Year Group: Year 1&2 Teacher: Ustaadh Hassan **Islamic Studies** 10:00-10:30 Week 5

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| Day/Objective | Learning Objectives |  | Resource |
| Monday 20th April | To know what the words of the Adhaan is.  To know the words of Iqaamah.  To be able to deliver the Adhaan & Iqaamah confidently. | **Task 1:** (Yr 1/2) Research and discuss Adhaan with parents.   * Why is it important? * Ask a parent to explain when and why the Adhaan is called out? * Go through the words of the Adhaan on page 44 (Dua’s pdf) * Now listen to the Adhaan via Youtube. * Practice calling out the Adhaan first by yourself to build confidence. * Once confident, call the Adhaan out before one of the prayers. | <https://www.youtube.com/watch?v=fOv0BylXjpc>  Dua’s Pdf  (Page 44) |
| Tuesday 21st April | To be able to break and spell difficult words from the Qaidah  To be able to recite the first 4 lines Surah Al-Fajr fluently and accurately  (Juz Amma students) | **Task 1: Year 1-** A thoroughrecap of page 15. Now from the exercise practice and spell the last two lines. This whole method should be repeated three times from the beginning.  **Year 2-** Find Surah Al-Fajr on Juz Amma. Find the surah on youtube. Whilst listening, follow the verse on your Juz Amma carefully and recite it along the way until the end. This should be done at least three times.Once confident, read to parent/sibling. | Please access the following website: Islamic studies resources-Qur’an reading- Qaidah’s -Ahsanul-Qawaa’id pdf  Lesson 8  Page 15  Surah Al-Fajr  Youtube  Sheikh Khalifa Al-Tunaiji |
| Wednesday 22nd April | To be able to break and spell difficult words from the Qaidah  To be able to recite Surah Al-Fajr fluently and accurately  (Juz Amma students) | **Task 1: Year1-** Revisit yesterday’s lesson on the last 2 lines. Now the new symbol/sound will be introduced of Dhamma-tayn/two dhamma’s (Un). Go through all the letters with dhamma-tayn. This whole method should be repeated three times from the beginning.  Now practice spelling of 1 line from the exercise.  **Year 2-** Find Surah Al-Fajr on Juz Amma. Find the surah on youtube. First recap of yesterday’s 4 lines. Now start listening from line number 5 until the end. Follow the verse on your Juz Amma carefully and recite it along the way until the end. This should be done at least three times.Once confident, read to parent/sibling. | Please access the following website: Islamic studies resources-Qur’an reading- Qaidah’s –  Ahsanul-Qawaa’id pdf  Lesson 9  Page 16  Surah Al-Fajr Youtube  Sheikh Khalifa Al-Tunaiji |
| Thursday 23rd April  Friday 24th April | To be able to break and spell difficult words from the Qaidah  To be able to recite the first 4 lines of Surah Al-Ghashiyah fluently and accurately  (Juz Amma students)  Arabic Numbers  To be able to learn and practice the numbers from 1-10 in Arabic  Seerah of the prophet (peace be upon him) | **Task 1: Year1- -** Revisit yesterday’s lesson on the new symbol and sound. Now practice spelling of line 2 & 3 from the exercise. This whole method should be repeated three times from the beginning.  **Year 2-** Find Surah Al-Balad on Juz Amma. Find the surah on youtube. Whilst listening, follow the verse on your Juz Amma carefully and recite it along the way until the end. This should be done at least three times.Once confident, read to parent/sibling.  **Task 1: Year 1&2-** Watch the video on youtube carefully. Focus on the pronunciation of the numbers. Copy out all the numbers nicely and neatly into your books from the screen. Remember to start from the RIGHT HAND SIDE!  **Year 2-** Challenge yourself by trying to write all the numbers without looking at the Arabic.  **Task 2: Year 1 and 2:** Watch the video and recite the first ten ayats of Surah al Kahf  **Task 4: Year 1/2:** G o through the Seerah book and answer questions | Ahsanul-Qawaa’id pdf  Lesson 9  Page 16  Surah Al-Ghashiyah  Youtube  Sheikh Khalifa Al-Tunaiji  Arabic Numbers video  <https://www.youtube.com/watch?v=5A9cz4zLYHk>  Surah Al Kahf video <https://youtu.be/-w87tiiTILo>  Seerah book is on the school website. |