



# **ISLAMIC RELIGIOUS EDUCATION**



## ESSENCE STATEMENT

Islamic Religious Education activities at the pre-primary level is aimed at imparting knowledge, skills and values to the learners 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 young learners through learner-centred approaches. This lays foundation for primary level of education and for the learners to grow up as 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	18
	1.3 Arabic alphabet	04
	1.4 Isti'adha	04
2.0 Pillars of Iman	2.1 Belief in Allah: (Allah's Creation)	08
3.0 Devotional Acts	3.1 Pillars of Islam (five daily prayers)	05
4.0 Akhlaq (Moral Teachings)	4.1.1 Farewell phrases	06
	4.2.1 Islamic etiquette (toileting)	06
	4.2.2 manners of eating	07
	4.2.3 Islamic phrases (jazaakallah kair)	04
	4.2.4 In sha Allah	03
	4.3.1 Relationship (places of worship)	05
5.0 Siirah	5.1 Prophet Muhammad (S.A.W.)	07
6.0 Islamic Festivals	6.1 Eid Activities	07
Total number of lessons		90



## THEME: OUR NEIGHBOURHOOD, OUR SCHOOL, ANIMALS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Qur'an</b>	<b>1.1 Handling of the Holy Qur'an</b>  (6 lessons)	By the end of the sub-strand, the learner should be able to: a) mention etiquette of handling the Holy Qur'an with respect, b) demonstrate ways of handling the Holy Qur'an with respect as a holy book, c) acknowledge the Qur'an as the holy book.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to and sing songs or recite poems on etiquette of handling Qur'an,</li> <li>• discuss ways of handling the Qur'an (placing it on a raised position, keeping it in a clean place, listen when Qur'an is being recited, do not place anything on top of the Qur'an) in pairs or groups,</li> <li>• mention ways of handling Qur'an in turns,</li> <li>• role-play how to handle the Qur'an with respect,</li> <li>• share copies of Qur'an to practice proper handling,</li> <li>• Stick pictures on Manila paper on the proper ways of handling Qur'an in pairs or groups.</li> </ul>	How do you handle the Qur'an at home?

**Core competencies to be developed:**

Learning to learn: Sharing learnt knowledge is enhanced as learners in turns mention ways and handle copies of Qur'an appropriately.

**Values:**

- Respect: Etiquette of Qur'an as learners handle the Qur'an respectfully.
- Responsibility: Role of responsibility is enhanced as learners practise proper handling of the Holy Qur'an.

**PCIs:**

Life skills: Skills of effective communication enhanced as learners discuss ways of proper handling the Holy Qur'an.

**Link to other activity areas:** The learner is able to relate handling the Qur'an with skills of book handling in Language Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Qur'an</b>	<b>1.2 The Arabic alphabet with vowels</b> <i>fat'ha, kasra, dhumma</i> (18 lessons)	By the end of the sub-strand the learner should be able to: a) recognise Arabic alphabet with vowels in Arabic text, b) articulate the sounds of Arabic alphabet with vowels, c) write the Arabic alphabet with vowels from right to left, d) enjoy listening to and pronouncing Arabic alphabets	The learner is guided to: <ul style="list-style-type: none"> <li>● listen and sing songs in the Arabic alphabet with vowels,</li> <li>● identify Arabic vowels (<i>fat'ha, kasra, dhumma</i>) individually, in pairs or groups through use of:               <ul style="list-style-type: none"> <li>– flash cards</li> <li>– cut-outs</li> <li>– models or</li> <li>– video clip in a digital device,</li> </ul> </li> <li>● listen to the pronunciation of Arabic alphabet with vowels from digital devices for example <i>Qaidah Al-Nourania</i> website, or resource person,</li> <li>● practise the pronunciation of Arabic alphabet with vowels,</li> <li>● identify Arabic alphabet with vowels through digital devices or games,</li> </ul>	1. Where do we find the Arabic vowels? 2. Why should one learn Arabic alphabet?



		with vowels.	<ul style="list-style-type: none"> <li>• read Arabic alphabet with vowels individually, in pairs or groups,</li> <li>• sort and group/match and pair letters according to the <i>harakaat</i> (vowel) in pairs or groups,</li> <li>• write Arabic alphabet with vowels,</li> <li>• practise the correct orientation of reading and writing the Arabic alphabet with vowels (right to left).</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to learn: Skills to learn independently is acquired when the learner reads the chart on Arabic alphabet with vowels in class.</li> <li>• Digital literacy: Skill of interacting with digital technology as learner listens, reads and writes Arabic alphabet with vowels using digital devices.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity: as learners cooperate in pairs or small groups practise pronouncing the alphabets with vowels.</li> <li>• Responsibility: Accountability promoted as learners engage in sorting and grouping/matching and pairing letters according to the <i>harakaat</i> (vowel), in pairs or groups.</li> </ul>				
<b>PCIs:</b> Life skills: Effective communication skills as learners listen and respond to simple instructions such as singing <i>anashid</i> on Arabic alphabets with vowels.				
<b>Link to other activity areas:</b> The learner is able to relate pronunciation of Arabic alphabets with syllables as in Language Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	1.3 Arabic Alphabet  (4 lessons)	By the end of the sub-strand the learner should be able to: a) identify Arabic alphabet in two letter words in readiness for reading the Qur'an, b) read two letter words with vowels in readiness for reading the Qur'an, c) appreciate the role of Arabic alphabet and vowels in the reading	The learner is guided to: <ul style="list-style-type: none"><li>• listen to two letter words with vowels from a digital device /teacher/peer and repeat after them,</li><li>• identify Arabic alphabet in two letter words from flashcards/charts/digital devices and read the words in pairs or groups,</li><li>• join letters with vowels to form two-letter words using flashcards or digital devices then read in pairs or groups,</li><li>• take turns to read two letter words with <i>harakaat</i> or vowel (<i>fat-ha</i>, <i>kasra</i> and <i>dhumma</i>) from flash cards and correct one another,</li></ul>	Why should one learn Arabic alphabet?





		of the Qur'an.	<ul style="list-style-type: none"> <li>engage in a fishing game of two letter words and read them.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Learning to learn: The skill of working collaboratively as learners engage in fishing game as well read the two letter words in turns.</li> <li>Critical thinking and Problem solving: Decision making skill is enhanced as learners join two letters with vowels to form a two-letter word.</li> <li>Digital literacy: Skills of interacting with digital technology enhanced as learners join letters to form two-letter words using digital devices.</li> </ul>				
<b>Values:</b> Unity: as learners join and read two-letter words in pairs and groups.				
<b>PCIs:</b> Life skills: Effective communication as learners listen, read and pronounces two-letter words with vowels correctly.				
<b>Link to other activity areas:</b> As the learner engages in listening, reading and writing Arabic alphabets, they relate the skills to those in Language Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>1.0 Qur'an</b>	<b>1.4 Isti'adha</b> (4 lessons)	By the end of the sub-strand the learner should be able to: a) recite the <i>isti'adha</i> in readiness for reciting the Holy Qur'an, b) apply <i>isti'adha</i> as an etiquette before reciting Qur'an, c) appreciate the recitation of <i>isti'adha</i> for protection against evil/ <i>shaytan</i> .	The learner is guided to: <ul style="list-style-type: none"> <li>• listen and sing simple songs/<i>anashid/qasida</i> or recite poems related to <i>isti'adha</i> (<i>audhu billahi mina shaytani rajim</i>),</li> <li>• listen and repeat the phrase (<i>audhu billahi mina shaytani rajim</i>) from digital devices or resource persons,</li> <li>• practise the pronunciation of <i>isti'adha</i> (<i>audhu billahi mina shaytani rajim</i>) in turns,</li> <li>• engage in colouring/sticking activities of the phrase (<i>audhu billahi mina shaytan rajim</i>).</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we do before reciting the Qur'an?</li> <li>2. When do we say <i>audhu billahi mina shaytani rajim</i>?</li> </ol>

**Core competencies to be developed:**

Creativity and Imagination: Experimenting through testing ideas as learners colour the phrase ((*audhu billahi mina shaytani rajim*)).

**Values:**

Unity: Cooperation enhanced as learners share resources during colouring/painting activities.

**PCIs:**

Life skills: Effective communication skills enhanced as learners listen and pronounce the *isti'adha* ((*audhu billahi mina shaytani rajim*)).

**Link to other activity areas:**

As learners listen and recite/memorise the *isti'adha* they relate to listening and speaking skills in Language Activities.



### Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to mention and observe etiquette of handling the Qur'an.	Mentions and observes etiquette of handling the Qur'an correctly and demonstrates it to others.	Mentions and observes etiquette of handling the Qur'an.	Mentions and observes the etiquette of handling the Qur'an with minor errors.	Mentions and observes the etiquette of handling the Qur'an with major errors.
Ability to read two letter words with the three vowels.	Reads two letter words with the three vowels correctly and with consistency.	Reads two letter words with the three vowels.	Reads two letter words with two vowels correctly.	Reads two letter words with one vowel.
Reciting the <i>isti'adha</i> .	Recites the <i>isti'adha</i> correctly and confidently.	Recites the <i>isti'adha</i> correctly.	Recites the <i>isti'adha</i> with a few mix-ups.	Recites the <i>isti'adha</i> with major mix-ups.



## THEME: OUR NEIGHBOURHOOD, ANIMALS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Pillars of Iman</b>	<b>2.1 Belief in Allah:</b> <ul style="list-style-type: none"> <li>Allah's Creation in the immediate environment</li> <li>Attribute of Allah (S.W.T.)-<i>Al Wadud</i>; The Most Loving)</li> </ul> (8 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>identify Allah (S.W.T.)'s creation in the immediate environment,</li> <li>care for Allah (S.W.T.)'s creation in the immediate environment as an act of <i>ibadaah</i>,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>sing simple Islamic songs /<i>anashid</i> / <i>qasida</i> or recite poems on Allah's creation in the immediate environment (neighbours, animals, plants),</li> <li>talk about Allah's creation and others in the immediate environment (neighbours, animals, roads, foot paths, vehicles, plants) through digital materials, pictures, realia,</li> <li>engage in games/hands-on activities related to Allah (S.W.T.)'s creations in the immediate environment such as sorting and grouping/matching and pairing in pairs or groups into Allah's creation,</li> <li>colour, paint, print or draw things in the immediate environment such as vehicles, pedestrians, school bus/van,</li> </ul>	<ol style="list-style-type: none"> <li>What has Allah created?</li> <li>How are we different from animals?</li> </ol>



		<p>c) appreciate the beauty of Allah (S.W.T.)’s creation in the environment.</p>	<ul style="list-style-type: none"> <li>● Match families such as an animal and a young one,</li> <li>● care for the environment such as picking litter, watering plants,</li> <li>● develop a scrap or picture book on Allah’s creation for example plants, animals,</li> <li>● take a nature walk within the school environment to identify Allah’s creation,</li> <li>● Draw and colour Allah (S.W.T.)’s creation in the immediate environment,</li> <li>● Talk about Allah (S.W.T.) <i>as Al- Wadud</i> (the Most Loving),</li> <li>● Decorate a worksheet on the phrase <i>Al Wadud</i> (The Most Loving).</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: The skill of communication and self-expression is enhanced as learners develop a scrapbook, draw and colour Allah’s creation.</li> <li>● Communication and Collaboration: The skill of listening, speaking and writing is enhanced as learners talk about Allah’s creation in the immediate environment (neighbours, animals, plants).</li> <li>● Learning to learn: The skill of sharing learnt knowledge is developed as learners engage in games/hands-on activities related to Allah (S.W.T.)’s creations in the immediate environment such as sorting and grouping/matching and pairing in pairs or groups.</li> </ul>				

**Values:**

- Responsibility: through accountability is enhanced as learners care for the immediate environment.
- Unity: as learners cooperate when talking and developing scrap books on Allah (S.W.T.)'s creation.

**PCIs:**

- Life skills: Skill of effective communication enhanced as learners discuss on Allah (S.W.T.)'s creation in the immediate environment.
- Citizenship: Peace education, the skill of knowing the environment is enhanced as learners engage in caring for the environment.

**Link to other activity areas:**

- As learners observe and care for Allah (S.W.T.)'s creation, they relate to care for the natural environment in Environmental Activities.
- As learners sing songs, draw or colour Allah (S.W.T.)'s creation, they apply skills acquired in Creative Activities.



### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify and care for Allah's creation in the immediate environment.	Identifies and cares for Allah's creation in the immediate environment comprehensively.	Identifies and cares for Allah's creation in the immediate environment.	Identifies and cares for some of Allah's creation in the immediate environment.	Identifies and cares for Allah's creation in the immediate environment when prompted.





Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
<b>3.0 Devotional Acts</b>	<b>3.1 Pillars of Islam</b> (5 lessons) <ul style="list-style-type: none"> <li>Five Daily Prayers</li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>name the five daily prayers performed by Muslims,</li> <li>memorising the five daily prayers in sequence</li> <li>appreciate <i>Swalah</i> as a pillar of Islam.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>sing simple short <i>anashid/qasida</i>/songs or recite poems on five daily prayers,</li> <li>news tell on daily prayers,</li> <li>mention the five daily prayers individually, in pairs or groups,</li> <li>talk about five daily prayers in relation to daily activities (waking up in the morning, lunch time, going to bed)</li> </ul>	<ol style="list-style-type: none"> <li>What is <i>Swalah</i>?</li> <li>How do we perform <i>Swalah</i>?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Learning to learn: Skill of reflection on self is enhanced as learner news tells about five daily prayers.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Responsibility: The skill of accountability is enhanced as the learner accomplishes the given tasks.</li> </ul>				
<b>PCIs:</b> Life skills: Skills of knowing and living with self-esteem is promoted as learner talk about five daily prayers in relation daily activities.				
<b>Link to other activity areas:</b> As learners talk about five daily prayers in relation daily activities in Mathematical Activities.				



### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to name the five daily prayers.	Names the five daily prayers in sequence.	Names the five daily prayers.	Names two to three daily prayers.	Names one to two daily prayers.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Akhlaq (Moral Teachings)</b>	<b>4.1.1 Islamic Etiquette</b>  <i>Farewell phrases</i> (6 lessons)	By the end of the sub-strand the learner should be able to: a) pronounce the Islamic farewell phrases as a form of dua, b) practise Islamic farewell phrase while interacting with others, c) appreciate the importance of using Islamic farewell phrase in daily life.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen and sing songs related to Islamic farewell,</li> <li>● view pictures/videos depicting Islamic farewell and discuss about it in pairs or groups,</li> <li>● pronounce the Islamic greeting (<i>Ma'a Salaam/Fi amanillah</i>),</li> <li>● role-play the exchange of Islamic farewell (<i>Ma'a Salaam/Fi amanillah</i>),</li> <li>● colour worksheets on Islamic farewell phrase.</li> </ul>	How do we bid farewell?
<b>Core competencies to be developed:</b> Creativity and Imagination: Communication and self-expression skills enhanced as learner role-play Islamic farewell and colouring worksheets on Islamic farewell phrase.				

**Values:**

- Respect: Islamic etiquette is displayed as they bid farewell to each other
- Love: for self and others is promoted as learners exchange farewell with each other.

**PCIs:**

- Life Skills: Skills of effective communication is enhanced as learners exchange Islamic greeting during role-play.
- Social cohesion: living together in harmony as learners bid farewell to each other.

**Link to other activity areas:**

- As learners use Islamic phrases to bid farewell, they relate to farewell Language Activities.



## THEME: WATER-USES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Akhlaq (Moral Teachings)</b>	<b>4.1.2 Islamic Etiquette</b>  Toileting  (6 lessons)	By the end of the sub-strand the learner should be able to: a) identify activities not allowed while in the toilet as per the Islamic teachings, b) demonstrate Islamic etiquette of toileting, c) practise use of water during (( <i>istinja</i> ) and after toileting, d) appreciate the Islamic toilet etiquette in maintaining body cleanliness and hygiene.	The learner is guided to: <ul style="list-style-type: none"> <li>● sing simple songs /<i>anashid/qasida</i> on toilet manners,</li> <li>● watch a video on the dos and don'ts while in the toilet,</li> <li>● talk about activities that are not allowed while in the toilet,</li> <li>● use water properly during and after toileting,</li> <li>● use left hand during toileting (<i>istinja</i>),</li> <li>● stick pictures to create posters on acts not allowed in the toilet (eating, drinking, talking, singing, reading Quran) in pairs or groups,</li> <li>● mount pictures showing Islamic toileting etiquette in pairs or groups.</li> </ul>	<ol style="list-style-type: none"> <li>1. What should you not do while in the toilet?</li> <li>2. What do you do after toileting?</li> </ol>

**Core competencies to be developed:**

- Communication and Collaboration: Listening, speaking and team work skills are enhanced as learners discuss and participate actively in sticking pictures to create posters.
- Self-efficacy: skill of demonstrating proper etiquette of toileting is developed as learners use left hand during toileting (*istinja*).

**Values:**

- Responsibility: enhanced as learners consistently practise toilet etiquette.
- Unity: Cooperation is enhanced as learners stick pictures to create a poster on the don'ts during toileting in pairs or groups.

**PCIs:**

- Life skills: Skills of knowing and loving self are enhanced as the learner uses left hand to perform *istinja*.
- Health issues: personal hygiene as learners practise proper manners of toileting such as *istinja* and hand washing after toileting.

**Link to other activity areas:**

As learners observe etiquette of toileting, they practise proper sanitation and toileting as in Environmental Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Akhlaq (Moral Teachings)</b>	<b>4.1.3 Islamic Etiquette</b>  <i>Manners of Eating</i>  (7 lessons)	By the end of the sub-strand the learner should be able to: a) state five manners of eating as per the teachings of the Prophet (S.A.W.), b) recite the <i>dua</i> before and after eating as an act of <i>ibadah</i> c) practise five Islamic manners	The learner is guided to: <ul style="list-style-type: none"> <li>listen to and sing simple songs <i>/anashid/qasida</i> on etiquette of eating,</li> <li>watch video clips on Islamic manners of eating and discuss what they observed in pairs or groups,</li> <li>turn take to recite <i>dua</i> before (<i>Bismillah</i>) and after eating (<i>Alhamdulillah ladhi at'amana wasaqana waja'alana minal Muslimin</i>) in pairs,</li> <li>role-play Islamic manners of eating (washing hands, Saying <i>Bismillah</i>, using of right hand, eating what is before them and saying <i>Alhamdulillah</i> after eating),</li> </ul>	1. What manners do you observe while eating? 2. Why should we observe manners of eating?



		<p>of eating for healthy living,</p> <p>d) appreciate the use of Islamic manners of eating as an act of <i>ibadah</i>.</p>	<ul style="list-style-type: none"> <li>● colour the phrases <i>Bismillah</i> and <i>Alhamdulillah</i>,</li> <li>● sort out good and bad habits of eating in pairs or groups,</li> <li>● make a flowchart on the manners of eating using manilla, digital devices or any other available resources in pairs or groups.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: Working collaboratively as learners role-play on manners of eating.</li> <li>● Digital literacy: Skill of interacting with digital literacy as learners make/draw a flow chart on the manners of eating.</li> <li>● Learn to learn: Reflection on own work as learners colour the phrases <i>Bismillah</i> and <i>Alhamdulillah</i>.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: enhanced as learners role-play manners of eating.</li> <li>● Love: enhanced as learners take turns to practise the phrases <i>Bismillah</i> and <i>Alhamdulillah</i>.</li> </ul>				
<p><b>PCIs:</b></p> <p>Health issues: personal hygiene as learners practise hand washing before and after eating.</p>				
<p><b>Link to other Learning activity areas:</b></p> <p>As learners practise Islamic eating etiquette, they observe healthy practices as in Environmental Activities.</p>				





Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Akhlaq (Moral Teachings)</b>	<b>4.2.1 Islamic phrases</b> <i>Jazakallah khayr</i> (4 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>pronounce the Islamic phrase <i>Jazakallah khayr</i> as a way of appreciation,</li> <li>apply the phrase <i>Jazakallah khayr</i> in their daily lives,</li> <li>appreciate the importance of using the selected Islamic phrases as a form of <i>du'a</i>.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>sing qasida with the Islamic phrases (<i>Jazakallah khayr</i>),</li> <li>watch video clips/pictures on situations where the Islamic phrases (<i>Jazakallah khayr</i>) is used,</li> <li>pronounce the phrase <i>Jazakallah khayr</i> in turns,</li> <li>talk about situations when the selected Islamic phrase is used in pairs or groups,</li> <li>role-play situations when the Islamic phrase (<i>Jazakallah khayr</i>) is used,</li> <li>colour a worksheet on the phrase <i>Jazakallah khayr</i>.</li> </ul>	What do you say when someone assist you?

**Core competencies to be developed:**

- Learning to learn: Self-discipline enhanced as learners take turns in pronouncing the phrase *Jazakallah khayr*.
- Creativity and Imagination: working collaboratively as learners role-play situations when the Islamic phrase (*Jazakallah khayr*).

**Values:**

- Unity: Cooperation is promoted as learners collaborate while role-playing and talk about situations when the phrases are used.
- Respect: etiquette of appreciation as learners use the Islamic phrases during role-play and in daily life.

**PCIs:**

- Life Skills: Effective communication skills enhanced as learners listen, pronounce, discuss and role-play situations where the Islamic phrase (*Jazakallah khayr*) is used.

**Link to other activity areas:**

As learners thank each other with *Jazakallah khayr*, they relate to use of courteous words for interpersonal relationships in Language and Environmental Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Akhlaq (Moral Teachings)</b>	<b>4.2.2 Islamic phrases</b> <i>In shaa Allah</i> (3 lessons)	By the end of the sub-strand the learner should be able to: a) pronounce the phrase <i>in shaa Allah</i> for use in their daily lives, b) apply the Islamic phrase <i>in shaa Allah</i> to enhance reliance on Allah, c) appreciate the importance of using the selected Islamic phrase in their daily lives.	The learner is guided to: <ul style="list-style-type: none"> <li>• sing qasida with the Islamic phrase (<i>in shaa Allah</i>),</li> <li>• watch video clips/pictures on situations where the Islamic phrase (<i>in shaa Allah</i>) is used,</li> <li>• pronounce the phrase <i>in shaa Allah</i> in turns,</li> <li>• talk about situations when the Islamic phrase <i>in shaa Allah</i> is used in pairs or groups,</li> <li>• role-play situations when the Islamic phrase (<i>in shaa Allah</i>) is used,</li> <li>• colour a worksheet on the phrase <i>in shaa Allah</i>.</li> </ul>	What do you say when talking about tomorrow?

**Core competencies to be developed:**

Learning to learn: Sharing learnt knowledge is enhanced as learners talk about situations when the Islamic phrase *in shaa Allah* is used.

**Values:**

Unity: Cooperation is promoted as learners collaborate while role-playing and discussing situations where the phrase is used.

**PCIs:**

Life skills: Effective communication skills enhanced as learners listen, pronounce and role-play situations where the Islamic phrase (*In shaa Allah*) is used.

**Link to other activity areas:**

As learners listen and sing, they relate to Creative Activities.



## THEME: OUR NEIGHBOURHOOD

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Akhlaq (Moral Teachings)</b>	<b>4.3 Relationship</b>  Places of worship  (4 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>identify places of worship used by people of different faiths,</li> <li>mention activities performed in the masjid as a place of worship,</li> <li>show respect to places of worship for peaceful coexistence.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● sing songs/<i>anashid/qasida</i> or recite poems on <i>Masjid</i>,</li> <li>● view pictures of different places of worship (masjid, church and temple) through digital devices and other resources,</li> <li>● talk about different places of worship (masjid, church and temple) in pairs or groups,</li> <li>● talk about activities carried out in the <i>Masjid</i> (praying, reading the Quran, <i>dhikr</i>) in pairs or groups,</li> <li>● role-play about activities carried out in the <i>Masjid</i>,</li> <li>● draw or colour picture of the <i>Masjid</i>.</li> </ul>	<ol style="list-style-type: none"> <li>Which are the places of worship?</li> <li>What activities take place in a <i>Masjid</i>?</li> </ol>

**Core competencies to be developed:**

- Communication and Collaboration: Skills of listening, speaking, writing and teamwork enhanced as learners role-play and draw different places of worship.
- Learning to learn: sharing learnt knowledge as the learner talk about places of worship used by people of different faiths.

**Values:**

Respect: Acceptance enhanced as the learner identifies other places of worship.

**PCIs:**

- Citizenship: Social cohesion in our diversity promoted as learners identify the different places of worship.
- Life Skills: knowing and loving self (self-awareness) as the learner identifies his/her place of worship.

**Link to other activity areas:**

Learners identify places of worship, they relate to features in their neighbourhood such as places of worship in Environmental Activities.



## Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to pronounce and apply the Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in shaa Allah</i> ).	Pronounces and applies the four Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in shaa Allah</i> ) correctly and consistently.	Pronounces and applies the four Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in shaa Allah</i> ) correctly.	Pronounces and applies two to three Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in sha Allah</i> ).	Pronounces and applies less than two Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in shaa Allah</i> ).
Ability to state five Islamic manners of eating.	States five Islamic manners of eating and demonstrates for others.	States five Islamic manners of eating correctly.	States three to four Islamic manners of eating correctly.	States less than three Islamic manners of eating with guidance.
Ability to mention activities performed in the masjid.	Mentions activities performed in the masjid with relevant examples.	Mentions activities performed in the masjid.	Mentions some activities performed in the masjid.	Mentions activities performed in the masjid when prompted.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>5.0 Siirah</b>	<b>5.1 Prophet Muhammad (S.A.W.)</b> (7 Lessons)	By the end of the sub-strand the learner should be able to: a) mention the name of the parents and foster mother of prophet Muhammad (S.A.W.), b) draw a family tree of prophet Muhammad (S.A.W.) to understand his parents, c) appreciate the role played by parents/guardians in up-bringing their children.	The learner is guided to: <ul style="list-style-type: none"> <li>• sings songs/ <i>anashid/qasida</i> or recite poems on prophet Muhammad (S.A.W.)’s parents and foster mother,</li> <li>• mentions prophet Muhammad (S.A.W.)’s parents and foster mother (Abdullahi ibn Abdul Mutalib, Amina bint Wahhab, Halimatu Saadiya),</li> <li>• listens to simple short story about the prophet’s early years as an orphan from digital devices or a resource person,</li> <li>• develop a simple family tree of prophet Muhammad (S.A.W.) and his parents using digital devices or charts.</li> </ul>	<ol style="list-style-type: none"> <li>1. Who is prophet Muhammad (S.A.W.)?</li> <li>2. Who takes care of you when your parent/ guardian is not there?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: Skills of listening, speaking and writing enhanced as the learner listens to short stories of prophet Muhammad (S.A.W.) and draw his family tree.</li> <li>• Digital literacy: skill of interacting with digital technology as the learner draws a family tree using digital devices.</li> <li>• Creativity and Imagination: as learners develop a simple family tree of prophet Muhammad (S.A.W.) and his parents using digital devices or charts.</li> </ul>				



**Values:**

- Respect: Acceptance is promoted as learners develop positive regard for self and others as well as appreciating others as they listen to a story about prophet Muhammad (S.A.W.) being raised as an orphan.
- Love: Compassion for orphans is enhanced as learners listen to the story from the teacher on the prophet (S.A.W.) as an orphan.

**PCIs:**

- Life Skills: Skills of effective communication are enhanced as learners name the parents and foster mother of the prophet (S.A.W.) as instructed.
- Citizenship: Social cohesion; our diversity is promoted as learners listen to short stories about orphans thus understanding that we come from different family set ups.

**Link to other activity areas:**

As learners listen to short stories on prophet Muhammad (S.A.W.), they relate to listening skills in Language Activities.



### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to mention the name of the parents and foster mother of prophet Muhammad (S.A.W.).	Mentions the names of the three (father, mother and foster mother) and other guardians of prophet Muhammad (S.A.W.).	Mentions the names of the three (father, mother and foster mother) of prophet Muhammad (S.A.W.).	Mentions the names of two out of the three (father, mother or foster mother) of prophet Muhammad (S.A.W.).	Mentions the name of one of the three (father, mother or foster mother) of prophet Muhammad (S.A.W.).



Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key inquiry questions
<b>6.0 Islamic Festivals</b>	<b>6.1 <i>Eid</i> Activities</b> (7 lessons)	By the end of the sub-strand the learner should be able to: a) mention activities related to <i>Eid</i> as an Islamic festival, b) recite the <i>Eid Takbir/Talbiya</i> as a way of thanksgiving, c) exchange gifts during <i>Eid</i> Festivals to foster love amongst them, d) appreciate <i>Eid</i> as an Islamic festival.	The learner is guided to: <ul style="list-style-type: none"> <li>● sing simple songs/<i>anashid/qasida</i> on <i>Eid</i>,</li> <li>● news tell about <i>Eid</i> activities,</li> <li>● watch <i>Eid</i> activities by using digital devices or view pictures from other resources,</li> <li>● talk about the activities done during <i>Eid</i> (Wearing new/clean clothes, praying, visiting family/friends, feasting, exchanging gifts) in pairs or groups,</li> <li>● listen from digital device or resource person and recite the first part of <i>Eid takbir/ talbiya</i> “<i>Allahu Akbar (X3), La ilaha ilallah, Allahu Akbar (X2), wa lilahil Hamd</i>”,</li> <li>● make a recording of themselves as they recite the <i>Eid takbir/ talbiya</i>,</li> <li>● role-play on <i>Eid</i> activities,</li> <li>● mount pictures on activities done during <i>Eid</i> in pairs or groups,</li> </ul>	<ol style="list-style-type: none"> <li>1. Which Islamic celebrations do you know?</li> <li>2. How do we celebrate <i>Eid</i>?</li> </ol>



			<ul style="list-style-type: none"> <li>• make <i>Eid</i> greeting cards/gift boxes using manila papers, cartons or any other locally available materials,</li> <li>• share and exchange gifts.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Skills of listening, speaking and teamwork enhanced as learners discuss <i>Eid</i> activities.</li> <li>• Digital literacy: Skills of interacting with digital technology are promoted as learner records self while reciting the <i>Eid Takbir</i>.</li> <li>• Creative and Imagination: skill of communication and self-expression as learners make <i>Eid</i> cards and gift boxes.</li> <li>• Learning to learn: The skill of working collaboratively is developed as learners mount pictures on activities done during <i>Eid</i> in pairs or groups.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Love: Sharing is promoted as they exchange cards and gifts.</li> <li>• Unity: Cooperation is enhanced as learners role-play, make and exchange gifts.</li> </ul>				
<b>PCIs:</b> Social cohesion: Living together in harmony is promoted as learners engage in group activities and exchange gifts.				
<b>Link to other activity areas:</b> <ul style="list-style-type: none"> <li>• As learners listen, recite and news tell on <i>Eid</i> activities they relate to listening and speaking skills in Language Activities.</li> <li>• As learners role-play on <i>Eid</i> activities, they relate to performing skills in Creative Activities.</li> </ul>				



### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to mention activities related to <i>Eid</i> .	Mentions activities related to <i>Eid</i> correctly with relevant examples.	Mentions activities related to <i>Eid</i> correctly.	Mentions some activities related to <i>Eid</i> .	Mentions activities related to <i>Eid</i> when prompted.



## APPENDIX I: CSL AT EARLY YEARS 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 the 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 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 for 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 areas 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 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, 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
<b>Qur'an</b>	Handling of the Holy Qur'an	Oral assessment, observation, portfolio	The Qur'an, charts, course books, digital devices, reference materials, 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>



<b>Pillars of Iman</b>	Arabic alphabets	Oral assessment, aural assessment, portfolio	The Qur'an, charts on Arabic alphabets, course books, digital devices, reference materials/online sources such as <i>Qaida Nouraniyah</i>	Learners share information on and or display Arabic alphabets with vowels during academic days and exhibitions.  Organise sessions where peers teach each other on reading of Arabic two letter words.
	Belief in Allah (S.W.T.)- attribute <i>Al Wadud</i>	Oral assessment, aural assessment, portfolio, observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Decorate the attributes of Allah (S.W.T.) - <i>Al Wadud</i> on a plaque and display or sell on Open Days.
	Allah (S.W.T.)'s creation	Oral assessment, aural assessment, portfolio,	The Qur'an, books on Hadith, course books, digital devices,	Recite poems/sing <i>anashid</i> about Allah (S.W.T.)'s creation and



		observation	reference materials/online sources	<p>make presentation during school events or on digital platforms.</p> <p>Make creative works on Allah's (S.W.T.) creation such as painting, sticking etc and display them on the notice boards, school magazine, digital platforms.</p>
<b>Devotional Acts</b>	<p>Pillars of Islam</p> <p>Five Daily Prayers</p> <p>Postures of <i>swalah</i></p>	Oral assessment, aural assessment, observation, portfolio	Quran, charts, course books, digital devices, reference materials/online sources	<p>Sing <i>anashid</i>/recite poem on five daily prayers and share on social media.</p> <p>Make posters on the postures of <i>swalah</i> and display in strategic places.</p>



	Etiquette of Swalah	Oral assessment, aural assessment, observation, portfolio	Quran, charts, course books, digital devices, reference materials/online sources	Make posters on the dos and don'ts during swalah and display in strategic places.
				Share information on etiquette of <i>swalah</i> during school assembly and pastoral programmes/share on digital platforms. Make posters on the dos and don'ts during swalah and display in strategic places.
<b>Akhlaq</b>	Islamic Farewell and phrases	Oral assessment, aural assessment, portfolio, observation	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Make creative works on Islamic Farewell and phrases such as painting, sticking etc and display them on the notice boards, school magazine, digital platforms.
	Toileting	Oral assessment, aural assessment, portfolio, observation	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Share the information on manners of toileting and dua related to toileting. Prepare posters on etiquette of toileting, dua before entering and after leaving the toilet and display around the toilets.



	Manners of eating	Oral assessment, aural assessment, portfolio, observation	Qur'an, books of Hadith, course books, digital devices, reference materials/online sources	<p>Share the information on manners of eating and dua related to eating during school assembly and pastoral programmes.</p> <p>Prepare posters on etiquette of eating and display in strategic places such as dining hall.</p>
	Places of worship	Oral assessment, assessment, portfolio, observation	Qur'an, books of Hadith, course books, digital devices, reference materials/online sources	<p>Construct a model of a <i>masjid</i> for display.</p> <p>Visit a nearby mosque.</p>
<b>Siirah</b>	Prophet Muhammad (S.A.W.)	Oral assessment, aural assessment, portfolio, observation	Qur'an, books of Hadith, books of History of Islam, course books, digital devices, reference materials/online sources	<p>Make decorations and wall hangings with the phrase Muhammad and display during school events such as Academic exhibitions, Parents' Day.</p>



<b>Islamic Festivals</b>	<i>Eid</i> Activities	Oral assessment, aural assessment, portfolio, observation	Qur'an, books of Hadith, course books, digital devices, reference materials/online sources	<p>Make a recording while reciting the <i>Eid talbiya</i> and share on social media.</p> <p>Create <i>Eid</i> greeting cards and gift boxes for displaying or selling during school academic events such as Academic Exhibition Day.</p>
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