

Curriculum design IRE

Grade Two

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.

FIRST TERM

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 QUR'AN	1.1 Arabic alphabet (12 lessons)	By the end of the sub-strand the learner should be able to: a) read arabic alphabet with vowels in readiness for reading the Qur'an b) pronounce Arabic sounds in simple Arabic words c) appreciate the importance of correct pronunciation of the four letter words for proper recitation of the Qur'an.	<ul style="list-style-type: none"> Learners read simple Arabic words from flash cards Learners listen to Arabic sounds from a Cd / resource person/teacher. Learners in pairs or groups, pick simple Arabic words from the selected surah and read them. Learners in pairs or groups sort and group words written on flash cards and pronounce them. 	<ol style="list-style-type: none"> How do you pronounce أَعُوذُ - حَاسِبٍ - غَاسِقٍ How do you spell أَعُوذُ - حَاسِبٍ - غَاسِقٍ How many letters are in أَعُوذُ - حَاسِبٍ - غَاسِقٍ Which alphabet and vowels are in أَعُوذُ - حَاسِبٍ - غَاسِقٍ
Core Competences to be developed: Communication and collaboration, Digital literacy, Learning to learn, self-efficacy				
Link to PCIs: life skills: self awareness, interpersonal relationship, effective communication			Link to Values: unity, peace	
Links to other activity areas: Language activities, Literacy.			Suggested Community Service Learning activities: Teach younger siblings how to form and pronounce simple Arabic words.	
Suggested Non formal Activity to support learning: Attend madrasa sessions and learn to pronounce appropriately variety of words from the Qur'an			Suggested assessment: Oral questions, Portfolio and observation	
Suggested Learning Resources: flash card, Cds, Juzuu				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Reads and pronounces confidently Arabic sounds in the selected surah.	Reads and pronounces Arabic sounds in the selected surah.	Reads and pronounces some Arabic sounds in the selected surah.	Reads and pronounces few Arabic sounds in the selected surah.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.2 Selected Surah <ul style="list-style-type: none"> Al-Falaq Al-Ikhlās (12 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> recite the selected surah correctly. Use the selected surah in swalah. Appreciate the significance of Qur'an recitation for spiritual nourishment. 	<ul style="list-style-type: none"> Learners as a class, groups, pairs, or individuals read the selected Surah Learners form groups to use cards to fill gaps to complete verses in the selected Surah. Learners sort and arrange the verses of the selected surah from pocket boards. Learners role play a congregation prayer while reciting the selected Surah. 	<ol style="list-style-type: none"> Who can recite Surah Al-Falaq? How many verses are there in Surah Al-Falaq? Which Surah do Muslims recite before sleeping?
Core Competences to be developed: Communication and collaboration, Learning to learn, self-efficacy				
Link to PCIs: life skills: effective communication, self esteem. Citizenship: social cohesion			Link to Values: Responsibility, integrity, unity.	
Links to other activity areas: Language activities, Literacy, Mathematical activities.			Suggested Community Service Learning activities: Participate in Qur'an competition at Madrasa.	
Suggested Non formal Activity to support learning: Recite Qur'an to elder, siblings for confirmation and memorization.			Suggested assessment: Oral questions, Portfolio and observation	
Suggested Learning Resources: flash card, Juzuu, Pocket Boards.				

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Fluently and confidently recites the selected Surah and uses them appropriately in prayers.	confidently recites the selected Surah and uses them appropriately in prayers.	Recites the selected Surah and uses them appropriately in prayers.	Recites the selected Surah and uses them appropriately in prayers.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 PILLARS OF IMAN	2.1 Belief in His Books 2.2 Belief in His Prophets (6 Lessons)	By the end of the sub-strand the learner should be able to: a) name the four revealed scriptures from Allah and the prophets on whom they were revealed b) identify the reasons why the prophets were sent by Allah to mankind c) appreciate the Prophets and the holy Books as sources of guidance to mankind.	<ul style="list-style-type: none"> • Learners identify the holy Qur'an from assorted books. • Learners sing qasida or recite poems on the Pillars of Iman. • Learners pick the names of the Prophets who were given divine books from a Pocket Board or flashcards. • Learners in groups match the Books and the Prophets to whom they were revealed. • Learners draw and colour the holy Qur'an. • Learners name some prophets. 	<ol style="list-style-type: none"> 1. How many books were revealed by Allah to mankind? 2. What is the name of the Book revealed to Prophet Muhammad S.A.W. 3. Why did Allah send books and prophets to mankind?
Core Competences to be developed: Communication and collaboration, Imagination and creativity, Learning to learn				
Link to PCIs: life skills: self awareness, interpersonal relationship; Learner support programmes: guidance services, learning to live together.			Link to Values: Respect, love, integrity and responsibility.	
Links to other activity areas: Language activities, Literacy, Mathematical activities.			Suggested Community Service Learning activities: Discuss the revelation of Qur'an and other books with siblings at home	

Suggested Non formal Activity to support learning: Listen to the stories of the Prophets from elder siblings and friends out of school.	Suggested assessment: Oral questions, Portfolio and observation
Suggested Learning Resources: flash cards, Juzuu, Pocket Boards	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently names and matches correctly the prophets to their revealed books	Correctly names and matches the prophets to their revealed books	Names the prophets and revealed books.	Names some of the prophets and revealed books.
Correctly mentions some prophets and identifies reasons why they were sent to mankind.	Mentions some prophets and identifies reasons why they were sent to mankind.	Correctly mentions some prophets.	Mentions some prophets.

SECOND TERM

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 SIIRAH (life of the prophet)	3.1.1 Guardians of the prophet (8 lessons)	By the end of the sub-strand the learner should be able to: a) Name the foster mother of the prophet (S.A.W). b) Identify the role played by the guardians of the prophet (S.A.W) after the death of his parents. c) Appreciate the role played by the prophet’s guardians in the upbringing of the prophet (S.A.W).	<ul style="list-style-type: none"> • Learners to name the foster mother, (Halima As-Saadiyya) and the guardians, (AbdulMutwalib and Abu Twalib) of the Prophet (S.A.W). • Learners to be engaged in the discussion on the childhood of the prophet • Learners listen to the story of the prophet (S.A.W) under the care of Halima As-Saadiyya. • Learners listen to a narration of the story of the Prophet (S.A.W) under the care of his grandfather and uncle from an audio Cd. 	<ol style="list-style-type: none"> 1. Who took care of the prophet after the death of his mother? 2. What was the name of the foster mother of the prophet? 3. What was the role played by Abu Twalib in the upbringing of the Prophet S.A.W.
Core Competences to be developed: Communication and collaboration, Imagination and creativity, Learning to learn, Citizenship				
Link to PCIs: life skills: skills of knowing and living with others – effective communication : give and respond to simple verbal and non-verbal instructions			Link to Values: love, respect, responsibility.	
Links to other activity areas: Language activities, environmental activities.			Suggested Community Service Learning activities: Take care of the orphans and disabled in the neighbourhood.	
Suggested Non formal Activity to support learning: Interact with the imam and other believers to learn more about the Prophet.			Suggested assessment: Oral questions, Portfolio and observation	
Suggested Learning Resources: flash cards, charts and colours				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Correctly and confidently names the foster mother of the Prophet (S.A.W) and identifies the role played by the Prophet's guardians.	Correctly names the foster mother of the Prophet (S.A.W) and identifies the role played by the Prophet's guardians.	Names the foster mother of the Prophet (S.A.W) and identifies the role played by the Prophet's guardians.	Names the foster mother of the Prophet (S.A.W) and has difficulties in identifying the role played by the Prophet's guardians.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 HADITH	4.1 Hadith on swalah (4 lessons)	By the end of the sub-strand the learner should be able to: a) Mention times of the five obligatory prayers . b) Perform the five daily prayers on their prescribed time. c) Appreciate the importance of performing the five daily prayers on time to earn rewards from Allah.	<ul style="list-style-type: none"> Learners in groups, pairs, or individual recite the Hadith on swalah. "The best deed is to perform swalah on time" Learners to read the Hadith on swalah displayed on a chart/screen. Learners to complete the Hadith by picking and arranging words from a pocket board or drag and drop using ICT. Learners are guided on the importance of praying on time. 	<ol style="list-style-type: none"> Where do you go for prayers? What are the five daily prayers? Which prayer is performed before breakfast? Which prayer is performed during lunch time?
Core Competence to be developed: Communication and collaboration, Learning to learn, Digital literacy				
Link to PCIs: life skills: self-esteem, self-awareness; Health education: personal hygiene			Link to Values: Unity, responsibility.	
Links to other activity areas: Language activities, hygiene and nutrition. Movement and creative activities.			Suggested Community Service Learning activities: Participate in Jama'a prayers.	
Suggested Non formal Activity to support learning: Attend Madrassa after school and during the holidays.			Suggested assessment: Checklist, Oral questions, Portfolio and observation	
Suggested Learning Resources: Pocket board, ICT, charts and Clock.				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Correctly identifies times for the five daily prayers and performs them on time.	Identifies times for the five daily prayers and performs them on time.	Identifies times for the five daily prayers and performs them.	Identifies times for the five daily prayers and performs some of them.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	4.2 Hadith on Iman (Faith) (4 lesson)	By the end of the sub-strand the learner should be able to: a) Memorize the selected Hadith for spiritual nourishment. b) Outline ways through which a muslim can show generosity to his neighbor. c) Appreciate the virtue of generosity as a means of social cohesion.	<ul style="list-style-type: none"> Learners as a class, groups, pairs, or individuals, recite the selected Hadith; “Let him who believes in Allah and the Last Day be generous to his neighbour” Learners in groups or pairs, to sort and arrange flashcards with words from the pocket board / drag and drop words using ICT to complete the Hadith. Learners to read repeatedly the Hadith on neighbours displayed on a chart to help in memorization. Learners in groups or pairs mention things Muslim should do to show generosity to neighbours. Learners share learning items to enhance generosity amongst them. 	<ol style="list-style-type: none"> Who can read the hadith on generosity? What can you do to show generosity to your neighbor in class?
Core Competences to be developed: Communication and collaboration, Learning to learn, Digital literacy				
Link to PCIs: life skills: Skills of knowing and living with others – assertiveness.			Link to Values: love, unity, social justice	
Links to other activity areas: Language activities, environmental activities.			Suggested Community Service Learning activities: Assist the poor neighbours and orphans	
Suggested Non formal Activity to support learning: attend madrasa after school to learn and memorise hadith.			Suggested assessment: Oral questions, Portfolio and observation	
Suggested Learning Resources: ICT, charts, flashcards				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly reads and memorises the Hadith.	Correctly reads and memorises the Hadith.	Correctly reads the Hadith	Reads the Hadith with difficulties.
Willingly shares with other learners	Shares with other learners	Sometimes shares with other learners	Hesitant to share with other learners

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	4.3 Hadith on Love (3 lesson)	By the end of the sub-strand the learner should be able to: a) memorize the selected Hadith to enhance the virtue of love b) outline ways through which a muslim can show love to others. c) appreciate the virtue of love as a way of promoting brotherhood.	<ul style="list-style-type: none"> Learners as a class, groups, pairs, or individuals, recite the Hadith on love “None of you can be a true believer unless he loves for his brother what he loves for himself” Learners in groups or pairs, fill gaps to complete the Hadith from a pool of flashcards. Learners to read repeatedly the Hadith on love displayed on a chart to help in memorization. Learners in groups or pairs mention things Muslim should do to promote the spirit of love. Learners guided to share learning materials to enhance love for each other. 	<ol style="list-style-type: none"> How do you show love to your friends? Whom do you share with your food? What do you share in class?
Core Competences to be developed: Communication and collaboration, Learning to learn, Citizenship.				
Link to PCIs: Citizenship: social cohesion – being kind and friendly to others. Life skills: Skills of knowing and living with others – empathy, caring for others.			Link to Values: love, unity, social justice.	
Links to other activity areas: Language activities, environmental activities.			Suggested Community Service Learning activities: Participate in distribution of sadaqah.	

Suggested Non formal Activity to support learning: Practice sharing with peers in the school.	Suggested assessment: Oral questions, Portfolio and observation
Suggested Learning Resources: Charts, food, water, pencil, rubber	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly reads and memorises the Hadith.	Correctly reads and memorises correctly the Hadith.	Correctly reads the Hadith	Reads the Hadith with difficulties.
Willingly shares with other learners	Shares with other learners	Sometimes shares with other learners	Hesitant to share with other learners

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 DEVOTIONAL ACTS	5.1 Pillars of Islam 5.1.1 Swalah Wudhu Five daily prayers (8 lessons)	By the end of the sub-strand the learner should be able to: a) Perform Wudhu systematically as a prerequisite for performance of prayers. b) Name the five daily prayers. c) Appreciate Wudhu as a purification requirement before performing swalah.	<ul style="list-style-type: none"> • Learners are guided on the Fardh acts of Wudhu. (<i>washing the face, washing the two arms, wiping the head, washing the two feet</i>) • Organize learners to watch a video/clip showing the correct steps in the performance of Wudhu. • Learners to perform Wudhu practically and in order. • Organize to take learners to a nearby mosque to observe the performance of Wudhu by muslims • Learners mention the five daily prayers • Learners through ICT drag and drop the fardh prayers in sequence. 	<ol style="list-style-type: none"> 1. What do you do before you pray. 2. Which body parts are washed during wudhu? 3. Which are the five daily prayers?

Core Competences to be developed: Communication and collaboration, Imagination and creativity, Critical thinking and problem solving, Learning to learn, Digital literacy.	
Link to PCIs: Life skills: Skills of knowing and living with oneself – self awareness and self esteem- parts of my body.	Link to Values: love, respect, responsibility.
Links to other activity areas: Language activities, Hygiene and nutrition, Mathematical activities	Suggested Community Service Learning activities: Attend Jama'a prayers in a mosque.
Suggested Non formal Activity to support learning: perform wudhu and prayer at home and in the mosque.	Suggested assessment: Check list, Oral questions, Portfolio and observation
Suggested Learning Resources: Flash cards, photographs, video/clips	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Always performs wudhu correctly and identifies the fardh parts of wudhu	Always performs wudhu correctly	Sometimes performs wudhu correctly	Rarely performs wudhu correctly.
Correctly and consistently names the five daily prayers.	Correctly names the five daily prayers.	Names the five daily prayers.	Names some daily prayers.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.0 MORAL TEACHINGS	6.1 Islamic etiquettes: 6.1.1 Manners of toileting 6.1.2 Dua for entering and leaving the toilet (6 lessons)	By the end of the sub-strand the learner should be able to: a) Outline the manners of entering and leaving the toilet as per the Islamic teachings. b) Read the dua before entering and leaving the toilet as taught by the	<ul style="list-style-type: none"> Learners are guided on the manners of entering the toilet ; Reading the Dua before entering (<i>Bismillah Audhu Billah minal khubuth wal khabaith</i>), entering with the left foot first. Learners are guided on the manners of leaving the toilet; leaving with the right foot first, reading the Dua for leaving (<i>ghufranak</i>) 	<ol style="list-style-type: none"> How do you enter and leave the toilet? What do you say when entering the toilet? What do you say when you leave the toilet? What do you use

		Prophet c) Appreciate the Islamic etiquette in toileting as part of character formation.	<ul style="list-style-type: none"> • Learners are guided on (<i>istinja</i>), proper self cleaning during toileting and washing the hands after toileting. • Learners to read the dua (supplication) for toileting displayed /written on the board. 	when toileting?
Core Competences to be developed: Communication and collaboration, Imagination and creativity, Critical thinking and problem solving, Learning to learn.				
Link to PCIs: Life skills: Skills of knowing and living with oneself-coping with emotions-identifying feelings.			Link to Values: Responsibility, Respect, Integrity.	
Links to other activity areas: Language activities, Hygiene and nutrition, Environmental activities.			Suggested Community Service Learning activities: Ensure there is water for <i>istinja</i> in the toilet.	
Suggested Non formal Activity to support learning: Hang a water container for washing hands after toilet visitation.			Suggested assessment: Oral questions, Portfolio and observation	
Suggested Learning Resources: Water, pebbles for <i>istinja</i> ,toilet paper.				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Always demonstrates correctly the manners and says dua for toileting	Demonstrates correctly the manners and says dua for toileting	Sometimes demonstrates correctly the manners and says dua for toileting	Rarely demonstrates the manners and dua for toileting

THIRD TERM

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	6.1.3 Dua before and after waking up. (6 Lessons)	By the end of the sub-strand the learner should be able to: a) Read the dua before sleeping and the dua after waking up as per the Sunnah. b) Memorise the dua said before sleeping and after waking up. c) Appreciate the recitation of the dua before sleeping for Allah's protection and dua after waking up to thank Him.	<ul style="list-style-type: none"> Learners recite in groups or individuals the Dua for sleeping; (<i>Bismika Allahumma amut wa ahaya</i>) Learners in pairs, small groups or as a class, recite the dua for waking up; (<i>Alhamdulillah alladhy ahyana baada ma amatana wa ilaihi nnushur</i>) Learners repeatedly recite the Duas to help in memorization. Learners complete the dua by picking words of the Dua from flashcards. 	<ol style="list-style-type: none"> What do you do before sleeping? What do you say after waking up? Why do you recite a dua before sleeping and after waking up?
Core Competences to be developed: Communication and collaboration, Self-efficacy, Learning to learn, Critical thinking.				
Link to PCIs: Life skills: Skills of knowing and living with oneself – coping with emotions- identifying feelings.			Link to Values: Responsibility, integrity, social justice.	
Links to other activity areas: Language activities, Environmental activities.			Suggested Community Service Learning activities: Discuss with siblings on manners and dua on sleeping and waking up	
Suggested Non formal Activity to support learning: attend madrasa after school to learn Duas.			Suggested assessment: Oral questions, Portfolio and observation	
Suggested Learning Resources: Chart, flashcards				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Correctly recites and memorises the Dua for sleeping and waking up.	Recites and memorises the Dua for sleeping and waking up.	Correctly recites the Dua for sleeping and waking up.	Recites and the Dua for sleeping and waking up.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	<p>6.2 Relationship</p> <p>6.2.1 Love and care for neighbours (4 Lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) Outline the obligations towards neighbours according to Islamic teachings.</p> <p>b) Identify ways through which love and care can be extended to neighbours.</p> <p>c) Demonstrate love and care for the neighbours for harmonious co-existence.</p> <p>d) Appreciate the love and care for neighbours as an act of <i>ibadah</i>.</p>	<ul style="list-style-type: none"> • Learners in pairs, small groups or as a class, identify their neighbours in class. • Learners in pairs, small groups or as a class, discuss their obligations towards their neighbours. • Learners listen to qasida (songs) and poems with themes on good relations with neighbours from an audio Cd. • Learners act short skits demonstrating good relations with neighbours. • Learners guided to role play on how to love and care for their neighbours. 	<ol style="list-style-type: none"> 1. Who is a neighbour? 2. Who are some of your neighbours in class and at home? 3. How do you help your neighbour? 4. What assistance/ help have you ever received from your neighbour?
<p>Core Competences to be developed: Communication and collaboration, Learning to learn, Citizenship, Critical thinking.</p>				
<p>Link to PCIs: Life skills: Skills of knowing and living with others – assertiveness- an important, you are important; Empathy- caring for others.</p> <p>Service learning and parental empowerment and engagement: avenue for community involvement- sharing and caring in the community.</p> <p>Citizenship: Common humanity</p>			<p>Link to Values: Love, Responsibility, Social justice, Integrity.</p>	
<p>Links to other activity areas: Language activities, Hygiene and nutrition, Movement and creative activities, Environmental activities.</p>			<p>Suggested Community Service Learning activities: assisting in community activities within the neighbourhood.</p>	

Suggested Non formal Activity to support learning: join the neighbours in cleaning the environment.	Suggested assessment: Check list, homework, Oral questions, Profiling and observation
Suggested Learning Resources: Charts, ICT.	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Outlines confidently and correctly obligations towards neighbours	Outlines correctly obligations towards neighbours	Outlines obligations towards neighbours	Outlines a few obligations towards neighbours

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	6.2.2 Love and care for people with special needs (3lessons)	By the end of the sub-strand the learner should be able to: a) Outline the obligations towards people with special needs according to Islamic teachings. b) Identify ways through which love and care can be extended to people with special needs. c) Demonstrate love and care for people with special needs.	<ul style="list-style-type: none"> Learners in pairs, small groups or as a class, discuss their obligations towards people with special needs. Learners are guided on how to help a blind person to cross the road. Learners to be guided on how to interact with people with special needs to avoid stigmatization. Learners draw and colour wheel chair, crutches Learners dramatise how to take care of people with special needs. 	<ol style="list-style-type: none"> Who are people with special needs? What assistance can you offer to people with special needs?

Core Competences to be developed: Communication and collaboration, Learning to learn, Citizenship, Critical thinking and problem solving.

Link to PCIs: Life skills: Skills of knowing and living with others – assertiveness- am important as you are important; Empathy- caring for others.

Service learning and parental empowerment and engagement: avenue for community involvement- sharing and caring in the community.

Link to Values: Love, Responsibility, Social justice, Integrity.

Citizenship: Common humanity	
Links to other activity areas: Hygiene and nutrition, Movement and creative activities, Environmental activities.	Suggested Community Service Learning activities: Learners to collect items from home with parents guidance put them together and distribute to people with special needs in the community
Suggested Non formal Activity to support learning: learners help people with disability outside school.	Suggested assessment: Check list, Rubrics, homework, Oral questions, Profiling and observation
Suggested Learning Resources: Charts, crutches, wheel chair	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Confidently and correctly outlines obligations towards people with special needs and identifies ways on how to extend love and care to them.	Correctly outlines obligations towards people with special needs and identifies ways on how to extend love and care to them.	Outlines obligations towards people with special needs and identifies ways on how to extend love and care to them.	Outlines some obligations towards people with special needs and identifies ways on how to extend love and care to them.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	6.3 Environment 6.3.1 Care for domestic animals (5 lesson)	By the end of the sub-strand the learner should be able to: a) Mention the types of care accorded to domestic animals as per the teachings of Islam b) Care for domestic animals in their environment according to the values of Islam. c) Appreciate the domestic animals as part of creations of	<ul style="list-style-type: none"> Learners in pairs , small groups and as a class name domestic animals in their locality Learners draw and colour domestic animals from their locality. Learners list the types of care accorded to animals; feeding, protection from harm, providing water, treating them when they fall sick. Learners sing qasida (songs) and poems on care for domestic animals. Learners name the products of domestic animals 	<ol style="list-style-type: none"> Which animals are found in your locality? What are domestic animals? How do you care for domestic animals? What do we get

	Allah.	that benefit human beings.	from domestic animals?
Core Competences to be developed: Communication and collaboration, Learning to learn, Creativity and imagination, Critical thinking and problem solving.			
Link to PCIs: Life skills: ESD: Animal welfare Education-domestic animals found at home		Link to Values: Love, Responsibility.	
Links to other activity areas: Language activities, Hygiene and nutrition, Movement and creative activities, Environmental activities.		Suggested Community Service Learning activities: Discuss with parents on the importance of caring for animals	
Suggested Non formal Activity to support learning: Taking photographs of domestic animals		Suggested assessment: Check list, homework, Oral questions and observation.	
Suggested Learning Resources: Pencils, crayons, camera, plasticine, Charts, pictures of animals.			

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Always demonstrates care and concern for domestic animals	Demonstrates care and concern for domestic animals	Sometimes demonstrates care and concern for domestic animals	Rarely demonstrates care for domestic animals

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7. 0 ISLAMIC FESTIVALS	7.1 Milad un-Nabi	By the end of the sub-strand the learner should be able to: a) Outline the activities that take place during the Milad un-Nabi ceremony for remembrance of the Prophet (S.A.W)'s life. b) mention the activities that take place during Aqiqah ceremony as taught by the Prophet	<ul style="list-style-type: none"> • Learners sing qaswidas in praise of the Prophet (S.A.W). • Learners are guided to name the attributes of the Prophet (S.A.W), <i>AS sadiq, Al Amin</i> • Learners to draw and colour the animals slaughtered during Aqiqah ceremony. • Learners are guided to mention 	<ol style="list-style-type: none"> 1. When was the Prophet (S.A.W) born? 2. What do you do when you attend a milad un-Nabi celebration 3. What are the activities carried out when a baby is born? 4. How many animals
	7.2 Aqiqah (6 Lessons)			

		(S.A.W). c) Appreciate Milad un-Nabi celebrations as a way of learning the life history of the Prophet (S.A.W.) d) Appreciate Aqiqah as an Islamic ritual for all children	in pairs or in groups the activities of Aqiqah.	are slaughtered for Aqiqah?
Core Competences to be developed: Communication and collaboration, Learning to learn, Creativity and imagination, Critical thinking and problem solving.				
Link to PCIs: Life skills: ESD: Animal welfare Education-domestic animals found around the home.			Link to Values: Respect, Love, unity, Responsibility.	
Links to other activity areas: Language activities, Health and nutrition, Movement and creative activities, Environmental activities.			Suggested Community Service Learning activities: Participate in Milad un-Nabi and Aqiqah ceremonies to learn more about these festivals	
Suggested Non formal Activity to support learning: Sing qasidas at home with other siblings.			Suggested assessment: Check list, homework, Oral questions and observation.	
Suggested Learning Resources: Pencils, crayons, camera,pictures of animals.				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Confidently and correctly narrates events during the birth of the prophet and activities of Aqiqah celebrations.	Correctly narrates events during the birth of the prophet and activities of Aqiqah celebrations.	Narrates events during the birth of the prophet and activities of Aqiqah celebrations.	Narrates events during the birth of the prophet and activities of Aqiqah celebrations with difficulty.

