without pictures or props            To be able to listen and respond to others in conversation.</p>
<p><b>Speaking</b>            Staff encourage children to use their language and speak during play situations            We track their speech using Escal tracker for bilingual children and the Ucan communication trackers</p>	<p>To be able to use language to imagine and recreate roles in play situations            To be able to use talk to express feelings, ideas and events.</p>
<p><b>PSED: Making Relationships</b>            Children are encouraged to form positive bonds with staff as staff are warm and supportive in their interactions towards children. They demonstrate through modelling how children can initiate conversation and play with other children using stories and real life experiences</p>	<p>To be able to initiate conversation with adults and children and take into account what others say.            To be able to ask questions            To be able to form positive bonds with children and adults</p>
<p><b>PSED: SELF confidence and sElf awareness</b>            Children are regularly verbally praised for their accomplishments. They are encouraged using stampers and certificates additionally.</p>	<p>To be able to be confident to speak to others about own needs and wants            To be confident as a unique individual and show confidence in own achievements</p>
<p><b>PSED: Managing feelings and Behaviour</b>            Children are encouraged to follow the boundaries within nursery and are encouraged to show positive behavior following the golden rules.</p>	<p>To be able to adhere to boundaries of a social setting            To be able to identify and express their own feelings as well as respond to others feelings</p>
<p><b>Physical: Moving and handling</b>            Children have the opportunity to use their gross motor skills and fine motor skills both indoors and outdoors.</p>	<p>To be able to move in different ways using gross motor skills.            To be able to hold mark making tools with control and start to write letters or their names.</p>
<p><b>Health and Self care</b>            Staff encourage self help skills by encouraging</p>	<p>To show some understanding of hygiene practices</p>

<p>each child to have a go</p>	<p>To continue to try different fruits and foods so that diet is not limited</p> <p>Be able to be independent using the toilet, cleaning themselves and in self help skills</p>
<p><b>Literacy: Reading</b></p> <p>Children are encouraged to look at books independently and follow a book at group time often read by a staff member with enthusiasm.</p>	<p>To be able to recognize the English Alphabet with its phonetical sound</p> <p>To be able to follow a book and answer simple comprehension questions</p> <p>To be able to recognize and identify a rhyming couplet</p>
<p><b>Writing</b></p> <p>Children are encouraged to write throughout their journey with us, whether that is in sand, in salt, using paint.</p> <p>They also have access to a range of materials at the markmaking area and throughout the nursery.</p>	<p>To be able to give meanings to marks as they draw, write or paint</p> <p>To be able to write their own name</p> <p>To attempt to write sentences</p> <p>To demonstrate increasing control resulting from pre writing activities accessed with us and the practice of using fine motor skills.</p>
<p><b>Exploring and using media and materials</b></p> <p>Children have access to a painting easel especially so that they can mix colours, guess which colours they will be making and physically see which colour is made.</p> <p>They have access to a trolley full of junk modelling resources, to support their creativity and so that they can use these to make what they wish out of these open ended resources</p>	<p>To understand different media can be combined to create new effects</p> <p>To be able to manipulate materials to cause an effect</p> <p>To be able to use their imaginative skills and open ended resources to create something meaningful</p> <p>Be able to mix colours and talk about the effect</p>
<p><b>Being Imaginative</b></p> <p>Children have access to a roleplay area that represents the first hand experiences of the children in our care. We try to keep roleplay planning simple so that children can use their imagination to make it what they like.</p> <p>We have roleplay resources both indoors and outdoors such as play house outdoors, market place also available to support creativity and imagination</p>	<p>To be able to introduce a story line or narrative to play</p> <p>To be able to play alongside other children who are engaged in same theme.</p> <p>To be able to play cooperatively as part of a group ( for example during a lycra game)</p>
<p><b>Understanding of the World: People and Communities</b></p> <p>We participate in celebrations that children are part of and encourage children to speak of their experiences and feel high self esteem as their individuality is being celebrated and valued</p>	<p>To develop the confidence to be able to speak about and join in with family customs and routines in positive terms</p>
<p><b>The world</b></p> <p>We plan outings so that children can see animals and other creatures first hand. We have a planting bed outdoors that children use to plant sunflowers or veg.</p> <p>At certain points of the year, we use lifecycle kits to grow our own butterflies such as march to mid September each year.</p>	<p>To show care and concern for living things</p> <p>To be able to talk about observations such as natural landscapes and animals.</p> <p>Be able to notice differences, patterns and change</p>
<p><b>Technology</b></p>	<p>To be able to use educational software on</p>

Children have access to a computer within the nursery room and are encouraged to complete an educational programme.	computer To be able to operate remote controlled toys/ apparatus
<p><b>Maths : Numbers</b></p> <p>A range of maths activities are on offer during the child's journey with us. Staff source these from National numeracy initiative and Enrich maths activities for the EYFS</p> <p>Although we follow the child's interests and plan activities within those areas, we also have a designated space all to do with maths in our nursery!</p>	<p>To be able to count from 1-10.</p> <p>Be able to recognize numerals 1-10</p> <p>To know 'more ' and 'less' in terms of sets of objects and capacity</p>
<p><b>Shape, Space and Measure</b></p> <p>We encourage name recognition for shape by repetition. We have 2d and 3d shape prisms to further develop curiosity for maths problems. We always have a weighing scale available for children to investigate and experiment with.</p>	<p>To be able to recognize 2d and 3 d shapes</p> <p>To be able to select a named shape</p> <p>To be able to build models and recreate patterns</p> <p>To be able to order two items by height and weight</p>

### **Islamic Ethos**

We aim to support children's personal, social and emotional development when celebrating or participating in various events/ celebrations that are important to them.

Children's faith is positively reinforced during their nursery journey and children learn supplications in Arabic also strengthening their memory and recalling skills. We aim to support the children and make them well rounded individuals ready for their next endeavor: going up to school.

## **Assessment**

During their nursery journey, the children are assessed regularly using observations on Parenta and in their learning journey file.

The red activities on planning sheet are areas where adults assess the children while they are completing the activity with the child.

The children are continually assessed by practitioners and the children's achievements are communicated amongst the staff team. We then plan next steps for each child each half termly and sign those off as and when they have achieved these.

Observation is an ongoing form of assessment that the children are subjected to throughout the nursery journey so that we are continuously reacting to their development and to ensure that the children are always progressing and are continuously challenged while they are with us.

Assessments also helps us get to know the children better and helps us plan strategies when children are underachieving in a certain area and helps inform our practice and which areas to strengthen in our setting.

Children's interests can change as they develop, so these assessments also help inform us where there is a change and whether or not, we need to change our approach.

## **2 year progress check**

It's a statutory requirement for 2 year progress checks to be completed before the child turns 3 and we complete these and share with parents.

## **Other progress reports**

If the child is above 2 years, we will produce a progress report termly for each child.

This is just so that we can update parents on the child's development but also gives us a summary of achievements and milestones too.

### **Activities on offer**

Where possible we provide first hand resources for children to explore and play with. However, there are times where we will add an enhancement/ teaching support from twinkl to help teach a concept visually, for example, teaching prepositions. In this scenario, the visuals will be added to and we will ensure that children are still able to access sensory areas/ activities aswell as other first hand experiences in all EYFS areas of the setting.

### **Continuous provision at Darul Madinah Sheffield**

At the nursery, there is an activity on offer in all areas of the nursery.

The small world area, The malleable area, the sand and water areas and investigation area all support the Understanding of the world learning aspect of the EYFS.

The roleplay area, the creation station and construction area support expressive arts and design.

The sensory area and outdoor areas within nursery supports the children's personal social and emotional development

The mark making and outdoor areas also support physical development especially our funky fingers area.

We have a designated maths area, where children have access to puzzles, shape and number. Lots of our children come in to nursery with this interest so this area supports maths although this area can be supported by practitioners in any other area that the children are interested in.

Literacy is supported by the reading corner that children can access at any time of the day. However, group story time and rhyme time is a great way of supporting children's listening and attention skills.

### **Some ideas of how we help to support and value children's cultures**

- We plan flexible opportunities to get to know families, such as home visits, drop-off and pick-up times, early evening meetings, coffee mornings, stay and play etc where

possible . Families also need to get to know practitioners, in order to feel that their child/ren will feel safe, secure and happy.

- We recognise the diversity of children's home experiences, and avoid assumptions about different cultural backgrounds, customs and experiences.
- The key person can do a great deal to support a child and family to feel welcome, for instance: a warm smile on greeting; remembering important information, such as favourite foods or where items of spare clothing are; acting as 'translator' to help make sense of new systems, customs or routines; learning a few words of a child's home language/s and including these into the day.
- A poster can be a good way to share key words in home languages with other staff.
- We understand that children will have varied ways of expressing their emotions and showing how they feel through different behaviour.
- Find ways to utilise families' knowledge and expertise. This might include creative skills, cooking or baking, joining-in with play activities to support home-languages etc. Many families will be able to contribute new learning and extend experiences through their work or job roles.
- Incorporate a variety of materials and artefacts in your setting that represent the different cultures and languages in your community, such as: dual-language books, signs and labels using home-languages or scripts, play materials or soft furnishings.
- Provide a range of recorded music, instruments, and multi-lingual songs – families might like to share their child's favourite songs or music.
- Take advantage of family helpers for short trips or visits, and plan more ambitious outings further afield later in the school year.
- Share the setting's and practitioners' own cultures, including the setting's history (if relevant), and some of the skills and abilities of staff.
- We plan library trips , to celebrate children's art, stories, poems or other, creative work.
- The neighbourhood will provide real and meaningful opportunities to deepen learning, and increase understanding of the cultural richness of the area in which children and families live. Many areas will have cultural heritage officers who are only too willing to support families, children and providers to take part in activities, events or visits.

Photographs of  
outings at Dar-  
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Madinah  
Sheffield