

Curriculum design IRE

Grade one

Essence Statement

Kenya is a state where people subscribe to various religions. The constitution advocates for development of values. Religious Education is one of the ways to inculcate these values in learners.

Islamic Religious education activities aim at equipping the learner with knowledge, skills, values and psychosocial competences that assist them grow up socially, emotionally and spiritually as balanced persons. It helps the learner acquire the values of sharing, care, respect, love, obedience, empathy, kindness, being considerate, being social, helping those in need and the ability to distinguish between right and wrong.

General Learning Outcomes

By the end of Early Years Education, the learner should be able to:

- a. Recite, read and write selected Surah/chapter of the Qur'an
- b. Demonstrate love, appreciation and awareness of Allah (SWT) and His creation
- c. Demonstrate love and appreciation for the Prophet Muhammad (S.A.W)
- d. Practice Islamic etiquettes for social relations
- e. Perform acts of worship correctly
- f. Apply creativity and critical thinking skills in problem solving
- g. Explore the immediate environment while observing Islamic teachings
- h. Co-exist harmoniously with people of other faith and of different cultural backgrounds.
- i. Practice hygiene and observe nutrition and safety, guided by Islamic principles.

Term One

Strand	Sub-Stran	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 QUR'AN	1.1 Arabic Alphabet (10 lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <p>a. Pronounce the Arabic sounds correctly for proper recitation of the Qur'an</p> <p>b. Identify alphabet for reading readiness c) read simple Arabic words for readiness in reciting the Qur'an</p> <p>c. Write Arabic letters for writing readiness from right to left</p> <p>d. E) appreciate proper articulation</p>	<ul style="list-style-type: none"> • Learners listen to pronunciation of Arabic letter sounds • Learners practice the pronunciation of Arabic letter sounds. • Learners pick Arabic letters from a pool of flash cards for identification. • Learners are introduced to simple Arabic words • Organize learners in groups or pairs to form and read simple Arabic words • Learners group Arabic letters according to their shapes • Learners are guided on how to arrange Arabic alphabet in 	<p>1. Why do we learn the Arabic Alphabet?</p> <p>2. How do you pronounce?</p> <p>ب</p> <p>3. How do you read?</p> <p>ب ر ،</p> <p>4. Which letters are in?</p> <p>، ب ر ،</p>
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration • Critical thinking and problem solving • Citizenship • Learning to learn Imagination and creativity 				
<p>Link to PCIs: life skills: Skills of knowing and living with others; effective communication - respond to simple verbal and non- verbal instructions promptly.</p>			<p>Link to values: love, unity</p>	
<p>Links to other subjects : Languages, Literacy, Mathematical activities</p>			<p>Suggested community service learning activities: singing the alphabet aloud with siblings and other</p>	

Suggested non formal activity to support learning: attending madrasa after school to learn alphabet.	Suggested assessment: Oral questions, portfolio, and observation
Suggested Learning Resources: Flash cards, Juzuu, pocket boards and Cds	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly identifies	Correctly identifies Arabic alphabet	Identifies Arabic alphabet with difficulties	Identifies some Arabic alphabet
Consistently and correctly, pronounces	Correctly pronounces Arabic sounds	ronounces Arabic sounds with difficulties	Pronounces some Arabic sounds with difficulties
Consistently and correctly reads simple Arabic words	correctly reads simple Arabic words	Reads simple Arabic words with difficulties	Reads some simple Arabic words with difficulties
Consistently and correctly writes simple Arabic words from right to left	correctly writes simple Arabic words from right to left	writes simple Arabic words with difficulties from right to left	writes some simple Arabic words with difficulties from right to left

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)
	1.2 Selected Surah Al-Fatiha An-Nas	By the end of the sub-strand the learner should be able to: a. Recite the selected surah correctly for spiritual	<ul style="list-style-type: none"> ● Share copies of the Qur'an with the learners. ● Discuss with the learners manners of handling the Qur'an. ● Learners through Audio Visual materials 	1. When is surah Al-Fatiha recited? 2. When is surah An- Nas

		b. Use the selected surah in swalah c. Handle the Qur'an with care and respect d) appreciate the importance of reciting the selected surah to get blessings	Nas. <ul style="list-style-type: none"> Learners as a class, groups, pairs, or individual recite the selected surah. Learners observe and count verses of surah Al- Fatiha and An-Nas displayed 	Qur'an recited? 4. Where is the Qur'an kept?
Core-Competences to be developed: Communication and collaboration, Imagination and creativity, Digital literacy, Learning to learn.				
Link to PCIs: life skills: Skills of knowing and living with others; effective communication - respond to simple verbal and non-verbal instructions promptly.			Link to values: Love, Respect, Peace	
Links to other subjects : Language Activities; Mathematical Activities; Literacy			Suggested Community Service Learning activities: Recite Surah Al- Fatiha and Surah An-Nas to elder siblings for confirmation and memorization.	
Suggested Non formal Activity to support learning: Participate in Qur'an recitation competition, attend madrasa after school to learn Qur'an			Suggested assessment: Oral questions, observation	
Suggested Learning Resources: Flash cards, Cds, Juzuu				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly recites the selected surah	Correctly recites the selected surah	Recites part of the selected surah	Recites the selected surah with difficulties.
Always handles the Qur'an carefully and	Handles the Qur'an carefully and respectfully	Sometimes handles the Qur'an respectfully	Rarely handles the Qur'an respectfully

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry
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				question(s)
2.0 PILLARS OF IMAN	2.1.1 Belief in Allah Al-Khaaliq Ar-Razaq 2.1.2 Belief in Angels (8 Lessons)	By the end of the sub-strand the learner should be able to: a. Identify Allah’s creation in the immediate environment to strengthen their <i>Iman</i> . b. Appreciate the use of Allah’s creation in life c. Appreciate the existence of Angels as part of Allah’s creation.	<ul style="list-style-type: none"> • Learners name the pillars of Iman. • Learners are engaged in discussion on the belief in Allah and His Angels. • Learners observe and feel the creation of Allah outside the classroom. • Learners are shown pictures/videos of Allah’s creation • Learners discuss in pairs or small groups about Allah’s creation. • Learners sing or listen to songs, poems and <i>qasida</i> related to Allah’s creation. 	1. Who created you? 2. What else has Allah (SWT) created? 3. How do you benefit from Allah’s creation?
Core Competences to be developed: Communication and collaboration; Creativity and Imagination; Learning to learn; Digital literacy, Movement and creativity.				
Link to PCIs: Citizenship; Social Cohesion.			Link to Values: Respect, Love, Responsibility	
Links to other subjects: Language activities; movement and creative activities; environmental Activities			Suggested Community Service Learning activities: participation in environmental conservation activities e.g. watering flowers, cleaning the home compound	
Suggested Non formal Activity to support learning: Tree planting in school and community as a means of taking care of			Suggested assessment: Oral questions, portfolio, and observation	
Suggested Learning Resources: plants, animals, crayons, papers, paint, brushes, water and pictures.				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly identifies	Correctly identifies Allah's creation	Sometimes identifies Allah's creation	Difficulties in identifying Allah's creation
Consistently and correctly names the pillars of Iman in	Correctly names the pillars of Iman.	Names the pillars of Iman.	Names some of the pillars of Iman.
Consistently and correctly names angels	Correctly names angels	Names angels.	Names angels. Names some

Second Term

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)
3.0 SIIRAH (Life of Prophet S.A.W)	3.1 Birth of Prophet Muhammad (S.A.W) (8 Lessons)	By the end of the sub-strand the learner should be able to: a) Narrate the event of the birth of the Prophet (S.A.W) b) Identify the name given to the Prophet (S.A.W) at birth. c) Appreciate Makka, the birth place of the Prophet as the holy city of Muslims	<ul style="list-style-type: none"> • Learners are guided to name the date, month and year of birth of the Prophet (SAW) • Learners are guided to name the place of birth of the Prophet (SAW) • Learners listen to the story about the events of the Amul fill (the elephant year) • Learners are guided to draw and colour the Kaaba, elephant and birds • Learners pick out the name of the Prophet (S.A.W) from a set of flash cards 	<ol style="list-style-type: none"> 1. When was the prophet born? 2. Where was the Prophet (S.A.W.) born? 3. What name was the Prophet (S.A.W.) given at birth? 4. What events took place during

or recite poems on the Prophet (S.A.W)

- Learners to name the Prophet's parents

(S.A.W)?

Core-Competences to be developed: Communication and collaboration, Imagination and creativity

Link to PCIs: life skills, self awareness, inter personal relationship in activities

Links to other subjects: Language activities; Movement and creative activities

Suggested Non formal Activity to support learning: Narrating the event of the birth of the Prophet (S.A.W) to other siblings and family members

Link to values: love, honesty, unity, integrity.

Suggested community service learning activities: Singing *qasida* in praise of the Prophet during ceremonies

Suggested assessment: Oral questions, portfolio, and observation

Suggested Learning Resources: Flash cards.

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Correctly and confidently names the date, month, year and place of birth of the	Correctly names the date, month, year and place of birth of the Prophet (S.A.W)	Names the date, year and place of birth of the Prophet (S.A.W)	Names the year and place of birth of the Prophet (S.A.W)
Consistently and correctly identifies the name of the prophet from a pool of flash	Correctly identifies the name of the prophet from a pool of flash cards	Identifies the name of the prophet from a pool of flash cards	Identifies the name of the prophet from a pool of flash cards with difficulties.
Logically narrates the events of the Amul fiil	Narrates the events of the Amul fiil	Narrates some of the events of the Amul fiil	Has difficulty in narrating the events of the Amul fiil

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)

4.0 HADITH	4.1 Hadith on: <ul style="list-style-type: none"> Obedience (5 Lessons) 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> Recite the selected Hadith to show obedience to parents Practice obedience in their day to day life to follow the orders of Allah Appreciate the importance of the Hadith in shaping the life of an individual. 	<ul style="list-style-type: none"> Learners listen to different stories on obedience. Learners are guided to give instances where obedience is practiced in their daily life. Learners as a class, groups, pairs, or individuals recite the Hadith on obedience ‘Allah’s pleasure is in parents’ pleasure and Allah anger is in parents’ anger” Organize learners in groups or pairs to name activities that show obedience Learners read Hadith on obedience 	<ol style="list-style-type: none"> What is obedience? What do you do to please Allah? How do you show obedience to different people (peers, teachers, parents, elders etc)?
Core Competences to be developed: Communication and collaboration; Creativity and imagination; Learning to learn				
Link to PCIs: Life skills: inter personal relationship, Citizenship, social cohesion, Learner support programmes, peer education and learning to live together.			Link to values: love, unity, respect	
Links to other subjects : Language and environment activities			Suggested community service learning activities: Learners to carry out light household chores and help the parents.	
Suggested non formal activity to support learning: Learners to discuss with parents and other siblings the meaning/teachings of the Hadith			Suggested assessment: Oral questions, portfolio, and observation	
Suggested Learning Resources: Charts, hadith book.				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
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Confidently and correctly recites the selected hadith.	Correctly recites the selected hadith.	Occasionally recites the selected hadith.	Rarely recites the selected hadith.
Always demonstrates obedience in and out of the class.	Demonstrates obedience in and out of the class.	Demonstrates obedience in given situations.	Rarely demonstrates obedience

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)
	4.2 Hadith on: <ul style="list-style-type: none"> Cleanliness (5 Lessons) 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> Recite the selected Hadith on cleanliness as an act of worship. Maintain personal hygiene for healthy living. Practice cleanliness in their day to day life as an act of <i>ibadah</i>. Appreciate the importance of cleanliness as part of 	<ul style="list-style-type: none"> Learners are guided to discuss cleanliness and its importance (body, clothes, environment) Learners as a class, groups, pairs, or individuals recite the Hadith on cleanliness ‘Cleanliness is part of faith...’ Organise learners in class, groups or pairs, to discuss the teachings of the Hadith. Learners to read the Hadith on cleanliness displayed on chart for 	<ol style="list-style-type: none"> How do you maintain cleanliness? When do we wash our hands? Why do you clean your school compound everyday.

Core Competences to be developed: Communication and collaboration; Digital Literacy, Creativity and imagination; Learning to learn

Link to PCIs: Health education: personal hygiene,

Link to Values: responsibility, unity

Links to other subjects : Language activities, hygiene and nutrition activities, environmental activities

Suggested Community Service Learning activities:
Learners to perform light cleanliness activities at home

Suggested Non formal Activity to support learning:
Learners to collect rubbish in the school compound

Suggested assessment: Oral questions, portfolio, and observation

Suggested Learning Resources: Charts, soap, water, dustbin

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Confidently and correctly recites the selected hadith.	Correctly recites the selected hadith.	Occasionally recites the selected hadith.	Rarely recites the selected hadith.
Always maintains personal hygiene	Maintains personal hygiene	Sometimes maintains personal hygiene	Rarely maintains personal hygiene
Confidently and correctly practices the teachings of the Hadith on cleanliness	Correctly practices the teachings of the Hadith on cleanliness	Sometimes practices the teachings of the Hadith on cleanliness.	rarely practices the teachings of the Hadith on cleanliness.

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)
5.0 DEVOTIONAL ACTS	5.1 Pillars of Islam Shahada (5 Lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <p>a. Recite the five pillars of Islam to strengthen their faith</p> <p>b. Pronounce the <i>Shahadah</i> as an act of <i>ibadah</i></p> <p>c. Appreciate the importance of <i>Shahadah</i> as a basic principle of Islam.</p>	<ul style="list-style-type: none"> • Learners to name the five pillars of Islam in sequence • Learners to sing songs or poems on the pillars of Islam/shahada • Learners to arrange pillars of Islam on flash cards in their sequence • Learners in pairs or groups to recite the <i>shahad</i> • Learners to give occasions when the <i>Shahada</i> is said. 	<p>1. What are the five pillars of Islam?</p> <p>2. How do you pronounce the shahada?</p> <p>3. When do we say the</p>
Core Competences to be developed: Communication and collaboration; Creativity and imagination; Learning to learn				
Link to PCIs: life skills: self-awareness, inter personal relationship Citizenship, ethnic and racial relations			Link to values: Love, respect, obedience, unity	
Links to other subjects : Language activities, Mathematical activities			Suggested community service	
Suggested Non formal Activity to support learning: attend the			Suggested assessment: Oral questions, portfolio, and	

after school to learn Shahada	
Suggested Learning Resources: Flash cards, chart.	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly names the five pillars of Islam in their sequence	Correctly names the five pillars of Islam in their sequence	Names five pillars of Islam	Names some pillars of Islam
Correctly recites shahada and occasions when it is	Recites the shahada and occasions when it is said.	Correctly recites the shahada	Recites the shahada

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)
6.0 MORAL TEACHING	6.1 Islamic	By the end of the sub-strand the learner should be able to:	<ul style="list-style-type: none"> • Learners recite the Islamic greetings • Learners are guided in pairs or small 	1. What do you do when you

S	6.1.1 Greetings (Manners of greetings) (4 Lessons)	a. Use the Islamic greetings in their daily lives to inculcate the spirit of love b. Identify Islamic etiquettes on greetings to inculcate the culture of greeting in Islam c. Appreciate the use of Islamic greetings to attain	to listen to the manners of Islamic greetings from a Cd. • Learners in pairs , small groups or as a whole class practice Islamic greetings • Learners to read words of Islamic greetings displayed on a chart • Learners to salute and respond to	your friend? 2. What is the Islamic way of greeting people? 3. Why should we use Islamic gretings?
Core Competences to be developed: Communication and collaboration ; learning to learn; Creativity and imagination				
Link to PCIs: life skills: self-awareness, inter personal relationship Citizenship, peace, Social cohesion			Link to Values: Love, respect, unity, peace	
Links to other subjects : Language activities, Environmental activities			Suggested Community Service Learning activities: Demonstrate a habit of greeting members of the society using the correct Islamic greetings.	
Suggested Non formal Activity to support learning: Learner greeting all those they meet outside the school compound.			Suggested assessment: Oral questions and observation	
Suggested Learning Resources: charts, pocket boards, Cds				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Fluently and confidently says the Islamic greetings	fluently says the Islamic greetings	Says the Islamic greetings	Says the Islamic greetings with difficulty
Always uses the correct manners of Islamic greetings.	Always uses the correct manners of Islamic greetings	Sometimes uses the correct manners of Islamic	Rarely uses the correct manners of Islamic greetings.

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)
	6.1.2 Manners of eating (10 Lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) recite the prescribed <i>dua</i> before eating, to seek the blessings of Allah and after eating to thank Allah.</p> <p>b) practise Islamic manners of eating as per the teachings of the Prophet (S.A.W)</p> <p>c) appreciate the use of Islamic</p>	<p>Learners to be guided to view Islamic manners of eating through pictures or audio visual materials</p> <p>Learners to be guided to practice Islamic manners of eating (washing hands, Say <i>Bismillah</i>, use of right, eating what is before you and say Alhamdullillahi after eating)</p> <p>Learners to demonstrate manners of eating through role play</p>	<p>1. What do you do before eating?</p> <p>2. Which hand do you use when eating?</p> <p>3. What do you do during eating?</p> <p>4. What do you do</p>
Core Competences to be developed: Communication and collaboration, Creativity and imagination, learning to learn.				
Link to PCIs: life skills: self-awareness, self esteem, effective communication			Link to Values: Love, respect, unity	
Links to other activity areas: Language activities,			Suggested Community Service Learning activities: Practise Islamic phrases while interacting with other members of the society	
Suggested Non formal Activity to support learning: Use Islamic phrases appropriately at their free time.			Suggested assessment: Oral questions and observation	
Suggested Learning Resources: charts, computer, projector, flashcards.				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Correctly recites and uses the given Islamic phrases appropriately.	Correctly recites and uses the given Islamic phrases.	Recites and uses the given Islamic phrases.	Recites the given Islamic phrases.

Term Three

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)
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6.1.3 Islamic phrases (4 Lessons)		<p>By the end of the sub-strand the learner should be able to:</p> <p>a. Identify situations when the selected Islamic phrases are used</p> <p>b. Use the selected Islamic phrases correctly in their daily lives</p> <p>c. Appreciate the importance of using the selected Islamic phrases in their daily lives</p>	<ul style="list-style-type: none"> Engage the learners in pronouncing the selected phrases. Learners in pairs, small groups or as a whole class practice Islamic phrases . (<i>Jazakallah khayr, Ma sha Allah Allah and In sha Allah</i>) Learners to read Islamic phrases projected on the wall. Learners practice Islamic phrases through role play. 	<p>1. What do you say when someone helps you with a pen?</p> <p>2. When do you use this Islamic phrase? , <i>Ma sha Allah</i></p> <p>3. What do you say when you want to do something in</p>
<p>Core Competences to be developed: Communication and collaboration, Creativity and imagination, learning to learn.</p>				
<p>Link to PCIs: life skills: self-awareness, self esteem, effective communication</p>			<p>Link to Values: Love, respect, unity</p>	
<p>Links to other activity areas: Language activities,</p>			<p>Suggested Community Service Learning activities: Practise Islamic phrases while interacting with other members of the</p>	
<p>Suggested Non formal Activity to support learning: Use Islamic phrases appropriately at their free time.</p>			<p>Suggested assessment: Oral questions and observation</p>	
<p>Suggested Learning Resources: charts, computer, projector, flashcards.</p>				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
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Correctly recites and uses the given Islamic phrases appropriately.	Correctly recites and uses the given Islamic phrases.	Recites and uses the given Islamic phrases.	Recites the given Islamic phrases.
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Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)
	6.2 Relationship 6.2.1 Love for Allah (4 Lessons)	By the end of the sub-strand the learner should be able to: a. Identify the bounties of Allah in the immediate environment to enhance love for Allah. b. Utilize the bounties of Allah appropriately to earn His blessings. c. Appreciate the bounties of Allah as a sign of love to mankind.	<ul style="list-style-type: none"> • Learners are organized in pairs, small groups or class to name some favours of Allah on them • Learners carry out simple activities using their hands, legs and eyes to reflect on the bounties of the body parts. • Learners listen/sing <i>qasida</i> and recite poems on Allah's favours. • Learners draw and colour, trees, animals as part of creation of Allah from the immediate environment. 	<ol style="list-style-type: none"> 1. What are the bounties of Allah bestowed upon you? 2. Which creations of Allah are found around you? 3. How do you utilize Allah's bounties appropriately? 4. Why do you take care of

Core Competences to be developed: Communication and collaboration , Citizenship, Creativity and imagination , Learning to learn and innovation and creativity

Link to PCIs: ESD: environmental education.

Link to Values: Responsibility, Integrity,love

Links to other activity areas: Environmental activities, Movement and creative activities

Suggested Community Service Learning activities: Planting and watering the trees at home.

Suggested Non formal Activity to support learning: Planting and taking care of trees in the school compound.

Suggested assessment: Oral questions, portfolio and observation

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
correctly identifies Allah's bounties and utilizes them appropriately.	Identifies Allah's bounties and utilizes them appropriately	Correctly Identifies Allah's bounties.	Identifies Allah's bounties.

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)
	6.2.2 Love for parents (3 Lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <p>a. Outline ways on how to show love to their parents.</p> <p>b. Demonstrate ways through which respect can be accorded to parents.</p> <p>c. Appreciate the role of parents in their day to day</p>	<ul style="list-style-type: none"> ● Learners name their parents/guardian ● Organise the learners in pairs, small groups and as a class to discuss what the parents/guardians do for them. ● Learners draw and colour pictures of a family. ● Learners role play parents and children exchanging gifts ● Learners recite dua for their parents. 	<p>1. Who do you stay with at home?</p> <p>2. What do your parents/guardians do for you?</p> <p>3. How do you show love to your parents?</p>

Core Competences to be developed: Communication and collaboration , Citizenship, Creativity and imagination , Critical thinking,

learn	
Link to PCIs: life skills: empathy, self awareness, respect. Citizenship: Child right, care and protection.	Link to Values: love, peace, responsibility, respect, unity.
Links to other activity areas: Environmental activities	Suggested Community Service Learning activities: Make dua for their parents
Suggested Non formal Activity to support learning: Participate in activities and simple tasks assigned to them by	Suggested assessment: Oral questions and observation
Suggested Learning Resources: charts, colours, empty boxes	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Show love and respect to their parents at all times	Show love and respect to their parents	Show love to their parents at all times	Show love to their parents
Always mentions the importance of and maintains	Maintains cleanliness	Sometimes maintains cleanliness.	Rarely maintains cleanliness

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)
	6.3 Environment	By the end of the sub-strand the learner should be able to:	<ul style="list-style-type: none"> Engage the learners in a discussion on how 	1. What makes our school dirty?

cleanliness (4 Lessons)	<p>a. Outline ways of maintaining cleanliness in the school for healthy living.</p> <p>b. Practice cleanliness of school compound and classroom to facilitate healthy learning.</p> <p>c. Appreciate the importance of learning in a clean</p>	<ul style="list-style-type: none"> Organise learners in small groups and as a class to clean their school compound and classroom. Learners recite the Hadith on cleanliness. “ Cleanliness is part of faith....” Learners discuss the items used in cleaning the school compound and classroom. 	<p>2. Why should we keep our school compound clean?</p> <p>3. When do we clean our classroom?</p> <p>4. What items do we use to clean the school?</p>
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Core Competences to be developed: Communication and collaboration , Citizenship, Critical thinking, Learning to learn

Link to PCIs: life skills: Interpersonalrelation ESD: environment education, DRR, Safety and security.	Link to Values: Unity and responsibility.
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Links to other activity areas: Environmental activities, Hygiene and nutrition,	Suggested community service learning activities: Clean their home compound
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Suggested Non formal Activity to support learning: Collect litter in the school compound	Suggested assessment: Oral questions Portfolio and observation
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Suggested Learning Resources: water, brooms, dustbins, rake

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Always maintains cleanliness in school compound and classroom.	maintains cleanliness in school compound and	Always maintains cleanliness in classroom.	maintains cleanliness in classroom.

Strand	Sub-Strand	Specific Learning Outcomes	Outcomes Suggested learning experiences	Key inquiry question(s)
7.0 ISLAMIC	7.1 <i>Jum’ah</i> (4 Lessons)	By the end of the sub-strand the learner should be able to:	<ul style="list-style-type: none"> Organize the learners in pairs, small groups or class to discuss activities 	1. Which day of the week is considered

FESTIVALS		<p>a. Name sunnah acts to be observed in</p> <p>b. Perform the sunnah acts of jum'ah in order to attain preparation for <i>Jum'ah</i> prayers.rewards from Allah</p> <p>c. Appreciate <i>Jum'ah</i> as the <i>Eid</i></p>	<p>by Muslims before Jum'ah prayers.</p> <ul style="list-style-type: none"> • Learners role play the activities of <i>Jum'ah</i>. • Learners draw and colour a mosque. • Learners watch a video of muslims performing Jum'ah prayer. 	<p>for the Muslims?</p> <p>2. What activities are done before and during the <i>Jum'ah</i> prayer?</p> <p>3. How do you dress when going for <i>Jum'ah</i> prayers?</p> <p>4. Who leads the</p>
Core Competences to be developed: Communication and collaboration , Citizenship, Creativity and imagination, Learning to learn				
Link to PCIs: life skills: Interpersonal relation, Self-Awareness.			Link to Values: Love, unity.	
Links to other activity areas: Creative activities, Environmental activities, Hygiene and nutrition.			Suggested community service learning activities: Participate cleaning of the <i>masjid</i> .	
Suggested Non formal activity to support learning: Participating in congregational <i>Jum'ah</i> prayers			Suggested assessment: Oral questions Portfolio and observation	
Suggested Learning Resources: Colour, crayons, manila papers,brooms,water				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly names and performs <i>sunnah acts of Jum'ah prayer</i>	correctly names and performs <i>sunnah acts of Jum'ah prayer</i>	Consistently and correctly names <i>sunnah acts of Jum'ah prayer</i> .	Correctly names <i>sunnah acts of Jum'ah prayers</i>