Grade Four

Islamic Religious Education Activities Schemes Of Work

Term _____One_____ Year _____ School _____

Week	Lsn	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1	1	QUR'AN	**Selected Surahs (i) Al-Fatiha**	By the end of the Sub strand, the learner should be able to: a) Explain the basic meaning of the selected surah to enhance positive character formation. b) Discuss the lessons learnt from the selected surah for spiritual nourishment.	1. Why do we recite suratul -Fatiha in every *swalah*? 2. Which *surahs* do Muslims recite before going to bed? 3. What lessons do we learn from the selected *surahs*? 4. Why do we recite the selected *surahs*?	- Learners are guided to discuss the basic meaning of the selected *surahs*. - Learners listen to recorded translation of the selected *surahs* from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	2		**Selected Surahs (i) Al-Fatiha**			- Learners are guided to discuss the basic meaning of the selected *surahs*. - Learners listen to recorded translation of the selected *surahs* from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		**Selected Surahs (i) Al-Fatiha**			- Learners are guided to discuss the basic meaning of the selected *surahs*. - Learners listen to recorded translation of the selected *surahs* from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
2	1		**(ii) An-Naas**			- Learners are guided to discuss the basic meaning of the selected *surahs*. - Learners listen to recorded translation of the selected *surahs* from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

	2		**(ii) An-Naas**	By the end of the Sub strand, the learner should be able to: a) Explain the basic meaning of the selected surah to enhance positive character formation. b) Discuss the lessons learnt from the selected surah for spiritual nourishment. c) Apply the teachings of the selected surah in his/her daily life.	1. Why do we recite suratul -Fatiha in every *swalah*? 2. Which *surah*s do Muslims recite before going to bed? 3. What lessons do we learn from the selected *surah*s? 4. Why do we recite the selected *surah*s?	- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		**(ii) An-Naas**			- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
3	**1**		**(iii) Al-Falaq**	By the end of the Sub strand, the learner should be able to: a) Explain the basic meaning of the selected surah to enhance positive character formation. b) Discuss the lessons learnt from the selected surah for spiritual nourishment. c) Apply the teachings of the selected surah in his/her daily life.	1. Why do we recite suratul -Fatiha in every *swalah*? 2. Which *surah*s do Muslims recite before going to bed? 3. What lessons do we learn from the selected *surah*s? 4. Why do we recite the selected *surah*s?	- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	2		**(iii) Al-Falaq**			- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		**(iii) Al-Falaq**			- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

4	**1**		**(iv) Al-Ikhlas**	By the end of the Sub strand, the learner should be able to: a) Explain the basic meaning of the selected surah to enhance positive character formation. b) Discuss the lessons learnt from the selected surah for spiritual nourishment. c) Apply the teachings of the selected surah in his/her daily life.	1. Why do we recite suratul -Fatiha in every *swalah*? 2. Which *surah*s do Muslims recite before going to bed? 3. What lessons do we learn from the selected *surah*s? 4. Why do we recite the selected *surah*s?	- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	2		**(iv) Al-Ikhlas**			- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		**(iv) Al-Ikhlas**			- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
5	**1**		**(v) Al-Masad**			- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected *surah*s.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

	2		**(v) Al-Masad**	By the end of the Sub strand, the learner should be able to: a) Explain the basic meaning of the selected surah to enhance positive character formation. b) Discuss the lessons learnt from the selected surah for spiritual nourishment. c) Apply the teachings of the selected surah in his/her daily life.	1. Why do we recite suratul -Fatiha in every *swalah*? 2. Which *surah*s do Muslims recite before going to bed? 3. What lessons do we learn from the selected *surah*s? 4. Why do we recite the selected *surah*s?	- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected *surah*s.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		**(v) Al-Masad**			- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected *surah*s.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
6	**1**		**(vi) An-Nasr**		1. Why do we recite suratul -Fatiha in every *swalah*? 2. Which *surah*s do Muslims recite before going to bed? 3. What lessons do we learn from the selected *surah*s? 4. Why do we recite the selected *surah*s?	- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected *surah*s.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	2		**(vi) An-Nasr**			- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected *surah*s.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

	3		**(vi) An-Nasr**	By the end of the Sub strand, the learner should be able to: a) Explain the basic meaning of the selected surah to enhance positive character formation. b) Discuss the lessons learnt from the selected surah for spiritual nourishment. c) Apply the teachings of the selected surah in his/her daily life.		- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected *surah*s.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
7	**1**		**(vii) Al-Kafirun**			- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected *surah*s.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

	2		**(vii) Al-Kafirun**	b) Discuss the lessons learnt from the selected surah for spiritual nourishment. c) Apply the teachings of the selected surah in his/her daily life. d) Appreciate the importance of the selected *surah*s by adhering to their teachings.	1. Why do we recite suratul -Fatiha in every *swalah*? 2. Which *surah*s do Muslims recite before going to bed? 3. What lessons do we learn from the selected *surah*s? 4. Why do we recite the selected *surah*s?	- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected *surah*s.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		**(vii) Al-Kafirun**			- Learners are guided to discuss the basic meaning of the selected *surah*s. - Learners listen to recorded translation of the selected *surah*s from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected *surah*s.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
7	**1**	**Hadith**	**Prophet Muhammad (S.A.W.) a model of good character**	By the end of the Sub strand, the learner should be able to: a) Read the selected hadith on the character of the Prophet as a role model. b) Discuss ways in w which Prophet Muhammad (S.A.W.) is a model of good character.	1. What are the character traits of a good child? 2. What were the character traits of Prophet Muhammad (S.A.W.) as a youth? 3. What is the difference between the character of the Prophet and the youth of today?	- Learners are guided to read the hadith: *"I have been sent for the purpose of perfecting good morals."* (Narrated by Al-Hakim) - In pairs or small groups learners are guided to discuss ways in which Prophet Muhammad (S.A.W.) is a model of good character (trustworthy, truthful, kind, and generous).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

	2		**Prophet Muhammad (S.A.W.) a model of good character**	b) Discuss ways in w which Prophet Muhammad (S.A.W.) is a model of good character. c) Emulate the character of the Prophet in his/her daily life. d) Appreciate the Prophet as a role model by practicing his character traits in daily life.	1. What are the character traits of a good child? 2. What were the character traits of Prophet Muhammad (S.A.W.) as a youth? 3. What is the difference between the character of the Prophet and the youth of today?	- Learners role play character traits of the Prophet - Learners are guided to watch/listen to the story of Prophet Muhammad (S.A.W.) from a digital device/teacher.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		**Prophet Muhammad (S.A.W.) a model of good character**	b) Discuss ways in w which Prophet Muhammad (S.A.W.) is a model of good character. c) Emulate the character of the Prophet in his/her daily life. d) Appreciate the Prophet as a role model by practicing his character traits in daily life.	1. What are the character traits of a good child? 2. What were the character traits of Prophet Muhammad (S.A.W.) as a youth? 3. What is the difference between the character of the Prophet and the youth of today?	- Learners role play character traits of the Prophet - Learners are guided to watch/listen to the story of Prophet Muhammad (S.A.W.) from a digital device/teacher.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
8	**1**		**Hadith and Etiquette on Eating**	By the end of the Sub strand, the learner should be able to: a) Read the selected hadith on appropriate manners of eating. b) Practice the etiquettes taught in the hadith when taking meals. c) Appreciate the importance of eating in accordance with the teachings of the prophet to earn rewards from Allah (S.W.T.).	1. What do you do before eating? 2. What is the benefit of saying *Bismillah* while eating? 3. Why do you have to eat what is in front of you?	- Learners are guided to read the hadith: *"...Mention the name of Allah, eat with your right, and eat what is directly in front of you." (Narrated by Al-Bukhari).* - In pairs or small groups learners demonstrate the etiquettes on eating.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

	2		**Hadith and Etiquette on Eating**	By the end of the Sub strand, the learner should be able to: a) Read the selected hadith on appropriate manners of eating. b) Practice the etiquettes taught in the hadith when taking meals. c) Appreciate the importance of eating in accordance with the teachings of the prophet to earn rewards from Allah (S.W.T.).	1. What do you do before eating? 2. What is the benefit of saying *Bismillah* while eating? 3. Why do you have to eat what is in front of you?	- In pairs or small groups learners demonstrate the etiquettes on eating. - Learners role play manners of eating - Learners are guided to watch a video on good manners of eating.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		**Hadith and Etiquette on Eating**		1. What do you do before eating? 2. What is the benefit of saying *Bismillah* while eating? 3. Why do you have to eat what is in front of you?	- In pairs or small groups learners demonstrate the etiquettes on eating. - Learners role play manners of eating - Learners are guided to watch a video on good manners of eating.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
9	**1**		**Hadith On brushing Teeth**	By the end of the Sub strand, the learner should be able to: a) Read the selected hadith on brushing teeth for the promotion of oral hygiene. b) Discuss the importance of brushing teeth as per the tradition of the prophet (S.AW).	1. What do you use to brush your teeth? 2. When do you brush your teeth? 3. Why do you brush your teeth?	- Learners are guided to read the hadith: *"Brushing of teeth is a means of purification of mouths and pleasing Allah." (Narrated by Ibn Majah).* - Learners are guided individually on how to brush their teeth.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

	2		**Hadith On brushing Teeth**	b) Discuss the importance of brushing teeth as per the tradition of the prophet (S.AW). c) Practice brushing teeth as an act of *ibadah*. d) Appreciate the importance of brushing teeth so as to earn rewards from Allah (S.W.T.).	1. What do you use to brush your teeth? 2. When do you brush your teeth? 3. Why do you brush your teeth?	- Learners are guided individually on how to brush their teeth. - Learners discuss in small groups on the importance of brushing their teeth regularly. - Learners recite/sing song/*qasida*/poem on brushing teeth.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		**Hadith On brushing Teeth**	b) Discuss the importance of brushing teeth as per the tradition of the prophet (S.AW). c) Practice brushing teeth as an act of *ibadah*. d) Appreciate the importance of brushing teeth so as to earn rewards from Allah (S.W.T.).	1. What do you use to brush your teeth? 2. When do you brush your teeth? 3. Why do you brush your teeth?	- Learners are guided individually on how to brush their teeth. - Learners discuss in small groups on the importance of brushing their teeth regularly. - Learners recite/sing song/*qasida*/poem on brushing teeth.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
10	**1**		**Hadith on Fitness**	By the end of the Sub strand, the learner should be able to: a) Read the selected Hadith on physical fitness to promote healthy living. b) Discuss the importance of physical fitness in the life of a Muslim.	1. What are the benefits of physical fitness? 2. What kind of games and sports do you participate in?	- Learners are guided to read the hadith: *"A strong believer is better and dearer to Allah than a weak believer..."*(Narrated by Muslim)	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

	2		**Hadith on Fitness**	b) Discuss the importance of physical fitness in the life of a Muslim. c) Participate in games and sports while observing Islamic values. d) Appreciate the importance of physical fitness as means of being dearer to Allah (S.W.T).	3. What Islamic rules do you observe while participating in games and sports activities? 4. What values are inculcated through participation in games and sports?	- Learners are guided to discuss the importance of physical fitness and values derived from participating in games and sports (e.g. teamwork, sharing, humility, fair-play, discipline, and leadership skills).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule .	
	3		**Hadith on Fitness**	b) Discuss the importance of physical fitness in the life of a Muslim. c) Participate in games and sports while observing Islamic values. d) Appreciate the importance of physical fitness as means of being dearer to Allah (S.W.T).	3. What Islamic rules do you observe while participating in games and sports activities? 4. What values are inculcated through participation in games and sports?	- Learners in pairs or small groups to discuss the types of games and sports permissible in Islam. - Learners discuss Islamic etiquettes to be observed during games and sports activities (dressing mode, observing times for swalah).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
11	**1**	**Pillars Of Iman**	**Attributes of Allah (S.W.T)**	By the end of the Sub strand, the learner should be able to: a) Identify the Attributes of Allah (S.W.T.) and their corresponding meaning to strengthen their belief in Allah (S.W.T.). b) Explain the significance of the given Attributes of Allah (S.W.T.) in shaping his/her character.	1. What are the favours of Allah (S.W.T.) to mankind? 2. What are the Attributes of Allah (S.W.T.)?	- Learners are guided to listen to the Attributes of Allah from digital devices. - Leaners sing *qasida* on the Attributes of Allah	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

	2		**Attributes of Allah (S.W.T)**	By the end of the Sub strand, the learner should be able to: a) Identify the Attributes of Allah (S.W.T.) and their corresponding meaning to strengthen their belief in Allah (S.W.T.). b) Explain the significance of the given Attributes of Allah (S.W.T.) in shaping his/her character.	1. What are the favours of Allah (S.W.T.) to mankind? 2. What are the Attributes of Allah (S.W.T.)?	- Learners are guided to identify Attributes of Allah and their corresponding meaning (Al-Rahman, AL-Rahim, Al-Malik, AL-Salaam, AL-Samiu and Al-Basir).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		**Attributes of Allah (S.W.T)**	c) Apply the Attributes of Allah (S.W.T.) while making *dua* (supplication) d) Appreciate the unique Attributes of Allah (S.W.T.) as part of Islamic faith.	3. What does Allah (S.W.T.) do for us? 4. Why is it important to believe in the attributes of Allah (S.W.T.)?	- Learners match and sort the attributes of Allah (S.W.T.) and their meaning - In pairs or small groups learners are guided to discuss the unique Attributes of Allah (S.W.T.). - Learners recite *duas* that mention the given Attributes of Allah (S.W.T.).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
12	**1**		**Attributes of Allah (S.W.T)**	c) Apply the Attributes of Allah (S.W.T.) while making *dua* (supplication) d) Appreciate the unique Attributes of Allah (S.W.T.) as part of Islamic faith.	3. What does Allah (S.W.T.) do for us? 4. Why is it important to believe in the attributes of Allah (S.W.T.)?	- Learners match and sort the attributes of Allah (S.W.T.) and their meaning - In pairs or small groups learners are guided to discuss the unique Attributes of Allah (S.W.T.). - Learners recite *duas* that mention the given Attributes of Allah (S.W.T.).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	

	2		**Angel and their Duties**	By the end of the Sub strand, the learner should be able to: a) Identify the names of the angels and their duties as a Pillar of *Iman*.	1. What are the duties of angels? 2. Why did Allah (S.W.T.) create angels?	- Learners are guided to name the angels of Allah, *(Jibril, Raqib* and *Atid, Mikail, Israil* and *Israfil*). - Learners match and sort the names of angels and their corresponding duties using flashcards/pocket boards.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
	3		**Angel and their Duties**	b) Explain the significance of belief in angels in life of a Muslim c) Appreciate angels as Allah's creation as a Pillar of *Iman*.	1. What are the duties of angels? 2. Why did Allah (S.W.T.) create angels?	- Learners are guided to name the angels of Allah, *(Jibril, Raqib* and *Atid, Mikail, Israil* and *Israfil*). - Learners match and sort the names of angels and their corresponding duties using flashcards/pocket boards.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observation schedule.	
13-14		**End Term/Exams**							