



Reception Class

Books / Resources to be used:

	Name of Book	Subject
1	Easy Steps to the Quran – Book 1	Language
2	Arabic Alphabets Colouring book (Altaf & Sons)	Language (with colouring)
3	My Big Colouring Book (ACORN)	Misc. colouring
4	Iman & Tazkiyah: Level 1	Aqaid
5	My Prophet's Prayers	-

Note: Please refer to the LTP to determine when each book will be covered.

1. Easy Steps to the Quran – Book 1:

This class has a minimum age of 4 ½ years. Many children will be quite young. Thus, this class will go through “three phases”.

Phase 1:

There will be no “intensive learning”, and the aim and objective is to get children used to the Madrasah environment and to acquaint them with very basic things such as saying Salaam, Jazak-Allah, going to the toilet, shoe training etc. Dua memorisation must start from this phase. ***This will last for a maximum of only 2 weeks.***

Phase 2:

After this, the class will start the Arabic alphabet; capital and non-capital letters. The alphabet will be taught randomly using “Easy Steps to the Quran – Part 1”. Teachers will note down the relevant page numbers of “Easy Steps to the Quran – Part 1” in the child’s diary. It is anticipated that phase 2 should take no longer than 15 weeks (refer to the L.T.P. and notes in “Easy Steps to the Quran – Part 1”). Lots of use will be made from resources such as the whiteboard, flash cards and games.

Phase 3:

After covering the alphabet and small letters, the class will commence the **six** concepts: Fathah, Kasrah, Dhammah, Fathatayn, Kasratayn and Dhammatayn (in this order). This will be taught randomly using “Easy Steps to the Quran – Part 2 & 3”.

The aim is to understand the concept thoroughly and not just recite a few words from a particular book or sheet.

The Arabic alphabet (capital and non-capital letters) and a further six concepts (Fathah, Kasrah, Dhammah, Fathatayn, Kasratayn and Dhammatayn) using “Easy Steps to the Quran – Book 1” will form the core Reception class syllabus.

Notes on Easy Steps to the Quran:

- a) The alphabet must be taught randomly as per the order in the Kitab.
- b) There must be revision each day of all letters covered previously. Refer to the L.T.P. for a breakdown.
- c) Once Fathah etc is started, the teacher must introduce the MTQ method of Hije. Please ask if you are unsure of this. ***We expect to have one uniform method of Hije in Reception and Level 1.***
- a) The first part of the session *must* be devoted to the core syllabus items.
- b) The colouring books and “General Knowledge” items can be used to breakdown the teaching of the alphabet / concepts and act as a refresher for the pupils.
- c) ***In Term 3, colouring must be reduced to once or twice a week only.*** This is to ensure that the syllabus is completed and the class is ready for the mode of teaching in Level 1.
- d) The dates given in the LTP are guidelines. If an item is completed before this deadline, then teachers must start the next part of the syllabus.
- e) ***If you are a new teacher, please consult the headteacher before starting a new concept such as Fathah etc.***

Learning Objectives for Reception:

- Recognition of the different letters of the Arabic alphabet (capital and non-capital).
- Correct pronunciation of all letters.
- Recognition and correct pronunciation of the *full mouth* letters.
- Recognition and correct pronunciation of the *throat* letters.
- Ability to differentiate between Fathah, Dhammah and Kasrah with correct pronunciation.
- Ability to differentiate between Fathatayn, Dhammatayn and Kasratayn with correct pronunciation.
- *Understanding of the MTQ method of Hijje.*
- C.L.S.T Implementation: Pupils must recite clearly, loudly, slowly and with Tajweed.

Areas of Focus:

1. Overstretching of Harakaat (Vowels):

When doing Hijje, there must be no overstretching whatsoever on any Harakaat - Fathah, Kasrah and Dhammah. This includes when breaking up the word during the Hijje stage and also when putting together and reciting the entire word. *This must be emphasised to the children and monitored closely.* **Please see management if you are unsure about this.**

2. Articulation of Letter with Dhammah:

Teachers must ensure that the lips are “fully circled” when pupils pronounce a letter with Dhammah. This will ensure that the Dhammah is pronounced fully. When lips are not fully circled, it results in “Maj-hool” - incomplete recitation of Dhammah.

By the end of the year, pupils should be able to recite:

- ✓ A five-letter word *accurately* - without word errors and / or overstretching of vowels - For example: بِبَدَنِكَ
- ✓ In one breath – Pupils should not be taking a breath in the middle of the word.
- ✓ With correct pronunciation.
- ✓ Fluently – without hesitation.
- ✓ With CLST implementation.
- ✓ Applying the MTQ Hijje method.

Note: The end of year assessment criteria will take into consideration if a pupil has achieved the above.

Assessments:

Reception class will have four *formal* assessments during the year. Each assessment will take place after each of the following concepts has been *completed*:

- 1) Arabic alphabet – Capital letters.
- 2) Fathah
- 3) Fathatayn
- 4) Dhammatayn (end of year)

The purpose of these periodical formal assessments will be to ensure that the learning objectives are being met. (See previous page).

Each assessment will contain all concepts covered to date, ensuring that pupils will also be tested on revision items.

The teacher must email the headteacher well in advance to notify him of reaching the syllabus target (as highlighted above) and to arrange an assessment date.

2. Duas:

The following new Duas need to be covered in Reception:

	Name of Dua
1	Kalimah of Islam
2	Whilst Ascending
3	Whilst Descending
4	Before Eating
5	Before Entering the Toilet
6	After Leaving the Toilet
7	When Becoming Angry – Ta’awwudh
8	Before Starting Something - Tasmiyah
9	Before Sleeping
10	After Seeing a Good Dream
11	Greeting a Muslim
12	Reply to a Muslim’s Greeting
13	When Thanking Someone

Notes:

Refer to the “Notes on Duas” in “My Prophet’s Prayers”. The guidance mentioned is important and teachers are to implement these guidelines, especially in relation to Waqf etc.

Teachers must also refer and listen to the relevant webinars on My Prophet’s Prayers, available on the Madrasah website.

The teacher must follow the order specified in the L.T.P when covering Duas. Shorter Duas have been allocated first, then longer ones, to aid pupils.

Muslim’s Greeting & Reply:

Due to the length of these Duas, they have been allocated to the latter part of the year. However, the teacher must accustom pupils to this from Day 1 and encourage implementation daily. The teacher will simply cover **و عليكم السلام** and **السلام عليكم** at the start of the year. The remaining portion of these Duas can be covered later in the year as per the LTP.

Ta'awwudh & Tasmiyah:

Although this is allocated later in the year as per the LTP, the teacher must start Sabaq each day with collective recitation of both. This will accustom pupils to the correct pronunciation etc and also help them memorise them at their allocated times (according to the LTP).

3. General Knowledge:

The following items also need to be covered:

Term 1:

- Enforcing good behaviour, respect and discipline.
- Sitting in a *formal* manner.
- Going to the toilet independently.
- Wearing shoes and coat independently.

Term 2:

- Personal hygiene.
- Informal Wudhu (washing hands, face and feet).

Term 3:

- Respect for all people and being good Muslims.
- Actions of Salaah.
- Names of the five Salaah.

4. Arabic Alphabets Colouring Book & My Big Colouring Book:

1. "Arabic Alphabets Colouring Book" – Colouring from this book will be completed first – Refer to the L.T.P.
2. Thereafter the class will commence "My Big Colouring Book".
3. This book covers many different themes.
4. As the colouring is done, the teacher must explain briefly what the colouring refers to. In this way the colouring will not only act as a refresher / break, but also a learning tool
5. This must not be done everyday. Rather, it should be covered as a treat / refresher one or two times a week.

5. Iman & Tazkiyah – Level 1:

1. This book will be covered once a week throughout the year.
2. It covers key aspects of Imaniyāt, thus it is very important.
3. At the start of the year, it may be covered more, before formal Sabaq begins.
4. As the reading abilities of pupils are minimal, the contents must be covered mostly via verbal explanations from the teacher.
5. Colouring exercises etc will be covered by the pupils with guidance from the teacher.
6. **Syllabus for Reception Class: P4 to P61**

Week Dates for L.T.P.

Week	Week Beginning	Notes
1	24.08.26	
2	31.08.26	
3	07.09.26	
4	14.09.26	
5	21.09.26	
6	28.09.26	<i>Salah Focus – Entire Madrasah</i>
7	05.10.26	
8	12.10.26	
9	19.10.26	
10	02.11.26	
11	09.11.26	Topic Test: Islamic Studies
12	16.11.26	
13	23.11.26	Workbook check: Islamic Studies
14	30.11.26	
15	07.12.26	
16	14.12.26	
17	04.01.27	
18	11.01.27	
19	18.01.27	
20	25.01.27	Mid-Year Written Assessments
21	01.02.27	Workbook check: Islamic Studies
22	Weekend 1 Ramadan	
23	Weekend 2 Ramadan	
24	Weekend 3 Ramadan	
25	Weekend 4 Ramadan	
26	08.03.27	
27	15.03.27	
28	22.03.27	
29	12.04.27	
30	19.04.27	
31	26.04.27	Topic Test: Islamic Studies
32	03.05.27	
33	10.05.27	Enrichment Week
34	17.05.27	
35	24.05.27	
36	07.06.27	Workbook check: Islamic Studies
37	14.06.27	Exam Revision
38	21.06.27	Exam Revision
39	28.06.27	Exam Revision
40	05.07.27	End of Year Written Assessments
41	12.07.27	Trips / Prizes / Reports etc

Long Term Plan – Reception Class

Week	Easy Steps to the Quran Book 1 (Parts 1 to 3)	Duas	General Knowledge & Colouring Books
1	Refer to ‘Phase 1’ in syllabus under “notes on ‘Easy Steps to the Quran”.	Ascending	Refer to the ‘General Knowledge – Term 1’ section of the syllabus. Colouring: <i>Arabic Alphabets</i> Colouring book (Once a week only) Start: <i>Iman & Tazkiyah: Level 1</i>
2			
3	<u>Arabic Alphabet: Capital Letters</u> <i>Letters to be taught as per:</i> “Easy Steps to the Quran – Part 1”. Also: Emphasise Full Mouth Letters & Throat Letters	Descending	
4			
5		After Seeing a Good Dream	
6			
7		Before Eating	
8			
9		Assessment 1: After completion of Arabic alphabet	
10		Before Entering Toilet	
11		After Leaving Toilet ¹	
12	<u>Arabic Alphabet: Non-Capital Letters</u> <i>Letters to be taught randomly from the</i> “Easy Steps to the Quran – Part 1”.	Thanking Someone	
13			
14			
15		Before Sleeping	
16	“Easy Steps to the Quran – Part 2” Fathah Assessment 2: After completion of Fathah		
17			
18		When Becoming Angry / Ta’awwudh	
19			
20	Kasrah		
21			
22		Before Starting Something / Tasmiyah	
23			
24	Dhammah	Greeting a Muslim	
25			
26	“Easy Steps to the Quran – Part 3” Fathatayn Assessment 3: After completion of Fathatayn	Reply to Muslim’s Greeting	
27			
28		Kalimah of Islam	
29			
30			
31			
32	Dhammatayn Assessment 4: After completion of Dhammatayn	Exam preparation: Revision of all Reception Duas Special focus on correct pronunciation and CLST recitation.	
33			
34			
35			
36	Exam preparation: Revision of Reception syllabus		
37			
38			
39			
40	EOY Examination		
	Trips / Prizes / Reports etc		

¹ Although the waking up Dua will be covered in Level 1, teachers should encourage pupils to recite الحمد لله after waking up.