

Grade Four

Islamic Religious Education Activities Schemes Of Work

Term Two Year _____ School _____

Week	Lsn	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1	1	Pillars Of Iman	Angel and their Duties	<p>b) Explain the significance of belief in angels in life of a Muslim</p> <p>c) Appreciate angels as Allah’s creation as a Pillar of <i>Iman</i>.</p>	<p>1. What are the duties of angels?</p> <p>2. Why did Allah (S.W.T.) create angels?</p>	<p>- In pairs or small groups learners are guided to discuss the significance of angels in their lives.</p> <p>- In pairs or small groups learners are guided to find names of angels from a crossword puzzle.</p> <p>- Learners are guided to sing <i>qasida</i> on angels and their duties from a digital device</p>	Qur’an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	2		Angel and their Duties	<p>b) Explain the significance of belief in angels in life of a Muslim</p> <p>c) Appreciate angels as Allah’s creation as a Pillar of <i>Iman</i>.</p>	<p>1. What are the duties of angels?</p> <p>2. Why did Allah (S.W.T.) create angels?</p>	<p>- In pairs or small groups learners are guided to discuss the significance of angels in their lives.</p> <p>- In pairs or small groups learners are guided to find names of angels from a crossword puzzle.</p> <p>- Learners are guided to sing <i>qasida</i> on angels and their duties from a digital device</p>	Qur’an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

3			<p style="text-align: center;">Prophets mentioned in the QUR'AN</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Mention the twenty five prophets of Allah (S.W.T.) named in the Qur'an as divine messengers.</p> <p>b) Identify the <i>Ulul Azm</i> prophets from among the twenty five prophets of Allah to strengthen their <i>Iman</i>.</p>	<ol style="list-style-type: none"> 1. Who is a prophet? 2. Why were prophets sent to mankind? 3. What virtues do we learn from these prophets? 	<ul style="list-style-type: none"> - Learners identify fellow learners named after prophets. - Learners are guided to name the prophets of Allah in the Qur'an (Q.4:163-165, 6:84-86, 21: 85-88). 	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
2	1		<p style="text-align: center;">Prophets mentioned in the QUR'AN</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Mention the twenty five prophets of Allah (S.W.T.) named in the Qur'an as divine messengers.</p> <p>b) Identify the <i>Ulul Azm</i> prophets from among the twenty five prophets of Allah to strengthen their <i>Iman</i>.</p>	<ol style="list-style-type: none"> 1. Who is a prophet? 2. Why were prophets sent to mankind? 3. What virtues do we learn from these prophets? 	<ul style="list-style-type: none"> - Learners identify fellow learners named after prophets. - Learners are guided to name the prophets of Allah in the Qur'an (Q.4:163-165, 6:84-86, 21: 85-88). 	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
2			<p style="text-align: center;">Prophets mentioned in the QUR'AN</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Mention the twenty five prophets of Allah (S.W.T.) named in the Qur'an as divine messengers.</p> <p>b) Identify the <i>Ulul Azm</i> prophets from among the twenty five prophets of Allah to strengthen their <i>Iman</i>.</p>	<ol style="list-style-type: none"> 1. Who is a prophet? 2. Why were prophets sent to mankind? 3. What virtues do we learn from these prophets? 	<ul style="list-style-type: none"> - Learners select the <i>Ulul Azm</i> Prophets (Q. 46:35, 33:7) from a list of the 25 prophets. - In pairs or small groups learners are guided to discuss the significance of belief in prophets to a Muslim. 	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	

	3		Prophets mentioned in the QUR'AN	<p>c) Explain the significance of belief in prophets in the life of a Muslim.</p> <p>d) Apply the virtues of the prophets of Allah in their daily life.</p> <p>e) Appreciate the belief in the prophets of Allah as a Pillar of <i>Iman</i>.</p>	<ol style="list-style-type: none"> 1. Who is a prophet? 2. Why were prophets sent to mankind? 3. What virtues do we learn from these prophets? 	<p>- Learners select the <i>Ulul Azm</i> Prophets (Q. 46:35, 33:7) from a list of the 25 prophets.</p> <p>- In pairs or small groups learners are guided to discuss the significance of belief in prophets to a Muslim.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>
3	1		Prophets mentioned in the QUR'AN	<p>c) Explain the significance of belief in prophets in the life of a Muslim.</p> <p>d) Apply the virtues of the prophets of Allah in their daily life.</p> <p>e) Appreciate the belief in the prophets of Allah as a Pillar of <i>Iman</i>.</p>	<ol style="list-style-type: none"> 1. Who is a prophet? 2. Why were prophets sent to mankind? 3. What virtues do we learn from these prophets? 	<p>- In pairs or small groups learners are guided to discuss the virtues (patience, kindness, honesty, truthfulness, generosity and obedience) of the prophets.</p> <p>- In pairs or small groups learners are guided to discuss how they apply the virtues of the prophets in their daily life.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>
	2		Prophets mentioned in the QUR'AN	<p>c) Explain the significance of belief in prophets in the life of a Muslim.</p> <p>d) Apply the virtues of the prophets of Allah in their daily life.</p> <p>e) Appreciate the belief in the prophets of Allah as a Pillar of <i>Iman</i>.</p>	<ol style="list-style-type: none"> 1. Who is a prophet? 2. Why were prophets sent to mankind? 3. What virtues do we learn from these prophets? 	<p>- Learners sing <i>Qasida</i> on the 25 prophets.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>

3	Devotional Acts	Twahara (Ritual purity) Types of Najasaat	By the end of the Sub strand, the learner should be able to: a) Outline the types of <i>najasaat</i> (impurities) a Muslim should avoid in order to perform acts of <i>ibadah</i> (worship).	<ol style="list-style-type: none"> 1. What is <i>najasaat</i>? 2. How do you purify <i>najasaat</i>? 3. What items do you use in removing <i>najasaat</i>? 4. Why is it important to remove impurities? 	<p>- Learners are guided to name the different types of <i>najasaat</i> (<i>mukhaffafah</i> or light, <i>mutawassitah</i> or medium, and <i>mughalladha</i> or heavy).</p>	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
4	1	Twahara (Ritual purity) Types of Najasaat	<p>b) Demonstrate appropriate ways of removing <i>najasaat</i> (impurities) for the purpose of purification.</p> <p>c) Appreciate maintenance of ritual cleanliness as a condition for <i>ibadah</i>.</p>	<ol style="list-style-type: none"> 1. What is <i>najasaat</i>? 2. How do you purify <i>najasaat</i>? 3. What items do you use in removing <i>najasaat</i>? 4. Why is it important to remove impurities? 	<p>- Learners in pairs or small groups discuss items used in the purification of <i>najasaat</i>.</p> <p>- In pairs or small groups learners role play how to purify different <i>najasaat</i>.</p>	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	2	Twahara (Ritual purity) Types of Najasaat	<p>b) Demonstrate appropriate ways of removing <i>najasaat</i> (impurities) for the purpose of purification.</p> <p>c) Appreciate maintenance of ritual cleanliness as a condition for <i>ibadah</i>.</p>	<ol style="list-style-type: none"> 1. What is <i>najasaat</i>? 2. How do you purify <i>najasaat</i>? 3. What items do you use in removing <i>najasaat</i>? 4. Why is it important to remove impurities? 	<p>- In pairs or small groups learners role play how to purify different <i>najasaat</i>.</p> <p>- Learners in groups discuss the importance of ritual cleanliness in the life of a Muslim.</p>	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

3			<p><i>Wudhu</i> (Ablution)</p> <ul style="list-style-type: none"> • Nullifiers of <i>wudhu</i> • Significance of <i>wudhu</i> 	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Discuss the nullifiers of <i>wudhu</i> (Ablution) so as to maintain a state of ritual purity.</p> <p>b) Explain the significance of <i>wudhu</i> in the life of a Muslim.</p> <p>c) Appreciate the need to be in a state of purity as a condition for <i>ibadah</i>.</p>	<ol style="list-style-type: none"> 1. What nullifies <i>wudhu</i>? 2. Why is it important to be in a state of <i>wudhu</i>? 3. When is it recommended to be in a state of <i>wudhu</i>? 	<p>- Learners are guided to search for nullifiers of <i>wudhu</i> (Ablution) using digital devices/from resource persons/books.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
5	1		<p><i>Wudhu</i> (Ablution)</p> <ul style="list-style-type: none"> • Nullifiers of <i>wudhu</i> • Significance of <i>wudhu</i> 	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Discuss the nullifiers of <i>wudhu</i> (Ablution) so as to maintain a state of ritual purity.</p> <p>b) Explain the significance of <i>wudhu</i> in the life of a Muslim.</p> <p>c) Appreciate the need to be in a state of purity as a condition for <i>ibadah</i>.</p>	<ol style="list-style-type: none"> 1. What nullifies <i>wudhu</i>? 2. Why is it important to be in a state of <i>wudhu</i>? 3. When is it recommended to be in a state of <i>wudhu</i>? 	<p>- Learners are guided to search for nullifiers of <i>wudhu</i> (Ablution) using digital devices/from resource persons/books.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	

2			<p><i>Wudhu</i> (Ablution)</p> <ul style="list-style-type: none"> • Nullifiers of <i>wudhu</i> • Significance of <i>wudhu</i> 	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Discuss the nullifiers of <i>wudhu</i> (Ablution) so as to maintain a state of ritual purity.</p> <p>b) Explain the significance of <i>wudhu</i> in the life of a Muslim.</p> <p>c) Appreciate the need to be in a state of purity as a condition for <i>ibadah</i>.</p>	<ol style="list-style-type: none"> 1. What nullifies <i>wudhu</i>? 2. Why is it important to be in a state of <i>wudhu</i>? 3. When is it recommended to be in a state of <i>wudhu</i>? 	<p>- Learners in pairs or groups discuss the importance of maintaining <i>wudhu</i>.</p> <p>- Learners are guide to discuss times recommended to be in a state of <i>wudhu</i>.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
3			<p>Conditions for <i>Swalah</i></p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) State the conditions for <i>Swalah</i> as a requirement for its validity</p> <p>b) Demonstrate the observable conditions for <i>swalah</i> in his/her daily life.</p> <p>c) Appreciate the need for observing the condition for <i>swalah</i> for its validity.</p>	<ol style="list-style-type: none"> 1. What do you do before praying? 2. How would you identify time for <i>swalah</i> and direction of <i>Qibla</i>? 3. How do you dress for prayers? 4. Why should a Muslim observe the conditions for prayers? 	<p>- Learners are guided to mention the 9 conditions for <i>swalah</i>.</p> <p>- Learners role play some of the conditions for <i>swalah</i> such as <i>wudhu</i>, appropriate dress, facing <i>Qibla</i>.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	

6	1		<p>Conditions for Swalah</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) State the conditions for <i>Swalah</i> as a requirement for its validity</p> <p>b) Demonstrate the observable conditions for <i>swalah</i> in his/her daily life.</p> <p>c) Appreciate the need for observing the condition for <i>swalah</i> for its validity.</p>	<ol style="list-style-type: none"> 1. What do you do before praying? 2. How would you identify time for <i>swalah</i> and direction of <i>Qibla</i>? 3. How do you dress for prayers? 4. Why should a Muslim observe the conditions for prayers? 	<p>- Learners are guided to mention the 9 conditions for <i>swalah</i>.</p> <p>- Learners role play some of the conditions for <i>swalah</i> such as <i>wudhu</i>, appropriate dress, facing <i>Qibla</i>.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
	2		<p>Conditions for Swalah</p>	<p>b) Demonstrate the observable conditions for <i>swalah</i> in his/her daily life.</p> <p>c) Appreciate the need for observing the condition for <i>swalah</i> for its validity.</p>	<ol style="list-style-type: none"> 1. What do you do before praying? 2. How would you identify time for <i>swalah</i> and direction of <i>Qibla</i>? 3. How do you dress for prayers? 4. Why should a Muslim observe the conditions for prayers? 	<p>- Learners in pairs or groups discuss the conditions for prayers.</p> <p>- Learners are guided to use digital devices in identifying times for <i>swalah</i> and direction of <i>Qibla</i>.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
	3		<p>Pillars of Swalah</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Explain the pillars of <i>swalah</i> as a requirement for its validity.</p> <p>b) Apply the pillars of <i>swalah</i> correctly in daily prayers.</p>	<ol style="list-style-type: none"> 1. What do you do when praying? 2. What do you recite when praying? 3. Which postures are performed in prayers? 	<p>- Learners are guided in groups to discuss the pillars of <i>swalah</i>.</p> <p>- Learners role play the pillars of <i>swalah</i></p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	

7	1		Pillars of Swalah	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Explain the pillars of <i>swalah</i> as a requirement for its validity.</p> <p>b) Apply the pillars of <i>swalah</i> correctly in daily prayers.</p>	<ol style="list-style-type: none"> 1. What do you do when praying? 2. What do you recite when praying? 3. Which postures are performed in prayers? 	<p>- Learners are guided in groups to discuss the pillars of <i>swalah</i>.</p> <p>- Learners role play the pillars of <i>swalah</i></p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
	2		Pillars of Swalah	<p>b) Apply the pillars of <i>swalah</i> correctly in daily prayers.</p> <p>c) Appreciate the need for observing the pillars of <i>swalah</i> by emulating the Sunnah of the Prophet (S.A.W.).</p>	<ol style="list-style-type: none"> 1. What do you do when praying? 2. What do you recite when praying? 3. Which postures are performed in prayers? 	<p>- Learners are guided in watching pillars of <i>swalah</i> on digital devices.</p> <p>- Learners in groups demonstrate the pillars of <i>swalah</i>.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
	3		Pillars of Swalah	<p>b) Apply the pillars of <i>swalah</i> correctly in daily prayers.</p> <p>c) Appreciate the need for observing the pillars of <i>swalah</i> by emulating the Sunnah of the Prophet (S.A.W.).</p>	<ol style="list-style-type: none"> 1. What do you do when praying? 2. What do you recite when praying? 3. Which postures are performed in prayers? 	<p>- Learners are guided in watching pillars of <i>swalah</i> on digital devices.</p> <p>- Learners in groups demonstrate the pillars of <i>swalah</i>.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
8	1	AKHLAQ (MORAL VALUES)	Virtues: Kindness to Allah's creation	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Mention Allah's creatures in his/her environment.</p> <p>b) Explain the significance of showing kindness to Allah's creatures in the environment.</p>	<ol style="list-style-type: none"> 1. What are some of Allah's creatures in your environment? 2. Why should you be kind to Allah's creatures? 3. How can you show kindness to Allah's creatures? 	<p>- Learners are guided to mention creatures of Allah (S.W.T.) in their environment.</p> <p>- In pairs or in groups learners are guided to discuss the significance of being kind to Allah's creatures.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	

	2		Virtues: Kindness to Allah's creation	c) Demonstrate ways through which he/she can show kindness to Allah's creatures as an act of <i>ibadah</i> . d) Appreciate Allah's creatures by being kind to them.	1. What are some of Allah's creatures in your environment? 2. Why should you be kind to Allah's creatures? 3. How can you show kindness to Allah's creatures?	- Learners are guided on how to care for Allah's creatures. - Learners are guided to watch digital devices/charts/photos appropriate ways of caring for Allah's creatures (animals/insects/plants/fish).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		Virtues: Kindness to Allah's creation	c) Demonstrate ways through which he/she can show kindness to Allah's creatures as an act of <i>ibadah</i> . d) Appreciate Allah's creatures by being kind to them.	1. What are some of Allah's creatures in your environment? 2. Why should you be kind to Allah's creatures? 3. How can you show kindness to Allah's creatures?	- Learners are guided to watch digital devices/charts/photos appropriate ways of caring for Allah's creatures (animals/insects/plants/fish). - Learners are guided to dramatize ways of showing kindness to Allah's creatures.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
9	1		Islamic manners of Dressing	By the end of the Sub strand, the learner should be able to: a) Explain appropriate code of dress as per the teachings of Islam. b) Practise Islamic manners of dress as an act of <i>ibadah</i> .	1. How should a Muslim dress? 2. What is the importance of the Islamic code of dress? 3. What are some of the dressing trends that should be avoided by a Muslim?	- Learners are guided to identify features of the Islamic code /manners of dress.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	2		Islamic manners of Dressing		1. How should a Muslim dress? 2. What is the importance of the Islamic code of dress? 3. What are some of the dressing trends that should be avoided by a Muslim?	- Learners are guided to watch digital devices, observe charts/photos of different types of dresses and identify appropriate Islamic ones.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

	3		<p>Islamic manners of Dressing</p> <p>b) Practise Islamic manners of dress as an act of <i>ibadah</i>.</p> <p>c) Discuss the significance of Islamic code of dress to enhance character formation.</p> <p>c) Appreciate Islamic code of dress as a means of earning rewards from Allah.</p>	<ol style="list-style-type: none"> 1. How should a Muslim dress? 2. What is the importance of the Islamic code of dress? 3. What are some of the dressing trends that should be avoided by a Muslim? 	<p>- In pairs or in groups learners are guided to discuss the significance of the Islamic code of dress.</p> <p>- Learners model Islamic dress.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>
10	1		<p>Positive usage of media</p> <p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Identify types of media in his/her environment to create awareness on various sources of information.</p> <p>b) Explain the positive use of media for Islamic character building.</p>	<ol style="list-style-type: none"> 1. What do you use media for? 2. How do you use media while observing Islamic teachings? 3. What should a Muslim avoid when using media? 4. How can you use media positively? 	<p>- Learners are guided to identify different types of media in their environment (print media, TV, movies, phones, laptops/desktops, videogames, PlayStation, Internet).</p> <p>- Learners are guided to watch videos on positive use of media.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>
	2		<p>Positive usage of media</p> <p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Identify types of media in his/her environment to create awareness on various sources of information.</p> <p>b) Explain the positive use of media for Islamic character building.</p>	<ol style="list-style-type: none"> 1. What do you use media for? 2. How do you use media while observing Islamic teachings? 3. What should a Muslim avoid when using media? 4. How can you use media positively? 	<p>- Learners are guided to identify different types of media in their environment (print media, TV, movies, phones, laptops/desktops, videogames, PlayStation, Internet).</p> <p>- Learners are guided to watch videos on positive use of media.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>

	3		Positive usage of media	<p>b) Explain the positive use of media for Islamic character building.</p> <p>c) Observe Islamic ethics while using media in day-to-day life.</p> <p>d) Appreciate media as a gift from Allah (S.W.T.) by using them appropriately.</p>	<p>1. What do you use media for?</p> <p>2. How do you use media while observing Islamic teachings?</p> <p>3. What should a Muslim avoid when using media?</p> <p>4. How can you use media positively?</p>	<p>- Learners are guided to discuss Islamic teachings governing the use of media.</p> <p>- In pairs or in groups learners are guided to discuss the positive and negative uses of media.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
11	1		Positive usage of media	<p>b) Explain the positive use of media for Islamic character building.</p> <p>c) Observe Islamic ethics while using media in day-to-day life.</p> <p>d) Appreciate media as a gift from Allah (S.W.T.) by using them appropriately.</p>	<p>1. What do you use media for?</p> <p>2. How do you use media while observing Islamic teachings?</p> <p>3. What should a Muslim avoid when using media?</p> <p>4. How can you use media positively?</p>	<p>- Learners are guided to discuss Islamic teachings governing the use of media.</p> <p>- In pairs or in groups learners are guided to discuss the positive and negative uses of media.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
	2		Vices: Evils of Begging	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Identify categories of people who deserve assistance in the society.</p> <p>b) Explain the evils of begging as a mean of fostering a work ethic.</p>	<p>1. Why do people beg?</p> <p>2. Why is begging discouraged?</p> <p>3. What can you do to avoid begging?</p>	<p>- Learners are guided to identify categories of people deserving support (i.e. debtors, those who loose property through disaster, those acknowledged as destitute).</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	

3		Vices: Evils of Begging	<p>b) Explain the evils of begging as a mean of fostering a work ethic.</p> <p>c) Appreciate work as an act of <i>ibadah</i> and a means of eradicating poverty.</p> <p>d) Identify ways of earning income while observing Islamic etiquettes.</p>	<hr/> <p>1. Why do people beg?</p> <p>2. Why is begging discouraged?</p> <p>3. What can you do to avoid begging?</p>	<p>- Learners are guided to discuss evils of begging according to the teachings of Islam.</p> <p>- In pairs or in groups learners are guided to discuss the importance of work as a means of discouraging begging.</p> <p>- Learners are guided to discuss ways of generating income.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
12	1	Vices: Evils of Begging	<p>b) Explain the evils of begging as a mean of fostering a work ethic.</p> <p>c) Appreciate work as an act of <i>ibadah</i> and a means of eradicating poverty.</p> <p>d) Identify ways of earning income while observing Islamic etiquettes.</p>	<hr/> <p>1. Why do people beg?</p> <p>2. Why is begging discouraged?</p> <p>3. What can you do to avoid begging?</p>	<p>- Learners are guided to discuss evils of begging according to the teachings of Islam.</p> <p>- In pairs or in groups learners are guided to discuss the importance of work as a means of discouraging begging.</p> <p>- Learners are guided to discuss ways of generating income.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
2		Dua : (supplication) Leaving and entering the House	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Recite the <i>dua</i> to seek Allah's protection.</p> <p>b) Use the <i>dua</i> in his/her day-to-day life when leaving and entering the house.</p>	<p>1. What did you recite when you left home for school?</p> <p>2. What do you recite when entering home from school?</p> <p>3. Why do you recite the <i>dua</i> when leaving and entering the house?</p>	<p>- Learners are guided to recite from a digital device/chart the <i>dua</i>: "<i>In the name of Allah we enter, in the name of Allah we leave, and upon our lord we depend</i>".</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	

	3		<p>Dua : (supplication) Leaving and entering the House</p>	<p>b) Use the <i>dua</i> in his/her day-to-day life when leaving and entering the house.</p> <p>c) Appreciate the importance of using the <i>dua</i> to get protection from Allah (S.W.T.).</p>	<p>1. What did you recite when you left home for school?</p> <p>2. What do you recite when entering home from school?</p> <p>3. Why do you recite the <i>dua</i> when leaving and entering the house?</p>	<p>- In pairs or in groups learners are guided to practice saying the <i>dua</i>.</p> <p>- In small groups learners are guided to discuss the importance of using the <i>dua</i>.</p> <p>- Learners role play the <i>dua</i> on leaving and entering homes.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>
13	1	MUAMALAAT	<p>Obligations of Parents to children</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) Discuss the obligations of parents to their children.</p> <p>b) Demonstrate ways in which parents can fulfil their obligations to their children.</p>	<p>1. Whom do you stay with at home?</p> <p>2. What are some of the things parents do for their children?</p> <p>3. why is it important for parents to fulfil their obligation towards their children</p>	<p>- Learners are guided to discuss the obligation of parents to their children.</p> <p>-In pairs or small groups learners are guided to discuss parents' obligations towards their children.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>
	2		<p>Obligations of Parents to children</p>	<p>b) Demonstrate ways in which parents can fulfil their obligations to their children.</p> <p>c) Discuss the importance of parents fulfilling their obligations towards their children</p> <p>d) Appreciate love and care given to them by their parents by being obedient.</p>	<p>1. Whom do you stay with at home?</p> <p>2. What are some of the things parents do for their children?</p> <p>3. why is it important for parents to fulfil their obligation towards their children</p>	<p>- Learners in groups role play the obligations of parents to their children.</p> <p>- Learners in pairs or groups are guided to discuss the importance of parents fulfilling their obligations towards their children.</p> <p>- Learners to watch digital devices on the roles of parents to their children.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>

3			<p>Obligations of Parents to children</p>	<p>b) Demonstrate ways in which parents can fulfil their obligations to their children.</p> <p>c) Discuss the importance of parents fulfilling their obligations towards their children</p> <p>d) Appreciate love and care given to them by their parents by being obedient.</p>	<p>1. Whom do you stay with at home?</p> <p>2. What are some of the things parents do for their children?</p> <p>3. why is it important for parents to fulfil their obligation towards their children</p>	<p>- Learners in groups role play the obligations of parents to their children.</p> <p>- Learners in pairs or groups are guided to discuss the importance of parents fulfilling their obligations towards their children.</p> <p>- Learners to watch digital devices on the roles of parents to their children.</p>	<p>Qur'an, Course books, Digital devices, Charts, praying mats</p>	<p>Portfolio, Oral assessment checklist, Observation schedule.</p>	
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14		End Term/Exams							
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