



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

GRADE 3

First Published in 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

ISBN: 978-9914-43-051-6

Published and printed by Kenya Institute of Curriculum Development

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.



HON. EZEKIEL Ombaki MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

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.



DR. BELIO R. KIPSANG, CBS
PRINCIPAL SECRETARY STATE DEPARTMENT FOR
EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

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 21st 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.



PROF. CHARLES O. ONG'ONDO, PhD., MBS.
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENTS

FOREWORD.....	iii
PREFACE.....	iv
ACKNOWLEDGEMENT.....	v
NATIONAL GOALS OF EDUCATION.....	vii
LESSON ALLOCATION AT LOWER PRIMARY.....	ix
LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION.....	ix
ISLAMIC RELIGIOUS EDUCATION ACTIVITIES GRADE 1.....	1
ISLAMIC RELIGIOUS EDUCATION ACTIVITIES GRADE 2.....	32
ISLAMIC RELIGIOUS EDUCATION ACTIVITIES GRADE 3.....	64
APPENDIX 1: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY.....	93
APPENDIX 2: SUGGESTED ASSESSMENT METHODS, RESOURCES, AND NON-FORMAL ACTIVITIES.....	96

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*
Total		31

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 3**

ESSENCE STATEMENT

Kenya is a state where people subscribe to various religions. The National Goal of Education, No. 4, advocates for the Promotion of sound Morals and Religious values among learners. Religious Education is one of the ways of inculcating these values in learners.

Islamic Religious education activities aim at equipping the learner with knowledge, skills, values and attitudes that assist them grow up socially, emotionally and spiritually as balanced persons. The strands covered in this activity area are: Qur'an, Hadith, Devotional Acts, *Siirah* (Life of the Prophet) and Islamic Festivals. The teacher of Islamic Religious education is encouraged to use learner-centered approaches. This learning area helps the learner acquire values and skills that enables them to be responsible and ethical citizens who are at peace with Allah (SWT), self, 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 teachings,
- 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) Practice hygiene and observe nutrition and safety, guided by Islamic principles

SUMMARY OF STRANDS AND SUB STRANDS

No	Strands	Sub-Strands	Number of Lessons
1.0	Qur'an	1.1 Selected Chapters (Surah)	24
2.0	Hadith	2.1 Hadith on Ihsaan	06
		2.2 Hadith on Honesty	06
		2.3 Hadith on Respect	06
3.0	Pillars of Iman	3.1 Belief in the Last Day	04
		3.2 Belief in His Power	04
4.0	Devotional Acts	4.1.1 Swalah Postures and phrases of Prayers	07
5.0	Akhlq (Moral Teachings)	5.1 Islamic etiquette (Manners of entering and leaving Masjid)	04
		5.2 Islamic phrases	04
		5.3. Relationship (care and dua for the sick)	05
		5.3.1 places of worship	04
		5.4 Environment Care (care for animals (domestic))	04
6.0	Siirah	6.1 Early of the Prophet (S.A.W.)	06
7.0	Islamic Festivals	7.1 Milad un Nabii	03
		7.2 Aqiqqa	03
Total Number of Lessons			90

STRAND 1.0: QUR'AN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	1.1 Selected: • Surah al- Masad (8 Lessons)	By the end of the sub-strand the learner should be able to: a) read surah al- Masad correctly for application, b) recite surah al- Masad in preparation for day-to-day life, c) appreciate surah al- Masad for spiritual nourishment.	The learner is guided to: <ul style="list-style-type: none"> ● listen to surah al- Masad from the teacher/resource person/digital device/peers and repeat after them, ● take turns reciting surah al- Masad repeatedly and correct each other to enhance memorisation, ● use cards with words to fill in gaps to complete verses of surah al- Masad, ● sort and arrange the verses of surah al- Masad from pocket boards then read them. 	What are the benefits of learning surah al- Masad?
Core Competencies to be developed: Creativity and Imagination: as learners sort and arrange the verses of surah al- Masad.				
Values: Unity: cooperation is enhanced as learners take turns reciting surah al- Masad repeatedly and correct each other to enhance memorisation.				
Pertinent and Contemporary Issues: Life Skills: a healthy relationship is promoted as learners practise reciting surah al- Masad during prayers.				
Link to other Learning Activities: as learners recite surah al- Masad they develop skills in Language Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	1.2 Selected: • Surah An-Nasr (8 Lessons)	By the end of the sub-strand, the learner should be able to: a) read Surah An-Nasr correctly for spiritual nourishment, b) recite Surah An-Nasr in preparation for day-to-day life, c) appreciate the Quran as the revealed Book of Allah (S.W.T.).	The learner is guided to: • listen to Surah An-Nasr from the teacher/resource person/digital devices/peers and repeat after them, • take turns to recite Surah An-Nasr repeatedly and correct each other to enhance memorisation, • use cards with words to fill in gaps to complete verses in Surah An-Nasr, • sort and arrange the verses of Surah An-Nasr from pocket boards then read it.	What are the benefits of learning Surah An-Nasr?
<p>Core Competencies to be developed: Creativity and Imagination: as learners sort and arrange the verses of Surah An-Nasr in their correct order.</p>				
<p>Values: Unity: is enhanced as learners take turns to recite Surah An-Nasr repeatedly and correct each other to enhance memorisation</p>				
<p>Pertinent and Contemporary Issues: Effective communication: as learners listen to Surah An-Nasr from the teacher/resource person/digital devices/peers and repeat after them.</p>				
<p>Link to other Learning Activities: Reading skills as the learner reads Surah An-Nasr which can be related to skills in English Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	1.3 Selected Surah: • Al-Kafirun (8 Lessons)	By the end of the sub-strand the learner should be able to: a) read Surah Al-Kafirun correctly for spiritual nourishment, b) recite Surah Al-Kafirun in preparation for day-to-day life, c) appreciate the Quran as the revealed Book of Allah (S.W.T.).	The learner is guided to: ● listen to Surah Al-Kafirun from the teacher/resource person/digital devices/peers and repeat after them, ● take turns to recite Surah Al-Kafirun repeatedly and correct each other to enhance memorisation, ● use cards with words to fill in gaps to complete verses in Surah Al-Kafirun, ● sort and arrange the verses of Surah Al-Kafirun from pocket boards then read them.	What are the benefits of learning Surah Al-Kafirun?
<p>Core Competencies to be developed: Communication and Collaboration: sorting as learners sort and arrange the verses of Surah Al-Kafirun correctly.</p>				

Values:

Unity: cooperation is enhanced as learners take turns to recite Surah Al-Kafirun repeatedly and correct each other to enhance memorisation

Pertinent and Contemporary Issues:

Life Skills: interpersonal relations as learners take turns to recite Surah Al-Kafirun repeatedly and correct each other to enhance memorisation.

Link to other Learning Activities: Reading skills as they read Al-Kafirun which can be related to skills in English Language Activities.

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite the selected surahs	Recites the selected surahs with clear articulations	Recites the selected surahs	Recites the selected surahs with minor errors	Recites the selected surahs with major errors

STRAND 2.0 HADITH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.1 Hadith on Ihsaan (6 lessons)	By the end of the sub-strand the learner should be able to: a) read the Hadith on <i>Ihsaan</i> for spiritual nourishment, b) apply the teachings of the Hadith on <i>Ihsan</i> to strengthen the consciousness of Allah (S.W.T.), c) appreciate the Hadith on <i>Ihsan</i> as a way of nurturing piety.	The learner is guided to: <ul style="list-style-type: none"> • read the Hadith on <i>Ihsaan</i> from digital devices/flipcharts/manila paper/chart/PowerPoint, <p>“...To worship Allah (S.W.T.) as if you see Him for if you do not see Him, He sees you.”</p> <ul style="list-style-type: none"> • take turns to read the Hadith on <i>Ihsaan</i> and correct one another, • listen to short stories depicting <i>Ihsaan</i> and then tell them in class, • share personal experiences where they practised <i>Ihsaan</i>, • sing qasida/poems on the importance of upholding <i>Ihsaan</i> as per the hadith. 	Why should a Muslim worship Allah (S.W.T.) as if he/she sees Him?
Core Competencies to be developed: Communication and Collaboration: as learners listen to short stories depicting <i>Ihsaan</i> and then tell them in class.				
Values: Unity: as learners take turns to read the Hadith on <i>Ihsaan</i> and correct one another.				
Pertinent and Contemporary Issues: Life Skill: living with others as learners take turns to read the Hadith on <i>Ihsaan</i> and correct one another.				
Link to other Learning Activities: as learners read the selected Hadith in turns, it can be related to English Language Activities skills.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
2.0 Hadith	2.2 Hadith on Honesty (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the Hadith on honesty for spiritual nourishment, b) apply the teachings of the Hadith on honesty to strengthen consciousness of Allah (S.W.T.), c) appreciate the Hadith on Honesty as a way of nurturing integrity in the society.	The learner is guided to: ● read the Hadith on honesty from digital devices/flipcharts/manila papers/charts, “Speak the truth even if it is bitter,” ● read the Hadith on honesty and correct each other, ● pick flashcards from a box/pocket board, complete the Hadith on honesty, and read it, ● share experiences where they have practised honesty, ● sing qasida/poems on the benefits of the hadith on honesty.	Why is it important for a Muslim to practise honesty?
Core Competencies to be developed: Self-efficacy: reflection on its own - as learners share experience where honesty is applied.				
Values: Honesty: enhanced as learners choose to do the right things always as they share experiences in class.				
Pertinent and Contemporary Issues: Life Skills: honesty and integrity is enhanced as learners story-tell on instances when honesty is practised.				
Link to other Learning Activities: as learners read the selected Hadith and correct each other, it can be related to English Language Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.3 Hadith on Respect (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the Hadith on respect for spiritual nourishment, b) apply the teachings of the Hadith on respect, to strengthen the consciousness of Allah, c) appreciate the benefit of respect in nurturing harmony in the society.	The learner is guided to: ● read the Hadith on respect from digital devices/flipcharts/manila papers/charts/PowerPoint; “He is not among us he who does not show mercy to our young ones and does not respect the elders,” ● take turns to read the hadith on respect and correct each other to enhance memorisation, ● listen to a story on the instances where respect is depicted and role-play, ● share experiences where they have practised respect, ● sing <i>qasida</i> /poems on the benefits of the hadith on respect.	How should one behave in the company of elders/parents/teachers?
Core Competencies to be developed:				
Communication and Collaboration: as the learner reads and shares experiences where respect is practised.				
Values:				
Respect: is enhanced as learners take turns to read the Hadith on respect and correct each other.				
Pertinent and Contemporary Issues:				
Life Skills: Living with others enhanced as learners take turns in reading the Hadith and assist each other to do the same.				
Link to other Learning Activities: as learners read the Hadith in turns, it can be related to skills in English Language Activities.				

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read the selected Hadiths and give their teachings.	Reads the selected Hadiths, gives the teachings, and shares a relevant personal experience.	Reads the selected Hadiths and gives their teachings.	Reads the selected Hadiths and gives their teachings with little guidance.	Reads the selected Hadiths and gives their teachings with some difficulties.

STRAND 3.0 PILLARS OF IMAN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.1. Belief in the Last Day (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) give other names of the Last Day, b) mention good deeds a person can perform in preparation for the Last Day, c) appreciate the performance of good deeds in readiness for the Last Day.	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips on the Last Day from the internet/digital devices and mention the other names of the Last Day (For example, <i>Yaumul Aakhir</i>, <i>Yaumul Qiyama</i>, <i>Yaumul Ba'ath</i>, <i>Yaumul Hisab</i>, <i>Yaumul Jazaa</i>), ● listen to short stories on good deeds (for example, good behaviour, respecting elders, teachers, parents, helping others), ● sing/recite <i>qasida</i>/poems on the Last Day, ● role-play good deeds a learner can practise. 	What should you do to be successful on the Last Day?
Core Competencies to be developed: Creativity and Imagination: communicating ideas confidently as the learners sing/recite <i>qasida/anashid</i> /poems on the events of the Last Day.				
Values: Unity: is enhanced as learners role-play good deeds that they can practise in their day-to-day life.				
Pertinent and Contemporary Issues: Life Skills: living with others as they role-play good deeds that they can practise in their day-to-day life.				
Link to other Learning Activities: singing/reciting poems on various events/themes is related to Language Activities				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Pillars of Iman	3.2. Belief in Allah (S.W.T.)’s Power (Qadar) (4 Lessons)	By the end of the sub-strand the learner should be able to: a) name some creatures of Allah (S.W.T.) from their immediate environment, b) draw unique creations of Allah (S.W.T.) from their immediate environment, c) appreciate the Power of Allah (S.W.T.) as a pillar of Iman.	The learner is guided to: <ul style="list-style-type: none"> ● listen to a teacher/resource person narrating their belief in the Power of Allah (S.W.T.), ● watch video clips on the wonders/powers of Allah (S.W.T.) and narrate what they have observed, ● draw and colour some unique creations of Allah (S.W.T.) from their immediate environment, ● tell stories /role-play the events which happened to them and manifested the Powers of Allah (S.W.T.), ● pick and sort the things that indicate the powers of Allah (S.W.T.) using flashcards, ● sing/recite qasida/anashid/poems that depict the powers of Allah (S.W.T.). 	1. What are some of the unique creations of Allah (S.W.T.)? 2. Which bounties depict the power of Allah(S.W.T.)?
<p>Core Competencies to be developed: Creativity and Imagination: as learners draw and colour some unique creations of Allah (S.W.T.) from their immediate environment that depict the powers of Allah (S.W.T.).</p>				
<p>Values: Respect: enhanced as the learners appreciate diverse opinions as they tell stories/role-play events that happened to them and manifested the powers of Allah (S.W.T.)</p>				
<p>Pertinent and Contemporary Issues: Respect: enhanced as learners pick flashcards from pocket boards with the events/things that indicate the powers of Allah. (S.W.T.).</p>				
<p>Link to other Learning Activities: learners draw and colour some unique creations of Allah (S.W.T.) which is a skill related to Creative Arts.</p>				

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to give other names of the Last Day.	Gives other names of the Last Day with ease.	Gives other names of the Last Day.	Gives other names of the Last Day with little guidance.	Gives some of the names of the Last Day with challenge.
Ability to draw unique creations of Allah (S.W.T.) from the immediate environment.	Draws unique creations of Allah (S.W.T.) from the immediate environment creatively.	Draws unique creations of Allah (S.W.T.) from the immediate environment.	Draws unique creations of Allah (S.W.T.) from the immediate environment with minor gaps.	Draws unique creations of Allah (S.W.T.) from the immediate environment with major gaps.

STRAND 4.0: DEVOTIONAL ACTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.1 Swalah Postures and Phrases in Swalah. (6 Lessons)	By the end of the sub-strand the learner should be able to: a) identify the correct phrases for each posture of swalah, b) Recite the phrases for each posture of swalah, c) appreciate the correct performance of swalah by reciting phrases in each posture.	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips showing the performance of <i>swalah</i> and the phrases used in each posture of <i>swalah</i> (<i>takbiratul ihram, subhana Allah wabihamdihi, sami'a Allah liman hamida, subhana Rabi'al A'la wa bihamdihi, Rabi ghfirlii, tashahhud, taslim</i>), ● sort and match the phrases from a flashcard (<i>takbiratul ihram, subhana Allah wabihamdihi, sami'a Allah liman hamida, subhana Rabi'al A'la wa bihamdihi, Rabi ghfirlii, tashahhud, taslim</i>) with correct postures, ● record oneself using a digital device while saying the phrases for each posture and share with friends. 	How do we perform <i>swalah</i> ?
Core Competencies to be developed:				
Digital Literacy: as the learner records self-performing <i>swalah</i> using a digital device.				
Values:				
Responsibility: accountability as learners engage in assigned roles and duties when picking the pillars of <i>swalah</i> from flashcards and arranging them in sequence.				

Pertinent and Contemporary Issues:

Life Skills: effective communication as learners give and respond to instructions when demonstrating the performance of *swalah*.

Link to other Learning Activities: as learners pick the pillars of *swalah* from flashcards and arrange them in relation to relevant phrases that can be related to Mathematic activities.

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to recite and match phrases with their postures of <i>swalah</i> .	Recites and matches phrases with their postures of <i>swalah</i> and demonstrates them.	Recites and matches phrases with their postures of <i>swalah</i> .	Recites and matches phrases with their postures of <i>swalah</i> but with minor mix-ups.	Recites and matches phrases with their postures of <i>swalah</i> with major mix-ups.

STRAND 5.0: AKHLAQ (MORAL TEACHINGS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.1 Islamic Etiquette • <i>Manners of Entering and Leaving the Masjid</i> (4 Lessons)	By the end of the sub-strand the learner should be able to: a) state the importance of a masjid in their day-to-day life, b) demonstrate the appropriate manners of entering and leaving the masjid in day-to-day life, c) appreciate the masjid manners in the life of a Muslim.	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips on how to enter and leave the masjid and then mention what they have observed on the manners of entering and leaving the <i>masjid</i> (such as reciting the <i>dua</i> for entering the masjid, entering on your right foot first, observing silence while in the masjid, leaving the masjid on your left foot first, reciting the <i>dua</i> for leaving the masjid), ● reciting the <i>dua</i> for entering the mosque (<i>Allahumma ftahliy ab-waba Rahmatik</i>), and the <i>dua</i> for leaving (<i>Allahumma inna nas-aluka min fadhlik</i>) displayed on a chart/classroom walls, ● pick and arrange words from flashcards to complete the <i>dua</i> for entering and leaving the masjid, ● collaborate in dramatising the manners of entering and leaving the masjid together with the <i>dua</i>. 	Why is a <i>masjid</i> important to a Muslim?

Core Competencies to be developed:

Creativity and Imagination: as learner make thoughtful choices as they dramatise the manners of entering and leaving the *masjid*.

Values:

Respect: as learner have a positive regard for self and others as they dramatise the manners of entering and leaving the *masjid*.

Pertinent and Contemporary Issues:

Life Skills: living with others as learner takes turns in picking and arranging words from flashcards to complete the *dua* for entering and leaving the *masjid*.

Link to other Learning Activities: the concept of reciting *dua* for entering and leaving the *masjid* can be related to Language activity skills.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.2 Islamic phrases <ul style="list-style-type: none"> • <i>HasbunAllah wa ni'imal wakil</i> • <i>La hawla wa la Quwwata illa billahi</i> <p>(4 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) state the circumstances under which the selected Islamic phrases are said in their day-to-day life, b) read the selected Islamic phrases correctly to build reliance on Allah (S.W.T.), c) appreciate the use of the selected Islamic phrases in their day-to-day experiences. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch a video clip on the selected Islamic phrases then recite them, • role-play the situations when it is appropriate to use the selected Islamic phrases, • take turns to read the selected Islamic phrases from charts and correct each other, • use words in flashcards to complete the selected Islamic phrases and read them. 	<p>Why should a Muslim apply the selected phrases?</p>
<p>Core Competencies to be developed: Creativity and Imagination: as learners make thoughtful choices as they role-play the situations appropriate to use the selected Islamic phrases.</p>				
<p>Values: Respect: as learner takes turns reading the selected Islamic phrases.</p>				
<p>Pertinent and Contemporary Issues: Life skills: empathy as learners take turns when role-playing the situations appropriate to use the selected Islamic phrases</p>				
<p>Link to other Learning Activities: the concept can be related to courtesy phrases like thank you, welcome, and same to you in English Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.3 Relationship <ul style="list-style-type: none"> 5.3.1 Care and <i>dua</i> for the sick (4 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> recite the <i>dua</i> for the sick for spiritual growth, identify ways of showing care for the sick to enhance brotherhood, appreciate the importance of visiting the sick as an act of <i>ibadah</i>. 	The learner is guided to: <ul style="list-style-type: none"> listen from a teacher/peer then recite the <i>dua</i> for the sick; <i>As-al Allah al-Adhim, Rabb al-Arsh al-Adhim, an yashfiyak</i>, dramatise ways of showing care for the sick, (such as, visit them, pray for them, assist them.), take turns to recite the <i>dua</i> for the sick and correct each other, role-play ways of helping the sick. 	What do you do when a member of the family is sick?
Core Competencies to be developed: Creativity and Imagination: makes thoughtful choices as they dramatise the ways of showing care for the sick.				
Values: Love: as the learner recites the <i>dua</i> for the sick and dramatising the ways of showing care for the sick				
Pertinent and Contemporary Issues: Life Skills: Empathy as learners take turns to recite the <i>dua</i> for the sick and correct each other.				
Link to other Learning Activities: The concept of visiting and caring for the sick can be related to Environmental activities				

Strand	Sub –Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.3.2 Places of Worship (4 Lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) name the places of worship for various religions to acknowledge diversity,</p> <p>b) identify the different symbols for places of worship to show respect for other religions,</p> <p>c) appreciate places of worship for other religions to enhance peaceful co-existence.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● watch video clips from digital devices/view pictures and identify the different places of worship shown in the video clips/pictures (such as masjid, church, and temple) then draw and colour them, ● listen to a resource person/ a teacher as they describe the different religious groups that use the masjid, church, and temple, ● sort and match the names of places of worship and their corresponding religions using flashcards, ● model the symbols of different religious groups. 	<ol style="list-style-type: none"> 1. What symbols differentiate the places of worship for various religious groups? 2. What activities take place in a mosque?
<p>Core Competencies to be developed: Creativity and Imagination: as learners model, draw, and colour places of worship.</p>				
<p>Values: Respect: as learners name, identify symbols, model, draw different places worship.</p>				
<p>Pertinent and Contemporary Issues: Life Skills: unity and cooperation as learners work in pairs when drawing and colouring places of worship.</p>				
<p>Link to other Learning Activities: The concept of drawing, colouring and modelling (skills) symbols for different places of worship is related to the concepts in Creative Arts.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.4 Environment • Care for Animals (domestic) (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) mention various ways of caring for domestic animals as per the teachings of Islam, b) care for domestic animals according to the teachings of Islam, c) appreciate caring for domestic animals as part of the creations of Allah (S.W.T.).	The learner is guided to: • observe a chart/ with pictures of domestic animals and name them, • draw and colour domestic animals found in their locality, • watch video clips showing various forms of care given to domestic animals (such as feeding, protection from harm, providing water, treating them when they fall sick, not overloading them when used as a form of transport) and role-play the care given to domestic animals, • listen to short stories on care for domestic animals from digital devices/teacher/resource person and retell, • sing qasida (songs) and poems on care for domestic animals.	1. Which domestic animals are found in your locality? 2. How can you care for domestic animals?
Core Competencies to be developed: Creativity and Imagination: as learners make thoughtful choices as they draw and colour the domestic animals.				
Values: Love: as learners portray a caring attitude and take turns to role-play the ways of taking care of domestic animals.				
Pertinent and Contemporary Issues: Life Skills: empathy as learners demonstrate the types of care accorded to animals while roleplaying.				
Link to other Learning Activities: The concept of caring for domestic animals can be related to Agriculture.				

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use the selected Islamic phrases.	Uses the selected Islamic phrases with excellent articulations.	Uses the selected Islamic phrases.	Uses the selected Islamic phrases with minor mistakes.	Uses the selected Islamic phrases but with major mistakes.
Ability to demonstrate the manners of entering and leaving the masjid.	Demonstrates the manners of entering and leaving the masjid using illustrations.	Demonstrates the manners of entering and leaving the masjid.	Demonstrates the manners of entering and leaving the masjid with little guidance.	Demonstrates the manners of entering but has challenges in demonstrating leaving the masjid.

STRAND 6.0 SIIRAH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Siirah	6.1 Early life of the Prophet (S.A.W.) (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) mention the activities that were carried out by the prophet (S.A.W.) during the early stages of his life, b) identify the qualities that can be learnt from the Prophet (S.A.W.) early life, c) appreciate the qualities of the Prophet (S.A.W.) in shaping the life of a Muslim.	The learner is guided to: <ul style="list-style-type: none"> listen to a short story of the prophet (S.A.W.)’s early life from a digital device/teacher/resource person (for example, as a shepherd, journey with his uncle to Syria for trade) and retell, take turns narrating the activities that were carried out by the prophet (S.A.W.) in his early life- as a shepherd, merchant, pick and read flashcards with the list of the qualities of the Prophet (S.A.W.) derived from his early life (for example. hardworking, trustworthy, truthfulness, humble, obedient and patient), sing <i>qasidas</i>/poems on the qualities of the Prophet (S.A.W.) in his early life. 	What was the character of the Prophet (S.A.W.) during his early life?

Core Competencies to be developed:

Learning to Learn: develops relationships as learners narrate the activities that were carried out by the prophet (S.A.W.) in his early life.

Values:

Responsibility: accountability as learners take turns narrating the activities that were carried out by the prophet (S.A.W.) in his early life - shepherd, merchant

Pertinent and Contemporary Issues:

Life Skills: Effective communication- as learners take turns in narrating the activities that were carried out by the prophet (S.A.W.) in his early life.

Link to other Learning Activities: The concept of the early life of the prophet (S.A.W.) can be related to Environmental Activities.

STRAND 7.0 ISLAMIC FESTIVALS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Festivals	7.1 Milad un – Nabii (3 Lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> name the date, day and month the Prophet was born outline the activities that take place during the Milad un-Nabiic for remembrance of the Prophet (S.A.W.)’s life, appreciate the siirah of the prophet (S.A.W.) as the foundation of Islamic History. 	The learner is guided to: <ul style="list-style-type: none"> listen to peers and watch video clips on qasida in praise of the Prophet (S.A.W.) and then sing the qasida, sing qasidas in praise of the Prophet (S.A.W.), name the attributes of the Prophet (S.A.W.), discuss what a Muslim can learn from <i>Milad un Nabii</i> (for example, love and respect for the prophet (S.A.W.), reminds Muslims of the teachings of the prophet (S.A.W.), teaches the Muslims the birth and life of the prophet (S.A.W.), strengthens unity among Muslims, promotes the noble character of the prophet (S.A.W.)), role-play the activities that take place during <i>Milad un-Nabii</i>. 	How do you celebrate your birthday?

Core Competencies to be developed to be developed:

Citizenship: appropriate interaction with others - as the learners role-play the activities that take place during *Milad un Nabii*

Values:

Unity: as leaners display team spirit as they work in groups to role-play the activities that take place during *Milad un Nabii*.

Pertinent and Contemporary Issues:

Life skills: tolerance - understanding diversity as learner role-play activities that take place during *Miladun Nabii*

Link to other Learning Activities: The concept of celebration can be related to Environmental activities -special occasions like weddings and circumcision.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Festivals	7.2 Aqiqa (3 lessons)	By the end of the sub-strand the learner should be able to: a) mention the animals that are slaughtered during <i>aqiqa</i> as Islamic tradition, b) roleplay the activities that take place during <i>Aqiqa</i> , c) appreciate <i>aqiqa</i> celebrations as a way of learning Islamic religious traditions.	The learner is guided to: <ul style="list-style-type: none"> • watch video clips on animals used in <i>aqiqa</i> and mention them, • draw and colour the animals slaughtered during <i>aqiqa</i> ceremony, • pick flashcards and mention the activities that take place during <i>aqiqa</i>, • role-play the activities that take place during <i>aqiqa</i>. 	What is the significance of celebrating <i>aqiqa</i> ?
Core Competencies to be developed to be developed: Citizenship: appropriate interaction with others as learners roleplay the activities that take place during <i>Aqiqa</i>				
Values: Unity: cooperation and team spirit is displayed as they work in groups and role-play the activities that take place during <i>Aqiqa</i> .				
Pertinent and Contemporary Issues: Life Skills: tolerance as they role-play the activities that take place during <i>Aqiqa</i> .				
Link to other Learning Activities: as learners celebrate <i>Aqiqa</i> which can be related to special occasions in Environmental Activities.				

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the qualities of the Prophet (S.A.W.).	Identifies six qualities of the prophet (S.A.W.) and explains them.	Identifies six qualities of the prophet (S.A.W.).	Identifies three - four qualities of the prophet (S.A.W.).	Identifies less than three qualities of the prophet (S.A.W.).
Ability to outline the activities that take place during Milad un-Nabii ceremony.	Outlines the activities that take place during the Milad un-Nabii and supports it with pictures.	Outlines the activities that take place during Milad un-Nabii	Outlines the activities that take place during Milad un-Nabii but leaves out a few details.	Outlines the activities that take place during Milad un-Nabii, leaving out major details.
Ability to mention the activities that take place during Aqiqa.	Mentions the activities that take place during Aqiqa with convincing explanations.	Mentions the activities that take place during Aqiqa.	Mentions the activities that take place during Aqiqa with minor mix-ups.	Mentions the activities that take place during Aqiqa with major mix-ups.

APPENDIX 1: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY

At this sub-level, the goal of the CSL activity is to provide links between concepts learnt in the various Learning Activities and real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily lives. 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 activities within the school, and
- consider learner safety when selecting the activity.

The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity
<p>1) Preparation</p> <ul style="list-style-type: none">• 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 (focusing on locally available materials).• Stagger the activities across the term (set dates and times).• Communicate with learners, parents/caregivers/guardians, school administration, teachers, and other relevant stakeholders in the school community.• Identify and develop assessment tools.
<p>2) Implementation of CSL Activity</p> <ul style="list-style-type: none">• 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 conducted **annually**. The thematic areas for this activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a link between the skills from the learning areas and the chosen themes.

The integrated CSL activity utilises a Whole School Approach (WSA), involving the entire school community (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are crucial stakeholders in the planning and execution of the CSL activity. While the teacher leads the planning and integration, learners will be expected to actively participate throughout the process.

The CSL activity provides an opportunity to develop of core competencies and nurture various values. The teacher will vary the emphasised core competencies and values each year.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on three 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 the 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.

APPENDIX 2: SUGGESTED ASSESSMENT METHODS, RESOURCES, AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
Qur'an	Selected Surahs	Oral questions, observation	Flashcards, Juzuu, Digital device	Participate in Qur'an recitation competitions, and attend madrasa after school to learn Qur'an.
Hadith	Selected Hadiths	Oral questions, portfolio, and observation	Charts, hadith book	Learners to discuss with parents and other siblings the meaning/teachings of the Hadith
Pillars of Iman	Believe in the Last Day	Oral questions, portfolio, and observation	Plants, animals, crayons, papers, paint, brushes, water and pictures	Tree planting in a school and community as a means of taking care of Allah's creation.
	Believe in His power (Qadar	Oral questions, portfolio, and observation	Plants, animals, crayons, papers, paint, brushes, water and pictures	Tree planting in a school and community as a means of taking care of Allah's creation

Devotional Acts	<i>Swalah</i>	Oral questions, portfolio, and observation	Flashcards, chart	Attend the madrasa after school to learn Shahada.
	wudhu	Oral questions, portfolio, and observation	Flashcards, chart	Attend Qur'anic schools after school to learn more about wudhu.
AKHLAQ (Moral Teachings)	<i>1 Islamic etiquette Masjid – manners of entering and leaving +dua), discipline in the mosque,</i>	Oral questions and observation	Charts, pictures, audiovisual materials, utensils,	Practise Islamic eating manners during meals at home with siblings.
	<i>Sneezing (Alhamdulillah)</i>	Oral questions and observation	Charts, computer, projector, flashcards	Use Islamic phrases appropriately in their free time.
Akhlaq	Islamic phrases (Hasbunallah wa ni'mal wakil, La haula wala Quwatta ilabilla	Oral questions, portfolio, and observation	Animals, trees, colours, crayons, tape recorder	Planting and taking care of trees in the school compound.
	2 Relationship 5.2.1 care and dua for the sick	Oral questions and observation	Charts, colours, empty boxes	Participate in activities and simple tasks assigned to them by parents
	2 Places of worship	Oral questions, Portfolio, and observation	Water, brooms, dustbins, rake	Collect litter in the school Compound

6.0 SIIRAH (Life of Prophet)	Early life of the Prophet (S.A.W.) (shepherd, merchant	Oral questions, portfolio, and observation	Flashcards	Narrating the event of the birth of the Prophet (S.A.W.) to other siblings and family members.
7.Festivals	7.1 Miladu-Nabii	Oral questions, Portfolio, and observation	Colour, crayons, manila papers, brooms, water	Assist in the preparation of Eid Festivals
	Aqiqa	Oral questions, Portfolio, and observation	Colour, crayons, manila papers, brooms, water	Assist in the preparation of aqiqa Festivals