



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
A skilled and Ethical Society

**PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN**

**ISLAMIC RELIGIOUS EDUCATION ACTIVITIES**

**GRADE 1**

First Published in 2017

Revised 2024

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## **FOREWORD**

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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## **PREFACE**

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21<sup>st</sup> Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

### **3. Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

**4 Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

**6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

**7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.



## LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons Per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
8.	Pastoral/Religious Instruction Programme	1*
<b>Total</b>		<b>31</b>

## LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich and diverse cultural heritage for harmonious living.

**ISLAMIC RELIGIOUS  
EDUCATION ACTIVITIES  
GRADE 1**

## **ESSENCE STATEMENT**

Kenya is a nation where people adhere to various religions. The National Goal of Education No. 4, advocates for promoting sound morals and religious values among learners. Religious Education is one way to instil these values. Islamic Religious Education activities aim to equip learners with the knowledge, skills, values, and attitudes that help them grow socially, emotionally, and spiritually into balanced individuals. The strands covered in this activity area are Quran, Hadith, Devotional Acts, *Siirah* (Life of the Prophet), and Islamic Festivals. Islamic Religious Education teachers are encouraged to use learner-centered approaches. This learning area helps learners acquire values and skills that enable them to be responsible and ethical citizens who are at peace with Allah (SWT), themselves, others, and the environment.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

- a. recite, read, and write short selected Surahs (chapters) of the Qur'an,
- b. demonstrate love, appreciation, and awareness of Allah (SWT) and His creation,
- c. demonstrate love and appreciation for the Prophet Muhammad (S.A.W),
- d. practise Islamic etiquette for social relations,
- e. perform acts of worship correctly,
- f. apply creativity and critical thinking skills in problem solving in accordance with Islamic teaching,
- g. use and conserve the immediate environment while observing Islamic teachings,
- h. co-exist harmoniously with people of other faiths and of different cultural backgrounds,
- i. practise hygiene and observe nutrition and safety, guided by Islamic principles.

## SUMMARY OF STRANDS AND SUB-STRANDS

<b>Strand</b>	<b>Sub-Strands</b>	<b>No. of Lessons</b>
1.0 Qur'an	1.1 Arabic Alphabet	10
	1.2 Selected Surah	16
2.0 Hadith	2.1 Hadith on Obedience to parents	05
	2.2 Hadith on cleanliness	05
3.0 Pillars Iman	3.1 Belief in Allah (Attributes)	07
	3.2 Belief in angels	02
4.0 Devotional Acts	4.3 Pillars Islam (Five pillars)	08
	4.3 Shahadah	05
	4.4 Wudhu (steps and performance)	06
5.0 Akhlaq (Moral Teachings)	5.0 Relationship 5.1.1 Gratitude to Allah's bounties	06
	5.1.2 Love for parents	05
	5.2.Care for the environment	05
6.0 Siirah	6.1 Birth Prophet Muhammad (S.A.W.)	06
7.0 Islamic Festivals	6.1 Eids	04
Total number of lessons		90

## STRAND 1.0: Quran

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
1.0 Quran	<b>1.1 Arabic Alphabet</b>  (10 Lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the Arabic alphabet in three-letter words in readiness for reading the Qur'an,</li> <li>b) listen actively to three-letter words to enhance fluency in reading the Quran,</li> <li>c) read correctly three-letter words with vowels correctly in readiness for reading the Qur'an,</li> <li>d) appreciate the role of Arabic alphabet and vowels in reading the Qur'an.</li> </ol>	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• identify the Arabic alphabet in three-letter words from flashcards/charts/digital devices and read them.</li> <li>• listen to three-letter words with vowels from a digital device/resource person/teacher/peer and imitate them,</li> <li>• read three-letter words with <i>harakaat</i> or vowels (<i>fat-hatain, dhumatain, kasratain, and sukun</i>) from flashcards and correct one another,</li> <li>• pick three letter words from a box and read them,</li> <li>• pick the alphabet with <i>harakat</i> (vowels), form three-letter words, and read them,</li> <li>• sort and group three letter words from a basket/box and pronounce them.</li> </ul>	Why should one learn the Arabic alphabet?

**Core Competencies to be developed:**

Communication and Collaboration: skills of listening and speaking are enhanced as learners listen and repeat three-letter words with

**Values:**

Unity: cooperation as learners collaborate with others while sorting and grouping three letter words from a basket/box and pronouncing them.

**Pertinent and Contemporary Issues:**

Life Skills: effective communication as learners read and pronounce three-letter words with vowels correctly.

**Link to other Learning Activities :**

Reading and listening skills in English Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>1.0 Quran</b>	<b>1.2 Selected Surah</b> 1.2.1 Al-Fatiha (reading, reciting)  (8 Lessons)	By the end of the sub-strand, the learner should be able to: a) read Surah Al-Fatiha correctly in readiness for <i>swalah</i> , b) recite Surah Al-Fatiha in <i>swalah</i> , c) appreciate the recitation of the Qur'an for spiritual nourishment.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• listen to the verses of <i>surah</i> Al-Fatiha from a teacher/resource person/digital device and repeat,</li> <li>• complete the verses of Surah Al-Fatiha using words from flashcards,</li> <li>• sort and arrange the verses of Surah Al-Fatiha from pocket boards and read them aloud,</li> <li>• turn-take to read Surah Al-Fatiha and correct one another.</li> </ul>	Why do Muslims recite <i>Surah Al-Fatiha</i> ?
<p><b>Core Competencies to be developed:</b> Critical thinking and Problem-solving: as learners sort and arrange the verses of Surah Al-Fatiha.</p>				
<p><b>Values:</b> Unity: cooperation is enhanced as learners collaboratively turn-take to read the verses of Surah Al-Fatiha and correct one another.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life Skills: effective communication as learners express themselves effectively when reciting/reading Surah Al-Fatiha.</p>				
<p><b>Link to other Learning Activities:</b> As learners read/recite/memorise Surah Al-Fatiha can be related to concepts in English Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>1.0 Quran</b>	<b>1.2 Selected Surah</b> 1.2.2 An-Naas (reading and reciting)  (8 Lessons)	By the end of the sub-strand, the learner should be able to: a) read Surah An-Naas correctly in readiness for use in <i>swalah</i> , b) recite Surah An-Naas in readiness for <i>swalah</i> , c) appreciate the recitation of the Qur'an for spiritual nourishment.	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• listen to verses of Surah An-Naas from a teacher/resource person/digital device and repeat,</li> <li>• complete verses of Surah An-Naas using words from flashcards,</li> <li>• sort and arrange the verses of Surah An-Naas from pocket boards and read them aloud,</li> <li>• turn-take to read Surah An-Naas and correct one another.</li> </ul>	Why do Muslims recite <i>Surah An-Naas</i> ?
<b>Core Competencies to be developed:</b> Critical thinking and Problem-solving: as learners sort and arrange the verses of Surah An-Naas				
<b>Values:</b> Unity: cooperation is enhanced as learners collaboratively turn-take to read the verses of Surah An-Naas and correct one another				
<b>Pertinent and Contemporary Issues:</b> Life Skills: Effective communication as learners express themselves effectively when reciting/reading Surah An-Naas.				
<b>Link to other Learning Activities:</b> Learners read/recite/memorise Surah An-Naas- related to English Language Activity.				



**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 recognises and write the Arabic alphabet in three-letter words.	Recognises and writes the Arabic alphabet in three-letter words with vowels and explains to others correctly.	Recognises and writes the Arabic alphabet in three-letter words with vowels correctly.	Recognises and writes most Arabic alphabet in three-letter words with vowels.	Recognises and writes a few Arabic alphabet in three-letter words with vowels.
Ability to read and memorise the selected surahs (Surah Al-Fatiha and Surah An-Naas).	Reads and memorises all the verses of the selected surahs correctly with clear articulation.	Reads and memorises all the verses of the selected surahs correctly.	Reads and memorises some of the verses of the selected surahs correctly.	Reads and memorises a few verses of the selected surahs correctly.

**STRAND 2.0: Hadith**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<p><b>2.0 Hadith</b></p>	<p><b>2.1.1 Hadith on Obedience to Parents</b>  (5 Lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) read the Hadith on obedience to parents for moral development,</p> <p>b) practise the Hadith on obedience to parents in day-to-day life,</p> <p>c) appreciate the Hadith on obedience to parents to earn rewards from Allah.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● read the Hadith on obedience to parents individually; ‘Allah’s pleasure is in parents’ pleasure and Allah’s anger is in parents’ anger,’’</li> <li>● pick flashcards to complete the Hadith on obedience to parents,</li> <li>● role-play situations depicting obedience to parents,</li> <li>● story-tell instances where obedience is practised in their daily life.</li> </ul>	<p>How do you show obedience to parents/guardians/teachers?</p>

**Core Competencies to be developed:**

Learning to Learn: as learners work collaboratively while role-playing situations depicting obedience to parents.

**Values:**

Responsibility: accountability is enhanced as learners engage in assigned roles as they role-play and story-tell situations/instances where obedience is practised.

**Pertinent and Contemporary Issues:**

Life Skills: tolerance enhanced as learners role-play situations depicting obedience to parents.

**Link to other Learning Activities:**

As they learn about the family can be related to concepts in Environmental Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>2.0 Hadith</b>	<b>2.1.2 Hadith on Cleanliness</b>  (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the Hadith on cleanliness for moral development, b) apply the teachings of the Hadith on cleanliness in day-to-day life, c) appreciate the Hadith on cleanliness to earn rewards from Allah.	The learner is guided to: <ul style="list-style-type: none"> <li>• read after the teacher the Hadith on cleanliness displayed on a chart,</li> <li>• read the Hadith on cleanliness: ‘Cleanliness is part of faith...’ and correct each other,</li> <li>• sing songs on the importance of cleanliness and personal hygiene,</li> <li>• engage in cleaning activities such as cleaning the school compound and washing hands.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you uphold cleanliness?</li> <li>2. Why should a Muslim maintain cleanliness?</li> </ol>
<p><b>Core Competencies to be developed:</b> Learning to Learn: learning in groups as learners work on their own while cleaning the classroom</p>				
<p><b>Values:</b> Responsibility: is enhanced as learners engage in cleaning activities.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Health promotion issues: preventive health as learners engage in cleaning activities</p>				
<p><b>Link to Other Learning Activities:</b> The concept in the Hadith can be related to Hygiene and Nutrition Activity when they engage in cleaning tasks.</p>				

## SUGGESTED ASSESSMENT RUBRIC

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to read the selected Hadiths on obedience to parents and on cleanliness.	Reads the selected Hadiths on obedience to parents and on cleanliness correctly and gives examples.	Reads the selected Hadiths on obedience to parents and on cleanliness correctly.	Reads the selected Hadiths on obedience to parents and on cleanliness with minor errors.	Reads the selected Hadiths on obedience and on cleanliness with major errors.
Ability to explain ways of showing obedience to parents as per the teachings of the Hadith.	Explains ways of showing obedience to parents as per the teachings of the Hadith comprehensively.	Explains ways of showing obedience to parents as per the teachings of the Hadith.	Explains ways of showing obedience to parents as per the teachings of the Hadith with a few mix-ups.	Explains ways of showing obedience to parents as per the teachings of the Hadith with many mix-ups.

### STRAND 3.0: PILLARS OF IMAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.1 Belief in Allah:</b> Attributes of Allah ( <i>Al-Khaaliq, Ar-Razaaq</i> )  (7 Lessons)	By the end of the sub-strand the learner should be able to: a) mention the attributes of Allah as the Creator and the Provider to strengthen their <i>Iman</i> , b) use the selected attributes of Allah in day-to-day life, c) appreciate the bounties of Allah.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to the teacher/resource person/peer/digital device mentioning the attributes of Allah, (<i>Al-Khaaliq, Ar-Razaaq</i>) and repeat after him/her</li> <li>• sort and match the attributes of Allah (S.W.T) with their corresponding meaning using flashcards individually or in pairs,</li> <li>• observe the creation of Allah (S.W.T) outside the classroom and mention their names,</li> <li>• model/draw/paint/colour the creation of Allah (S.W.T) observed outside the classroom,</li> <li>• watch pictures/videos of Allah (S.W.T)'s creation and mention their names,</li> <li>• sing and listen to <i>qasida</i> with the attributes of Allah (S.W.T) as Creator and Provider.</li> </ul>	How did the world come to be?
<b>Core Competencies to be developed:</b> Learning to Learn: as learners observe their immediate environment and model/draw/paint/colour Allah (SWT)'s creation.				
<b>Values:</b> Unity: as learners display team spirit while listening to and singing <i>qasida</i> with the attributes of Allah in groups				
<b>Pertinent and Contemporary Issues:</b> Life Skills: developmental perspective as the learner models/draws/paints/colours Allah's creation				
<b>Link to other Learning Activities:</b> The concepts in the lesson can be related to Creative Arts as learners model/draw/paint/colour or engage in environmental Activities				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.2 Belief in angels (Jibril and Mikail)  (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) name two angels of Allah as part of pillars of <i>iman</i> , b) appreciate the belief in angels as a pillar of <i>iman</i> .	<b>The learner is guide to:</b> <ul style="list-style-type: none"> <li>• listen to and sing <i>qasida</i> on the angels</li> <li>• pick names of the selected angels from a pocket board and read them aloud,</li> <li>• colour the names of the selected angels.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: as learners pick the names of the selected angels from a pocket board and read them aloud.</li> <li>• Creativity and Imagination: as learners colour the names of the angels on a manila paper.</li> </ul>				
<p><b>Values:</b> Unity: as learners pick the names of the selected angels from pocket boards and read them aloud during class activities.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life Skills: living with others as learners colour the names of the selected angels using flashcards</p>				
<p><b>Link to other Learning Activities:</b> as learners colour the names of the selected angels Creative Arts Activities.</p>				

**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 name the attributes of Allah (S.W.T.), <i>Al-Khaaliq</i> , and <i>Ar-Razaaq</i>	Names the attributes of Allah, <i>Al-Khaaliq</i> , and <i>Ar-Razaaq</i> with their meaning.	Names the attributes of Allah, <i>Al-Khaaliq</i> , and <i>Ar-Razaaq</i> .	Names the attributes of Allah <i>Al-Khaaliq</i> and, <i>Ar-Razaaq</i> with some omissions	Names one of the attributes of Allah <i>Al-Khaaliq/ Ar-Razaaq</i> .



## STRAND 4.0: DEVOTIONAL ACTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.1 Pillars of Islam</b> <ul style="list-style-type: none"> <li>• Shahadah,</li> <li>• Swalah,</li> <li>• Zakat,</li> <li>• Saum</li> <li>• Hajj</li> </ul> (8 Lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) name the five pillars of Islam to strengthen their faith,</li> <li>b) recite the five pillars of Islam in sequence.</li> <li>c) appreciate the five pillars of Islam as a foundation of Islam.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• sing songs or poems on the pillars of Islam,</li> <li>• arrange pillars of Islam using flashcards in their sequence,</li> <li>• participate in a game involving mentioning the five pillars of Islam in sequence,</li> <li>• take turns to recite the five pillars of Islam,</li> <li>• draw a house/tree with five pillars representing the five pillars of Islam then colour and display them in class.</li> </ul>	What are the things a Muslim should do to obey Allah?
<b>Core Competencies to be developed:</b> Communication and Collaboration: is enhanced as learners take turns to recite the five pillars of Islam.				
<b>Values:</b> Unity: cooperation enhanced as learners display team spirit as they take part in a game involving the mentioning of the five pillars of Islam in sequence.				
<b>Pertinent and Contemporary Issues:</b> Life Skills: developmental perspective as learners draws the five pillars of Islam using locally available materials and display				
<b>Link to Other Learning Activities.</b> The concepts of counting and putting the five pillars of Islam in sequence can be related to Mathematics Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.2 Shahadah</b> (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) recite the <i>Shahadah</i> as the first pillar of Islam, b) demonstrate occasions when the <i>Shahadah</i> is proclaimed in day-to-day life, c) appreciate the use of <i>Shahadah</i> in the life of a Muslim.	The learner is guided to: <ul style="list-style-type: none"> <li>● sing songs or poems on the <i>Shahada</i></li> <li>● pick flashcards from a pocket board to form the <i>Shahadah</i></li> <li>● take turns reciting the <i>Shahada</i> and correct one another,</li> <li>● role-play occasions when the <i>Shahada</i> is said (for example, in the <i>tashahud</i>, in the <i>adhan</i>.) and share experiences</li> </ul>	Why do Muslims proclaim the <i>Shahadah</i> ?
<b>Core Competencies to be developed:</b> Creativity and Imagination: as the learners role-play occasions when the <i>Shahadah</i> is said.				
<b>Values:</b> Unity: cooperation enhanced as learners collaboratively role-play occasions when the <i>Shahada</i> is said.				
<b>Pertinent and Contemporary Issues:</b> Self-esteem: enhanced as learners sing songs or recite poems on the <i>Shahadah</i> .				
<b>Link to other Learning Activities:</b> The skill of reciting the <i>Shahadah</i> can be related to English Language Activities				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.3 Wudhu</b> (steps and performance of wudhu)  (6 Lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) name the steps of <i>wudhu</i> performance,</li> <li>b) perform <i>wudhu</i> sequentially as a prerequisite for prayers,</li> <li>c) appreciate <i>wudhu</i> as a purification requirement before performing <i>swalah</i>.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip showing the correct steps of <i>wudhu</i> and describe what they have observed,</li> <li>• watch the teacher/resource person/peer demonstrating the steps of <i>wudhu</i> (<i>washing the hands, rinsing the mouth, rinsing the nostrils, washing the face, washing the two arms, wiping the head, wiping the ears, washing the feet</i>) and mimic,</li> <li>• pick flashcards with steps of wudhu and arrange them in sequence,</li> <li>• sing <i>qasida</i> on steps of <i>wudhu</i> with appropriate gesture/movement</li> <li>• demonstrate the performance of <i>wudhu</i> in the correct order, record, and share with friends using a digital device.</li> </ul>	Which body parts are washed during <i>wudhu</i> ?

<p><b>Core Competencies to be developed:</b> Digital Literacy: connecting using technology as learners manipulate digital devices as they watch video clips on the steps of <i>wudhu</i>.</p>
<p><b>Values:</b> Unity: cooperation as learners collaborate with others when picking flashcards with steps of <i>wudhu</i> and arrange them in sequence.</p>
<p><b>Pertinent and Contemporary Issues:</b> Environmental Education: enhanced as learners use water sparingly when performing <i>wudhu</i>.</p>
<p><b>Link to Other Learning Activities:</b> The concept of using water sparing and washing body parts while performing <i>wudhu</i> can be related to Environmental Activities.</p>

### 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 with a clear explanation of each pillar	Names the five pillars of Islam correctly	Names four pillars of Islam	Names less than three pillars of Islam
Ability to arrange the five pillars of Islam in sequence.	Arranges the five pillars of Islam in their sequence with relevant pictures.	Arranges the five pillars of Islam in sequence.	Arranges the five pillars of Islam in sequence with minor mix-ups.	Arranges pillars of Islam in sequence with major mix-ups.

## STRAND 5.0 AKHLAQ (MORAL TEACHINGS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.1 Relationship</b> 5.1.1 Gratitude for Allah's bounties  (5 Lessons)	By the end of the sub-strand the learner should be able to: a) identify five bounties of Allah (S.W.T.) in the immediate environment, b) utilise the bounties of Allah appropriately to earn His blessings, c) appreciate the bounties of Allah (S.W.T.) as a sign of gratitude.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch video clips/pictures/paper cuttings showing the bounties of Allah (S.W.T.) (for example, plants, animals, self-body parts) and name them,</li> <li>• play games involving touching and naming body parts as part of Allah (S.W.T.)'s bounties (For example. 'head-shoulder')</li> <li>• carry out simple activities using their hands, legs and eyes to appreciate the bounties of the body parts,</li> <li>• listen/sing <i>qasida</i>/ recite poems on Allah's favours,</li> <li>• draw and colour trees and animals as part of creation of Allah (S.W.T.) from the immediate environment,</li> </ul>	<ol style="list-style-type: none"> <li>1. Which bounties of Allah are in your immediate environment?</li> <li>2. How do you take care of Allah's creation?</li> </ol>

			<ul style="list-style-type: none"> <li>• cut and mount pictures of plants and animals; and display in class.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Self-efficacy: identify who they are as learners touch and name body parts as bounties of Allah.</p>				
<p><b>Values:</b> Responsibility: accountability as learners carry out simple activities using their hands, legs, and eyes to reflect on the bounties of Allah.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life Skills: self-awareness as learners name and carry out simple activities using their body parts.</p>				
<p><b>Link to other Learning Activities:</b> As learners draw and colour trees and animals, the concept can be related to Creative Arts Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.1.2 Love for Parents</b>  (5 Lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) state five ways to show love to parents/guardians,</li> <li>b) demonstrate ways of showing love to parents/guardians in day-to-day life,</li> <li>c) appreciate love accorded to parents/guardians in their day-to-day lives.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to short stories on love to parents and mention the ways described in the stories,</li> <li>• role-play ways of showing love to parents/guardians (for example, children greeting their parents, giving gifts to them, helping with errands at home, responding to their call, obeying them etc),</li> <li>• make paper cutouts with different ways of treating parents and mount them on charts,</li> <li>• sort from a box/basket, paper cutouts with different ways of treating parents, isolating good from bad ways,</li> <li>• sing <i>qasidas</i> and songs on love for parents,</li> <li>• keep a journal record of ways they have shown love to their parents/guardians.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we treat our parents?</li> <li>2. How do you show love to your parents?</li> </ol>

**Core Competencies to be developed:**

Critical thinking and Problem-solving: as learners sort from a box/basket, paper cutouts with different ways of treating parents, isolating good from bad ways.

**Values:**

Responsibility: accountability as learners engage in assigned roles and duties while roleplaying ways of showing love to parents/guardians.

**Pertinent and Contemporary Issues:**

Life Skills: making choices as learners choose various options to show love to parents.

**Link to Other Learning Activities:**

The concept of love for parents/guardians can be related to Environmental Activities when learners care for members of the family.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Teachings)</b>	<b>5.2 Care for the Environment-home</b>  (5 Lessons)	By the end of the sub-strand the learner should be able to: a) outline ways of maintaining cleanliness at home for healthy living, b) practise cleanliness at home to facilitate healthy living, c) appreciate the importance of maintaining a clean home environment.	The learner is guided to: <ul style="list-style-type: none"> <li>• mention the items used for cleaning the home environment and draw them,</li> <li>• clean their home compound, record themselves using digital devices, and present in class,</li> <li>• improvise simple cleaning items and display them in the classroom,</li> <li>• sing qasidas on the importance of cleanliness.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we keep our school compound clean?</li> <li>2. What items do we use to clean the home?</li> </ol>
<p><b>Core Competencies to be developed:</b>  Digital Literacy: as learners mention the items used for cleaning the home environment and draw them.  Creativity and Imagination: as learners improvise simple cleaning items and display them in the classroom.</p>				
<p><b>Values:</b>  Responsibility: hard work as learners care for own property and those of others while cleaning their home environment</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Life Skills: as learners draw the items used in cleaning the home environment.</p>				
<p><b>Link to other Learning Activities:</b>  The concept of caring for the environment is related to Environment Activities</p>				

### 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 identify the bounties of Allah in the immediate environment.	Identifies bounties of Allah in the immediate environment (plants, animals, and body parts) with their uses.	Identifies bounties of Allah in the immediate environment (plants, animals, and body parts).	Identifies some of the bounties of Allah in the immediate environment (plants, animals, and body parts).	Identifies a few of the bounties of Allah in the immediate environment (plants, animals, and body parts).
Ability to state ways of showing love to parents.	States ways of showing love to parents with the support of pictures.	States ways of showing love to parents	States ways of showing love to parents with little guidance	Needs help in stating ways of showing love to parents
Ability to state ways of maintaining cleanliness at home.	States ways of maintaining cleanliness at home with ease.	States ways of maintaining cleanliness at home.	States ways of maintaining cleanliness at home with little help.	States only one way of maintaining cleanliness at home.

## STRAND 6.0: SIIRAH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
6.0 Siirah	6.1 Birth of Prophet Muhammad (S.A.W)  (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) name the year Prophet (S.A.W.) was born b) narrate the event of the birth of the Prophet (S.A.W.), c) appreciate the birthplace of the Prophet (S.A.W.) as the holy city of Muslims	The learner is guided to: <ul style="list-style-type: none"> <li>pick out the name of the Prophet (S.A.W) from a set of flashcards containing other names,</li> <li>listen to the story about the events of <i>Amul-fil</i> (the Year of the Elephant) from a video clip/teacher and narrate the events of <i>Amul-fil</i></li> <li>name the date, month and year of birth of the Prophet (S.A.W.)</li> <li>draw and colour the Kaaba, elephant, and birds</li> <li>sing a <i>qasida</i> on the birth of the Prophet (S.A.W.)</li> </ul>	What events took place during the birth of the Prophet (S.A.W)?
<b>Core Competencies to be developed:</b>				
Creativity and Imagination: as learners draw and colour the Kaaba, elephant, and birds.				
<b>Values:</b>				
Unity: as learners collaborate with others while singing <i>qasida</i> on the birth of the Prophet (S.A.W.)				
<b>Pertinent and Contemporary Issues:</b>				
Life Skills: as they draw and colour the Kaaba in groups.				
<b>Link to other Learning Activities:</b>				
As they learn about the birth of the prophet (S.A.W.) it can be related to the events in Environmental Activities my family.				

**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 year and the month the Prophet (S.A.W.) was born.	Names the year, the month and the date the Prophet (S.A.W.) was born.	Names the year and the month the Prophet (S.A.W.) was born.	Names the year the Prophet (S.A.W.) was born, but not the month.	Names the year and the month the Prophet (S.A.W.) was born with assistance.
Ability to narrate the event of the birth of the prophet.	Narrates the events of the <i>Amul fiil</i> logically.	Narrates the events of the <i>Amul fiil</i> .	Narrates some of the events of the <i>Amul fiil</i> .	Narrates the events of the <i>Amul fiil</i> with difficulty.

## STRAND 7.0 ISLAMIC FESTIVALS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<b>7.0 Islamic Festivals</b>	<b>7.1 Eid</b> <ul style="list-style-type: none"> <li>• Eid ul-Fitr</li> <li>• Eid ul-Adh-ha</li> </ul> <p>(4 Lessons)</p>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the Islamic months on which <i>Eid ul-Fitr</i> and Eid ul-Adh-ha fall as part of the history of Islam,</li> <li>b) mention the activities carried out during <i>Eid ul-Fitr</i> and Eid ul-Adh-ha festivals in the Islamic calendar,</li> <li>c) appreciate <i>Eid ul-Fitr</i> and Eid ul-Adh-ha celebrations as important festivals among Muslims.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch video clips on the celebration of <i>Eid ul-Fitr</i> and Eid ul-Adh-ha mention the dates, months, and activities observed,</li> <li>• listen to the activities undertaken during the <i>Eid ul-Fitr and Eid ul-Adh-ha</i> from a resource person/teacher and narrate the activities that take place before and during the Eid festival,</li> <li>• role-play the activities that take place during Eid celebrations (for example, taking bath, wearing clean clothes, attending the Eid prayer, reciting the <i>takbir</i>, feasting, exchange of gifts).</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you prepare for <i>Eid</i> celebrations?</li> <li>2. Why do Muslims celebrate <i>Eid ul-Fitr</i>?</li> </ol>
<b>Core Competencies to be developed:</b> Citizenship: as learners narrate the activities that take place before and during Eid celebrations.				
<b>Values:</b> Love: as learners role-play the activities that take place during Eid celebrations including sharing and exchanging gifts.				

**Pertinent and Contemporary Issues:**

Social Economic and Environmental Issues: role-play the activities that take place during Eid celebration like buying gifts.

**Link to other Learning Activities:**

Social Studies Activities: the concept celebration of national holidays such as Mashujaa day.

**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 year and the month the Prophet (S.A.W.) was born.	Names the year and the month the Prophet (S.A.W) was born.	Names the year and the month the Prophet (S.A.W) was born.	Names the year and the month the Prophet (S.A.W) was born with minor inconsistencies.	Names the year and the month the Prophet (S.A.W) was born, with major inconsistencies.
Ability to identify the Islamic months and the dates on which <i>Eid ul-Fitr</i> and <i>Eid ul-Adh-ha</i> fall.	Correctly names the months and dates in which Eid ul-Fitr and <i>Eid ul-Adh-ha</i> fall.	Correctly names the months in which <i>Eid ul-Fitr</i> and <i>Eid ul-Adh-ha</i> fall.	Names the month in which <i>Eid ul-Fitr</i> and <i>Eid ul-Adh-ha</i> fall with minor errors.	Correctly names the month in which <i>Eid ul-Fitr</i> and <i>Eid ul-Adh-ha</i> fall with major errors.

### SUGGESTED ASSESSMENT METHODS, RESOURCES, AND NON-FORMAL ACTIVITIES

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Resources</b>	<b>Suggested Non-Formal Activities</b>
<b>Qur'an</b>	Arabic Alphabets	Oral questions, portfolio, and observation	Flashcards, charts, The Qur'an/Juzuu, pocket boards and digital devices, resource persons/online sources	Invite a resource person to guide on writing of Arabic alphabets, Attending madrasa after school to learn the Arabic alphabets.
	Selected Surahs	Oral questions, observation	Flashcards, CDs, Juzuu	Participate in Qur'an recitation competitions, attend madrasa after school to learn Qur'an.
<b>Hadith</b>	Selected Hadiths	Oral questions, portfolio, and observation	Charts, hadith book.	Learners to discuss with parents and other siblings the meaning/teachings of the Hadith
<b>Pillars of Iman</b>	Belief in Allah (Al-Khaaliq, Al-Razaaq))	Oral questions, portfolio, and observation	Plants, animals, crayons, papers, paint, brushes, water, and pictures	Tree planting in school and the community as a means of taking care of Allah's creation.
	Belief in Angel (Raqib and Atid)	Oral questions, portfolio, and observation	Plants, animals, crayons, papers, paint, brushes, water, and pictures	Tree planting in school and the community as a means of taking care of Allah's creation

<b>Devotional Acts</b>	<i>1 Pillars of Islam Shahada wudhu</i>	Oral questions, portfolio, and observation	Flashcards, chart	<i>Attend the madrasa after school to learn Shahada.</i>
<b>AKHLAQ (Moral Teachings)</b>	<i>1 Islamic etiquette 5.1.1 Manners of toileting Dua for entering and leaving the toilet</i>	Oral questions and observation	Charts, pictures, audio visual materials, utensils,	Practise Islamic eating manners during meals at home with siblings.
	<i>2 Islamic phrases (jazakallah, Masha Allah, In shaa Allah)</i>	Oral questions and observation	Charts, computer, projector, flashcards	Use Islamic phrases appropriately in their free time.
<b>Akhlaq</b>	<b>Relationship 5.3.1 Love for Allah's bounties</b>	Oral questions, portfolio, and observation	Animals, Trees, colours, crayons, tape recorder	Planting and taking care of trees in the school compound.
	2 Love for parents	Oral questions and observation	Charts, colours, empty boxes	Participate in activities and simple tasks assigned to them by parents
	Care for the Environment - home	Oral questions, portfolio, and observation	Water, brooms, dustbins, rake	Collect litter in the school Compound
<b>6.0 SIIRAH (Life of Prophet)</b>	1 Birth of Prophet Muhammad (S.A.W)	Oral questions, portfolio, and observation	Flashcards	Narrating the event of the birth of the Prophet (S.A.W) to other siblings and family members.
<b>7.0 FESTIVALS</b>	7.1 Eids (Eid-ul-Fitr and Eid-ul-Adh'ha) months	Oral questions, Portfolio, and observation	Colour, crayons, manila papers, brooms, and water	Participating in congregational <i>Jum'ah</i> prayers