



ISLAMIC RELIGIOUS EDUCATION



Essence Statement

Islamic Religious Education activities at the pre-primary level is aimed at imparting knowledge, skills, and values to the learner to enable them develop awareness of Allah (S.W.T.), His creation and how to worship Him. Among the values Islamic religious education activities aims to inculcate include: sharing, caring, respect, love, empathy, obedience, kindness, helping those in need, and the ability to differentiate between right and wrong. These competencies will be developed through the following strands: Qur'an, Pillars of *Iman* (Articles of Faith), Devotional Acts, *Akhlaq* (Moral Teachings), *Siirah* (Life of the Prophet), and Islamic Festivals. These activities are geared towards holistic development of the young learners through learner-centred approaches. This lays foundation for primary level of education and for the learners to grow up as an upright and responsible members of the society.

General Learning Outcomes

By the end of pre-primary education, the learner should be able to:

- a) Demonstrate pre-literacy skills in Arabic texts.
- b) Demonstrate love, appreciation and awareness of Allah (S.W.T.) and His creation.
- c) Emulate the exemplary character of Prophet Muhammad (S.A.W.) in their lives.
- d) Practise Islamic etiquettes and values for personal and interpersonal relations.
- e) Celebrate Islamic festivals to appreciate the Islamic culture.



Summary of Strands and Sub-Strands

Strand	Sub-Strands	No. of Lessons
1.0 Qur'an	1.1 Handling of the Holy Qur'an	06
	1.2 The Arabic alphabet with vowels	19
2.0 Pillars of Iman	2.1 Belief in Allah: (Oneness of Allah)	06
	2.2 Belief in Allah: (Allah 's Creation)	06
	2.3 Belief in Allah: Allah's Creation (<i>My family</i>)	05
3.0 Devotional Acts	3.1 Pillars of Islam	04
	3. 2 <i>Shahadah</i>	03
4.0 Akhlaq (Moral Teachings)	4.1.1 Islamic etiquette (greetings)	03
	4.1.2 Toileting	06
	4.1.3 Sneezing	03
	4.2.1 Islamic phrases	12
	4.3 Relationship (places of worship)	06
5.0 Siirah	5.1 Prophet Muhammad (S.A.W.)	06
6.0 Islamic Festivals	6.1 Eid Activities	05
Total number of lessons		90



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	1.1 Handling of the Holy Qur'an (6 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the Qur'an as the holy book for Muslims, b) mention three etiquette of handling the Qur'an with respect, c) demonstrate ways of handling the Qur'an with respect as a holy book, d) appreciate the Qur'an as a holy book.	The learner is guided to: <ul style="list-style-type: none"> ● listen to and sing songs or recite poems on Qur'an, ● identify the Holy Qur'an through use of: flash cards <ul style="list-style-type: none"> - pictures - video clip on a digital device - realia (a copy of the Qur'an) ● mention ways of handling the Qur'an (handling with clean hands, not writing in the Qur'an, not reading the Qur'an in the toilet) in pairs or groups, ● share copies of the Holy Quran to practise handling, ● role-play ways of handling the Qur'an with respect in pairs or small groups, ● colour worksheet on Qur'an. 	How do you handle the Qur'an at home?

**Core competencies to be developed:**

Learning to learn: as learner mention ways of handling the Qur'an, they share and handle copies of Qur'an appropriately.

Values:

- Respect: Etiquette of Qur'an is enhanced as learners handle the Qur'an respectfully.
- Responsibility: enhanced as learners practise proper handling of the Holy Qur'an.
- Love: as learners share learning materials (copies of the Qur'an) during the class activities.

pertinent and contemporary issues (PCIs):

Life Skills: Learners develop skills of effective communication as they talk about the Holy Qur'an.

Link to other activity areas:

The learner is able to relate with the skills of book handling in Language Activities.



THEME: Myself, My Family, My Home,				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	1.2 The Arabic alphabet (19 lessons)	By the end of the sub-strand, the learner should be able to: a) recognise the alphabet in the Arabic text, b) articulate correctly the sounds of the Arabic alphabet, c) read the Arabic alphabet from right to left, d) Enjoy pre-writing activities related to the Arabic alphabet.	The learner is guided to: <ul style="list-style-type: none"> ● listen to and sing songs on Arabic alphabet, ● listen and repeat Arabic alphabet as pronounced by the teacher or from a recorded video /audio ● identify the Arabic alphabet in pairs or small groups through use of: <ul style="list-style-type: none"> - flash cards - cut-outs - models - video clip on a digital device, ● use digital educational materials on Arabic alphabet for example; <i>Qaidah Al-Nourania website</i>, ● practice pronouncing the sounds of the Arabic alphabet in pairs or small groups, ● practise the correct orientation of reading the Arabic alphabet (right to left) in groups/ in pairs/ individually, ● engage in hands-on and pre-writing activities on Arabic alphabet for example; modelling, painting, tracing, and joining dots. 	<ol style="list-style-type: none"> 1. Why is Arabic alphabet important? 2. How do you identify the Arabic alphabet?

**Core competencies to be developed:**

- Communication and Collaboration: Listening, speaking, pre-writing, and teamwork skills enhanced as learners listen, pronounce, and engage in activities related to Arabic alphabet.
- Digital literacy: enhanced as learners use digital devices to identify and pronounce Arabic alphabet.

Values:

Unity: as learners cooperate in practising pronunciation of the Arabic alphabet in group discussions.

pertinent contemporary issues(PCIs):

Life Skills: Skills of effective communication are enhanced as the learners listen and pronounce the Arabic alphabet.

Link to other activity areas:

The learner is able to relate pronunciation of Arabic alphabets with letter sound as in Language Activities.



Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to mention and observe three etiquette practices of handling the Holy Qur'an.	Mentions and observes three etiquette practices of handling the Holy Qur'an correctly and consistently.	Mentions and observes three etiquette practices of handling the Holy Qur'an.	Mentions and observes two etiquette practices of handling the Holy Qur'an.	Mentions and observes one etiquette practice of handling the Holy Qur'an.
Ability to recognise twenty-eight letters of Arabic alphabets in their original shape.	Recognises twenty-eight letters of Arabic alphabet in their original shapes and in different positions.	Recognises twenty-eight letters of Arabic alphabets in their original shape.	Recognises twenty to twenty seven letters of the Arabic alphabet in their original shape.	Recognises nineteen and below letters of the Arabic alphabet in their original shape.
Ability to articulate the twenty eight sounds of the Arabic alphabet.	Articulates the sounds of the twenty eight Arabic alphabets correctly and fluently.	Articulates the sounds of the twenty eight Arabic alphabets.	Articulates the sounds of twenty to twenty seven of the Arabic alphabet.	Articulates the sounds of nineteen and below of the Arabic alphabet.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pillars of Iman	2.1 Belief in Allah: Oneness of Allah (S.W.T.) (6 lessons)	By the end of the sub-strand the learner should be able to: a) recognize Allah as the one and only God, b) practise saying <i>Subhanahu wa Ta'ala</i> (S.W.T.) as a way of exalting Him, c) acknowledge oneness of Allah (S.W.T.) as the creator of everything.	The learner is guided to: <ul style="list-style-type: none"> • sing songs (<i>anashid /qasida</i>) or recite poems about oneness of Allah (<i>Al Ahad</i>), • discuss about Allah (S.W.T.) (He is one, He is the creator of everything, He does not eat or drink, He has no family...) in pairs or groups, • model/decorate the name Allah (S.W.T.) (<i>Al-Ahad</i>), • pronounce the phrase '<i>Subhanahu wa Ta'ala</i>' (S.W.T.) in turns, • Colour a worksheet of the phrase '<i>Al Ahad</i>' and or '<i>Subhanahu wa Ta'ala</i>'. 	Who is Allah (S.W.T.)?
Core competencies to be developed: Communication and Collaboration: skills of listening and speaking as learners talk about oneness of Allah (S.W.T.) and as they take turns to pronounce the phrase ' <i>Subhanahu Wa Ta'ala</i> .'				
Values: Respect: Respect is enhanced as learners exalt the name of Allah (S.W.T.) by saying (<i>Subhanahu Wa Ta'ala</i>).				
pertinent and contemporary issues (PCIs): Life Skills: unity and cooperation as learners work together in pairs and groups.				
Link to other activity areas: As they talk about oneness of Allah (S.W.T.), they relate to counting skills in Mathematical Activities.				



THEME: Myself				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pillars of Iman	2.1.2 Belief in Allah: Allah (S.W.T.)'s Creation (myself) (6 lessons)	By the end of the sub-strand the learner should be able to: a) identify self as creation of Allah (S.W.T.), b) care for self as a creation of Allah (S.W.T.), c) appreciate the uniqueness of oneself as Allah's creation.	Learners is guided to: <ul style="list-style-type: none"> ● sing songs (<i>anashid /qasida</i>) or recite poems related to self as a Muslim, ● engage in activities that show their images(for example; looking at oneself in the mirror, observing their shadow...), ● engage in discussion about themselves in pairs or small groups, ● colour a sketch of himself or herself, ● engage in games/hands-on activities related to parts of the body using digital devices, ● practise self-care activities such as washing hands, brushing teeth, washing face, ● paint self or print using hand and foot, ● role-play on care for self. 	1. Who am I? 2. How am I similar/ different from others?

**Core competencies to be developed:**

Self-efficacy: knowing “who I am” and knowing “myself” as learner identifies who they are.

Values:

- Love: as learners care for themselves while talking about creations of Allah.
- Responsibility: as learners take care of themselves.
- Respect is enhanced as learners show acceptance of self by identifying who they are.

pertinent and contemporary issues (PCIs):

- Life skills: The skill of knowing and loving myself, (self-awareness) is enhanced as the learners identify themselves.

Link to other activity areas:

- As learners discuss about themselves, they relate it to the theme ‘myself’ in Environmental Activities
- As learners engage in painting and printing activities, they relate it to Creative Activities.



THEME: My Family				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pillars of Iman	2.1. 3 Belief in Allah (S.W.T.) Allah (S.W.T.)'s Creation <i>(My family)</i> (5 lessons)	By the end of the sub-strand the learner should be able to: a) mention ways of caring for family members as creation of Allah (S.W.T.), b) draw a family tree as a way of identifying family members, c) appreciate the uniqueness of one's family as Allah's creation.	The learner is guided to: <ul style="list-style-type: none"> ● sing songs (<i>anashid/qasida</i>) or recite poems related to family members, ● news tell about their family members and what they love about them in pairs or small groups, ● engage in games/hands-on activities related to family members using digital devices individually, in pairs or small groups, ● watch videos on ways of caring for family members, ● describe ways of caring for family members (helping them, listening to them, praying for them, and thanking them) in pairs or small groups, ● use paper folding technique to make/create cut-outs of family members, ● role-play on care for family members ● draw a family tree. 	1. What do you love about your family? 2. How do you thank Allah (S.W.T.) for your family?

**Core competencies to be developed:**

Self-efficacy: knowing “who I am” and knowing “my family” as learners identify who they are and their family members.

Values:

- Love: as learners care for family members in different ways.
- Responsibility: as learners role-play care for family members.
- Respect is enhanced as learners show acceptance of self by identifying who their family members are.

Pertinent and contemporary issues (PCIs):

- Citizenship: peace education; skills of acknowledging about self and others are enhanced as learners discuss their family members.
- Life skills: The skill of knowing and loving self, (self-awareness) is enhanced as the learners identify their family members.

Link to other activity areas:

- As learners discuss about people found in their home, they relate it to the themes in Environmental Activities.
- As learners engage in paper folding technique, they apply the skill gained in Creative Activities.



Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify self and family as creations of Allah (<i>S.W.T.</i>).	Identifies self, family members, and others as Allah (<i>S.W.T.</i>)'s creation.	Identifies self and family members as Allah (<i>S.W.T.</i>)'s creations.	Sometimes identifies self and family members as Allah (<i>S.W.T.</i>)'s creation.	Identifies self and family members as Allah's (<i>S.W.T.</i>)'s creation when prompted.
Ability to mention four ways of caring for self and family members.	Mentions more than four ways of caring for self and family members.	Mentions four ways of caring for self and family members.	Mentions two to three ways of caring for self and family members.	Mentions one way of caring for self and family members.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Devotional Acts	3.1 Pillars of Islam Five pillars of Islam (4 lessons)	By the end of the sub-strand the learner should be able to: a) name the five pillars of Islam, b) recite the pillars of Islam as taught by Prophet Muhammad (S.A.W.), c) appreciate the Pillars of Islam as the basis for Islamic faith.	The learner is guided to: <ul style="list-style-type: none"> ● sing simple short (<i>anashid/qasida</i>) songs or recite poems on pillars of Islam, ● mention the five pillars of Islam (<i>Shahadah, Swalah, Zakat, Sawm and Hajj</i>), ● view audio-visual materials on pillars of Islam by use of digital devices, ● engage in activities to reinforce on the pillars of Islam for example: jigsaw puzzles, colouring, and picture matching in pairs or groups. 	What are pillars of Islam?
Core competencies to be developed: <ul style="list-style-type: none"> ● Learning to learn: The skill of reflection on own is enhanced as the learner news tells about five daily prayers. ● Creativity and Imagination: The skills of listening, speaking, and teamwork are enhanced as the learners listen to and mention the pillars of Islam. 				

**Values:**

- Responsibility: The skill of accountability is enhanced as the learner accomplishes the given tasks.
- Unity: The skill of cooperation is enhanced as learners engage in group activities.

Pertinent and Contemporart issues (PCIs):

Social cohesion: Understanding and integrity is enhanced as learners share items while engaging in group activities.

Link to other activity areas:

As learners count the pillars of Islam, they relate with counting skills in Mathematical Activities



Theme: Myself				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Devotional Acts	3.1.2 Pillars of Islam <i>Shahadah</i> (3 lessons)	By the end of the sub-strand the learner should be able to: a) recite the <i>shahadah</i> as a pillar of Islam, b) decorate words of <i>shahadah</i> using locally available materials, c) appreciate <i>shahadah</i> as a pillar of Islam.	The learner is guided to: <ul style="list-style-type: none"> • sing (<i>anashid/qasida</i>) or recite poems on shahadah/oneness of Allah (S.W.T.), • listen to the teacher or audio-visual recordings on shahadah (<i>Ash'hadu an laa Ilaha illallahu wa ash'hadu anna Muhamaddan Rasulullah</i>) and repeat what they have listened to in pairs or groups, • make a recording while reciting the <i>shahadah</i>, • decorate words of <i>shahadah</i> using locally available materials, • engage in hands-on activities to reinforce the <i>shahadah</i> for example: stencil printing, picture frame making, painting, and modelling. 	What is <i>shahadah</i> ?
Core competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: are enhanced as learners decorate words of <i>shahadah</i> using locally available materials. • Digital literacy: The skill of interacting with digital technology is enhanced as the learner is guided to make a recording of self while reciting the <i>shahadah</i>. 				
Values: <ul style="list-style-type: none"> • Responsibility: Accountability is enhanced as learners accomplish the task of recording themselves when reciting the <i>shahadah</i>. 				



- Unity: is promoted as the learners engage in hands-on activities to reinforce the *shahadah* for example: stencil printing, picture frame making, painting, and modelling

Pertinent and contemporary issues(PCIs):

Life skills: The skills of effective communication is enhanced as the learners respond by reciting the *shahadah*.

Link to other activity areas:

As learners listen and practise pronunciation of words of *shahadah*, they improve their listening and speaking skills in Language Activities.



Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the five pillars of Islam.	Names the five pillars of Islam in sequence consistently.	Names the five pillars of Islam.	Names three to four pillars of Islam.	Names one or two pillars of Islam.
Ability to recite the <i>shahadah</i> .	Recites the <i>shahadah</i> with correct articulation.	Recites the <i>shahadah</i> correctly.	Recites the <i>shahadah</i> with a few mix ups.	Recites the <i>shahadah</i> with many mix-ups.



THEME: My Family				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.1.1 Islamic Etiquette Islamic Greetings (3lessons)	By the end of the sub-strand the learner should be able to: a) pronounce the phrases used in Islamic greetings, b) practise Islamic greetings while interacting with others, c) appreciate the importance of using Islamic greetings in daily life.	The learner is guided to: <ul style="list-style-type: none"> listen and sing songs related to Islamic greetings, view pictures/videos depicting Islamic greetings and discuss about them, pronounce the Islamic greetings (<i>Assalaam alaykum warahmatullahi wabarakatuh /Wa alaykum salaam warahmatullahi wabarakatuh</i>) in pairs or groups, role-play the exchange of Islamic greetings in pairs or groups, colour worksheets on Islamic greetings. 	<ol style="list-style-type: none"> How do we greet? When do you greet one another?
Core competencies to be developed: Communication and Collaboration: enhanced as learners listen and sing songs related to Islamic greetings and role-play Islamic greetings.				
Values: <ul style="list-style-type: none"> Respect: Islamic etiquette is displayed as they greet one another. Unity: as the learners cooperate while role-playing exchange of greetings. Peace, love and respect for self and others is promoted as learners exchange greetings with each other. 				

**Pertinent and contemporary issues (PCIs):**

- Life skills: The skill of effective communication is enhanced as learners exchange Islamic greeting during role-plays.
- Citizenship and peace education as learners relate with each other by exchanging greetings.

Link to other activity areas:

- As learners exchange greetings, they relate it to etiquette in their interpersonal relationship in Environmental Activities.
- As learners exchange greetings, they relate to greetings in Language Activities.



THEME: My Home				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.1.2 Toileting (6 lessons)	By the end of the sub-strand the learner should be able to: a) identify the proper way of toileting according to Islamic teachings, b) recite the <i>dua</i> before entering and after leaving the toilet, c) demonstrate appropriate manners of toileting as per the Islamic teachings d) appreciate Islamic toilet etiquette in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> ● sing simple songs (<i>qasida/anashid</i>) on toilet manners, ● view/watch Islamic toileting manners (entering using the left, squatting/sitting, and leaving with the right foot) by use of digital educational materials or pictures, ● listen to a resource person/teacher/peer on the <i>dua</i> before entering the toilet (<i>Allahumma innii Audhu bika minal khubuthi wal khabaith</i>) and the <i>dua</i> after leaving the toilet (<i>Ghufranaka</i>) and repeat after, ● demonstrate appropriate manners (entering using left foot, sitting/squatting and leaving with right foot) in pairs, ● sequence pictures showing Islamic toilet etiquette (entering toilet with left foot, sitting/squatting, and leaving toilet with 	Why should a Muslim observe manners of toileting?



			<p>the right foot) in pairs or groups,</p> <ul style="list-style-type: none"> engage in creative activities such as tracing and printing of the feet. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: The skill of saying my needs is enhanced as learner demonstrates appropriate manners of toileting according to Islamic teachings Critical thinking and Problem solving: Skill of listening and communication are enhanced as learner sequence pictures showing Islamic toilet etiquette (entering toilet with left foot, sitting/squatting, and leaving toilet with the right foot). 				
<p>Values:</p> <p>Responsibility: The persistence in observing Islamic manners of toileting is enhanced as learner practises the etiquette.</p>				
<p>Pertinent and contemporary issues(PCIs):</p> <p>Life skills: Skills of knowing and loving self are enhanced as learners demonstrate proper way of entering and leaving the toilet that is, using left foot to enter and right foot to leave the toilet.</p>				
<p>Link to other activity areas:</p> <p>As learners observe etiquette of toileting, they practise proper sanitation and toileting as in Environmental Activities.</p>				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.1.3 Sneezing (3 lessons)	By the end of the sub-strand the learner should be able to: a) mention manners to be observed when one sneezes, b) recite the appropriate <i>dua</i> for sneezing, c) practise the manners of sneezing in day-to-day life, d) uphold the manners of sneezing in promoting personal hygiene.	The learner is guided to: <ul style="list-style-type: none"> • watch a video on Islamic etiquette of sneezing, • discuss the manners of sneezing (covering mouth, saying <i>alhamdulillah</i>, responding to the person who sneezes) in pairs or groups, • listen and turn take to recite the <i>dua</i> said after one sneezes, “<i>Alhamdulillah</i>” and the response given by the immediate audience, “<i>Yarhamukallah</i>”, • role-play on the manners of sneezing in pairs or groups. 	1. What do you say after sneezing? 2. What do you say when someone else sneezes?
Core competencies to be developed: Creativity and Imagination: are enhanced as learners role-play on the manners of sneezing in pairs or groups.				
Values: Love: portraying a caring attitude as learners turn take to recite the <i>dua</i> said after one sneezes, “ <i>Alhamdulillah</i> ” and the response given by the immediate audience				
Pertinent and contemporary issues (PCIs): Life skills: Love is enhanced as learners respond after one sneezes, “ <i>Alhamdulillah</i> ”				
Link to other activity areas: As learners observe the correct manners of sneezing, they relate with the same in Environmental Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.2.1 Islamic phrases <i>(Bismillah and Alhamdulillah)</i> (6 lessons)	By the end of the sub-strand the learner should be able to: a) pronounce the Islamic phrases <i>(Bismillah and Alhamdulillah)</i> to earn blessing of Allah, b) apply the Islamic phrases in their day-to-day activities, c) appreciate the importance of Islamic phrases in daily life.	The learner is guided to: <ul style="list-style-type: none"> • listen and sing simple songs(<i>anashid/qasida</i>) or recite poems related to the Islamic phrases, • listen and repeat Islamic phrases <i>(Bismillah and Alhamdulillah)</i> from digital resources or persons, • discuss situations when phrases <i>Bismillah</i> and <i>Alhamdulillah</i> are used in pairs or groups • practise the Islamic phrases in their daily activities for example by saying <i>Bismillah</i> before any activity and <i>Alhamdulillah</i> after every activity, • role-play daily activities using Islamic phrases. • engage in colouring activities of the phrases <i>(Bismillah and Alhamdulillah)</i>. 	Why should we say Bismillah and Alhamdulillah always?

**Core competencies to be developed:**

- Self-efficacy: is enhanced as learners engage in colouring activities of the phrases (*Bismillah* and *Alhamdulillah*).
- Creativity and Imagination: as learners role-play daily activities using Islamic phrases.

Values:

Patriotism: devotion is enhanced as learner practises the phrases before and after activities (*Bismillah* and *Alhamdulillah*).

Pertinent and contemporary issues (PCIs):

Life skills: The skill of effective communication is enhanced as the learner says *Bismillah* and *Alhamdulillah* before and after activities respectively.

Link to other activity areas:

As learners practise pronunciation of the words, they relate to speaking skills in Language Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.2.2 Islamic phrases <i>shukran</i> (3 lessons)	By the end of the sub-strand the learner should be able to: a) pronounce the Islamic phrase (<i>shukran</i>) as a way of appreciation, b) apply the phrase <i>shukran</i> in their day-to-day life, c) appreciate the importance of the Islamic phrase (<i>Shukran</i>) in their daily life.	The learner is guided to: <ul style="list-style-type: none"> ● listen to and sing simple songs(<i>anashid/qasida</i>)or recite poems related to the phrase <i>Shukran</i>, ● listen to an audio-visual recording on the Islamic phrase <i>Shukran</i> then repeat its pronunciation in pairs or groups, ● practise the use of the phrase <i>Shukran</i> through a role play, ● decorate and exchange appreciation cards/sheets on which the phrase <i>Shukran</i> is written on. 	Why should one appreciate others ?
Core competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration: Listening, speaking, and teamwork skills are enhanced as learners listen, pronounce, and role-play on the phrase (<i>Shukran</i>). ● Learning to learn: as learners decorate and exchange appreciation cards/sheets on which the phrase <i>Shukran</i> is written on. 				

**Values:**

- Respect: etiquette of positive regards for self and others is enhanced as they decorate and exchange appreciation cards with the phrase *shukran*.
- Love: Sharing is enhanced as learners exchange and appreciate each other.

Pertinent and contemporary issues(PCIs):

- Life skills: The skill of effective communication is enhanced as learner uses simple courteous words *shukran*.
- Skill of making choices as the learner uses various ways to show gratitude.

Link to other activity areas:

- As learners practise pronunciation of words they relate to speaking skills in Language Activities.
- As learners thank each other with *shukran*, they relate to use of courteous words for interpersonal relationships in Environmental Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.2.3 Islamic phrases <i>Ma Shaa Allah</i> (3 lessons)	By the end of the sub-strand the learner should be able to: a) pronounce the Islamic phrase (<i>Ma Shaa Allah</i>) as a way of appreciation, b) apply the phrase <i>Ma shaa Allah</i> in their day-to-day life, c) appreciate the importance of the Islamic phrase (<i>Ma shaa Allah</i>) in their daily life.	The learner is guided to: <ul style="list-style-type: none"> listen to and sing simple songs (<i>anashid/qasida</i>) or recite poems related to the phrase;- <i>Ma shaa Allah</i>, listen to an audio-visual recording on the Islamic phrase; -<i>Ma shaa Allah</i> then repeat its pronunciation in pairs or groups, discuss situations when the phrase;- <i>Ma shaa Allah</i> is used in pairs or groups, practise the use of the phrase;- <i>Ma shaa Allah</i> through role-play, decorate/colour worksheet of the phrase;- <i>Ma shaa Allah</i>. 	When do we say <i>Ma shaa Allah</i> ?
Core competencies to be developed: <ul style="list-style-type: none"> Communication and Collaboration: Listening, speaking and teamwork skills are enhanced as learners listen, pronounce, and role-play on the phrase (<i>Ma shaa Allah</i>). Learning to learn: The skill of working collaboratively is enhanced as learners practise the use of the phrase;- <i>Ma shaa Allah</i> through role-plays. 				

**Values:**

- Respect : etiquette of positive regards for self and others is enhanced as they appreciate each other with the phrase;- *Ma shaa Allah*.
- Love : sharing is enhanced as learners appreciate each other using the phrase;- *Ma shaa Allah*.

Pertinent and contemporary issues (PCIs):

Life skills: The skill of making choices as the learner uses various ways to appreciate others.

Link to other activity areas:

As learners appreciate with the phrase;- *Ma shaa Allah*, they relate to use of courteous words for interpersonal relationships in Environmental Activities and Language Activities.



THEME: My Neighbourhood				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.3.1 Relationship <ul style="list-style-type: none"> <i>Places of worship</i> (6 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> identify <i>Masjid</i> as a place of worship for Muslims, visit a <i>Masjid</i> as a place of worship, appreciate <i>Masjid</i> as a place of worship for Muslims. 	The learner is guided to: <ul style="list-style-type: none"> sing simple songs or recites poems on Masjid, view pictures of <i>Masjid</i> through digital educational materials like: computer, smart phone, and smart board or other resources like charts, flash cards, among others, talk about <i>Masjid</i> in groups, engage in hands-on activities such as completing picture puzzles of a <i>Masjid</i> using digital devices or locally available materials in pairs or groups, visit a nearby <i>Masjid</i> physically or digitally, colour a picture or a drawing of a <i>Masjid</i>. 	Where do Muslims pray?

**Core competencies to be developed:**

- Creativity and Imagination: The skill of communication and self-expression is enhanced as the learner colours a picture of a *Masjid*.
- Communication and Collaboration: Listening and speaking skills are enhanced as learners discuss about *Masjid* in pairs or in groups.
- Critical thinking and Problem solving: Decision making skill is enhanced as the learner correctly fixes the puzzles to complete the picture of a *Masjid*.
- Digital literacy: Skill of interacting with digital technology is enhanced as learners view pictures and complete puzzles of a *Masjid*.

Values:

- Respect: etiquette of *Masjid* are enhanced when the learners make a visit to the nearby *Masjid*.
- Responsibility : accountability are enhanced as learners accomplish the task by colouring a *Masjid*.

Pertinent and contemporary issues (PCIs):

Life skills: Decision making is enhanced as they make choices on what colour to use for the *Masjid* as well as completing the puzzles.

Link to other activity areas:

- As learners colour *masjid*/sing simple songs on *Masjid*, they relate to Creative Activities.
- As they talk about *masjid*, they relate with places of worship in Environmental Activities.



Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to exhibit appropriate manners of toileting/sneezing.	Exhibits appropriate manners of toileting/sneezing consistently.	Exhibits appropriate manners of toileting/sneezing.	Sometimes exhibits appropriate manners of toileting/sneezing.	Exhibits appropriate manners of toileting/sneezing when prompted.
Ability to recite the <i>dua</i> related to toileting and sneezing.	Recites the <i>dua</i> related to toileting and sneezing fluently.	Recites the <i>dua</i> related to toileting and sneezing.	Recites the <i>dua</i> related to toileting and sneezing with minor errors.	Recites the <i>dua</i> related to toileting and sneezing with major errors.
Ability to pronounce and apply the Islamic phrases (<i>Assalaamu alaykum</i> , <i>Bismillah</i> , <i>Alhamdulillah</i> , <i>shukran</i> and <i>Ma shaa Allah</i>).	Pronounces and applies the five Islamic phrases fluently.	Pronounces and applies the five Islamic phrases correctly.	Pronounces and applies three to four Islamic phrases.	Pronounces and applies less than three Islamic phrases.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Siirah	5.1 Prophet Muhammad (S.A.W.) <i>Al-amin</i> (6 lessons)	By the end of the sub-strand the learner should be able to: a) mention the name of the last prophet of Allah (S.W.T.), b) practise the phrase;- <i>Swalallahu Alayhi Wassalaam</i> as a sign of love and respect for prophet Muhammad (S.A.W.), c) demonstrate aspects of trustworthiness (<i>Al-Amin</i>) by emulating his character, d) acknowledge Muhammad (S.A.W.) as the final prophet of Allah (S.W.T.).	The learner is guided to: <ul style="list-style-type: none"> ● listen to audio recording, sing <i>anashid/qasida</i> or recite poems on prophet Muhammad (S.A.W.) and his character, ● mention the name prophet Muhammad (S.A.W.) <i>ibn Abdullahi ibn Abdul Mutalib</i>, ● listen to the story of Prophet Muhammad (S.A.W.) (<i>Al- Amin</i>) from a resource person or digital devices, ● practise the phrase;- <i>Swalallahu Alayhi Wassalaam</i> whenever the name of the prophet (S.A.W.) is mentioned in pairs or groups, ● role-play on aspects of trustworthiness (telling the truth, returning others' items,) among others), ● decorate the name "Muhammad" on a worksheet through creative activities such as colouring, painting and sticking. 	Who is prophet Muhammad (S.A.W.)?

**Core competencies to be developed:**

- Communication and Collaboration: Listening and speaking skills are enhanced as learners listen to *anashid* and stories about the prophet (S.A.W.)
- Creativity and Imagination: The skill of communication and self-expression as learners undertake Creative Activities (colouring, painting, and sticking).

Values:

- Integrity: Honesty is promoted as learners role-play aspects of trustworthiness.
- Love for the prophet Muhammad (S.A.W): is enhanced as learners role-play trustworthiness – character of the prophet (S.A.W.) and by saying (*Swalallahu Alayhi wa Salaam*) whenever the prophet's name is mentioned.

Pertinent and contemporary issues (PCIs):

- Life skills: Skills of effective communication are enhanced as learners listen attentively to narrations about prophet Muhammad (S.A.W.)

Link to other activity areas:

As learners listen to stories on the prophet (S.A.W.) and practice the phrase *Swalallahu Alayhi Wassalaam*, they relate to listening and speaking skills in Language Activities.



Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectation	Below Expectation
Ability to Mention the name of the last prophet of Allah (S.W.T.) as Muhammad (S.A.W.) <i>ibn Abdullahi ibn Abdul Mutalib.</i>	Mentions the name of the last prophet of Allah (S.W.T.) as Muhammad (S.A.W.) <i>ibn Abdullahi ibn Abdul Mutalib ibn Hashim.</i>	Mentions the name of the last prophet of Allah (S.W.T.) as <i>Muhammad</i> (S.A.W.) <i>ibn Abdullahi ibn Abdul Mutalib.</i>	Mentions the name of the last prophet of Allah (S.W.T.) as Muhammad (S.A.W.) <i>ibn Abdullahi.</i>	Mentions the name of the last prophet of Allah (S.W.T.) as Muhammad (S.A.W.).
Ability to say the phrase;- <i>Swalallahu Alayhi Wassalaam</i> correctly whenever the name of prophet Muhammad (S.A.W.) is mentioned.	Says ' <i>Swalallahu Alayhi Wassalaam</i> ' whenever the name of prophet Muhammad (S.A.W.) is mentioned correctly and coherently.	Says ' <i>Swalallahu Alayhi Wassalaam</i> ' correctly whenever the name of prophet Muhammad (S.A.W.) is mentioned.	Sometimes says ' <i>Swalallahu Alayhi Wassalaam</i> ' whenever the name of prophet Muhammad (S.A.W.) is mentioned.	Says ' <i>Swalallahu Alayhi Wassalaam</i> ' whenever the name of prophet Muhammad(S.A.W.) is mentioned when prompted.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 Islamic Festivals	6.1 Eid Celebrations (5 lessons)	By the end of the sub-strand the learner should be able to: a) identify <i>Eid</i> as an Islamic festival, b) practise the phrases of <i>Eid</i> greetings to enhance love among themselves c) appreciate <i>Eid</i> as an Islamic festival.	The learner is guided to: <ul style="list-style-type: none"> • sing simple songs/<i>anashid</i> on <i>Eid</i> sourced from: audio recording, resource person, and video recording on digital devices i.e. laptop, computer... • news tell about <i>Eid</i> day, • watch <i>Eid</i> celebrations on audio-visual aids for example: smart phone, smart board and/or discuss <i>Eid</i> day, • practise <i>Eid</i> greetings (<i>Eid Mubarak; Minal Faizin</i>), • make and colour <i>Eid</i> greetings cards, • role-play <i>Eid</i> greetings as they exchange gifts. 	<ol style="list-style-type: none"> 1. Which celebrations do you know? 2. How do we celebrate <i>Eid</i>?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Skills of listening and speaking are enhanced as learners listen to songs/<i>anashid</i> and news tell. • Creativity and Imagination: The skill of experimenting is enhanced as learners make and colour <i>Eid</i> greeting cards. 				

**Values:**

- Love: is promoted as learners exchange *Eid* gifts among themselves.
- Responsibility: accountability enhanced as learners engage in assigned roles such as colouring *Eid* greeting cards.
- Unity: sharing of available resources is promoted as learners colour *Eid* greeting cards.

Pertinent and contemporary issues (PCIs):

- Life skills: Skills of effective communication are enhanced as learners respond to simple verbal instructions such as singing songs/*anashid* on *Eid*

Link to other activity areas:

- As learners listen and sing *anashid* on *Eid*, they relate to Creative Activities skill of singing simple songs.
- As learners exchange gifts, they relate to festivals for interpersonal relationship in Environmental Activities



Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify <i>Eid</i> as an Islamic festival.	Identifies <i>Eid</i> as an Islamic festival and gives the greeting phrases used.	Identifies <i>Eid</i> as an Islamic festival.	Sometimes identifies <i>Eid</i> as an Islamic festival.	Identifies <i>Eid</i> as an Islamic festival when prompted



CSL AT EARLY YEARS OF EDUCATION (PP1&2 AND GRADE 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and its relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake an age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps of the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Determine the activity for the learners.
- Map out the targeted core competencies, values, and specific learning area skills for the CSL activity.
- Identify resources required for the activity (locally available materials).
- Stagger the activities across the term (set dates and time for the activities).
- Communicate to learners, parents/caregivers/guardians, school administration, teachers, and other relevant stakeholders in the school community.
- Identify and develop assessment tools.



2) **Implementation of the CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity.
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values, and subject skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- What went well and why.
- What did not go well and why.
- What can be done differently next time.
- What they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various learning areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a whole school approach (WSA), where the entire school community is involved (learners, parents/caregivers/guardians, school administration, and teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.



The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed, and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale, or any other appropriate assessment tool.



SUGGESTED ASSESSMENT METHODS, RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
Qur'an	Handling of the Holy Qur'an	Oral assessment, observation, and portfolio.	The Qur'an, charts, course books, digital devices, reference materials, and resource persons/online sources.	<p>Invite a resource person to discuss ways of handling the Holy Qur'an.</p> <p>Develop ways of handling the Qur'an e.g, paper plates, Apps, Qur'anic, murals etc.</p> <p>Prepare posters on etiquette of handling the Holy Qur'an and display in strategic places.</p> <p>Organise sessions where peers guide each other on proper handling of the Quran in school.</p>
	Arabic alphabets	Oral assessment and portfolio assessment.	The Qur'an, charts on Arabic alphabets, course books, digital devices, and reference materials/online sources such as <i>Qaida Nouraniyah</i> .	Learners share information on and or display Arabic alphabets during academic days and exhibitions.



Pillars of Iman	Belief in Allah (S.W.T.) (oneness of Allah (S.W.T.)).	Oral and aural assessments, portfolio.	The Qur'an, books on Hadith, course books, digital devices, and reference materials/online sources.	Decorate the attributes of Allah (S.W.T.) - <i>Al Ahad</i> , or the phrase; - (<i>Subhanahu Wa Ta'ala</i>) on a plaque and display or sell on open days.
	Allah (S.W.T.)'s creation (Myself, My family)	Oral and aural assessment, portfolio, and observation.	The Qur'an, books on Hadith, course books, digital devices, and reference materials/online sources.	Recite poems/sing <i>anashid</i> about self and family as Allah (S.W.T.)'s creation and make presentation during school events or on digital platforms. Make creative works such as painting, sticking etc and display them on the notice boards, school magazine, and digital platforms.
Devotional Acts	Pillars of Islam <i>shahadah</i>	Oral assessment, aural assessment, observation, and portfolio.	Quran, charts, course books, digital devices, and reference materials/online sources.	Sing <i>anashid</i> /recite poem on pillars of Islam or recite <i>Shahadah</i> and share on social media. Construct/make a model on pillars of Islam. Create a <i>shahadah</i> wall decoration and display/sell during school events.



Akhlaq	Islamic greetings and phrases	Oral assessment, aural assessment, portfolio, and observation.	Qur'an, books on Hadith, course books, digital devices, and reference materials/online sources.	Make creative works on Islamic greetings and phrases such as painting, sticking etc and display them on the notice boards, school magazine, and digital platforms.
	Toileting	Oral assessment, aural assessment, portfolio, and observation.	Qur'an, books on Hadith, course books, digital devices, and reference materials/online sources.	Share the information on manners of toileting and <i>dua</i> related to toileting. Prepare posters on etiquette of toileting, <i>dua</i> before entering and after leaving the toilet and display around the toilets.
	Sneezing	Oral assessment, aural assessment, portfolio, and observation.	Qur'an, books of Hadith, course books, digital devices, and reference materials/online sources.	Share the information on manners of sneezing and <i>dua</i> related to sneezing during school assembly and pastoral programmes. Prepare posters on etiquette of sneezing and display in strategic places.
	Places of worship	Oral assessment, assessment, portfolio, and observation.	Oral assessment, aural assessment, portfolio, and observation.	Construct a model of a <i>masjid</i> for display. Visit a nearby mosque.



Siirah	Prophet Muhammad (S.A.W.)	Oral assessment, aural assessment, portfolio, and observation.	Qur'an, books of Hadith, books of History of Islam, course books, digital devices, and reference materials/online sources.	Make decorations and wall hangings with the phrase 'Muhammad' and display during school events such as academic exhibitions and parents' day
Islamic Festivals	<i>Eid Day</i>	Oral assessment, aural assessment, portfolio, and observation.	Qur'an, books of Hadith, course books, digital devices, and reference materials/online sources	Sing <i>anashid</i> /recite poem about <i>Eid</i> day and share on social media. Create <i>Eid</i> greeting cards and gift boxes for displaying or selling during school academic events such as academic exhibition day.