



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

GRADE 2

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 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.



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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*
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 2**

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 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) practise 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 Arabic alphabet	10
		1.2 Selected Chapters (Surah)	16
2.0	Hadith	2.1 Hadith on Swalah	04
		2.2 Hadith on Iman	04
		2.3 Hadith on Love	04
3.0	Pillars of Iman	3.1 Belief in His Books	05
		3.2 Belief in His Prophets	05
4.0	Devotional Acts	4.1 <i>Swalah</i> (five daily prayers)	05
		4.2 <i>Swalah</i> (Rakaat)	07
5.0	Akhlaq (Moral Teachings)	5.1 Islamic phrases(dua before sleeping and after waking up)	05
		5.2 Relationship	04
		5.2.1 Love and care for neighbours	
		5.2.1 Love and care for people with special needs	05
6.0	Siirah	5.3 Environment	05
		5.3.1 Caring for the school environment	
6.0	Siirah	6.1 Siirah(Guardians of the Prophet (S.A.W.)	05
7.0	Islamic Festivals	7.1 Islamic Festivals (<i>Jum'ah</i>)	06
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	1.1 Arabic Alphabet (10 Lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the Arabic alphabet in four-letter words with long vowels, b) read four letter words with long vowels correctly in readiness for reading the Qur'an, c) appreciate the role of the Arabic alphabet in the reading of the Qur'an. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● identify the Arabic alphabet in four-letter words from flashcards/charts/digital devices and read them, ● listen to four-letter words with long vowels from a digital device/resource person/teacher/peer and imitate them, ● read four-letter words with long vowels (<i>Alif, Waaw, and Yaa</i>) from flashcards and correct one another, ● pick four-letter words with long vowels from a box and read them, ● pick alphabets with long (vowels), from four-letter words and read them, ● sort and group four-letter words from a basket/box and pronounce them. 	<p>Why should one learn the Arabic alphabet with vowels?</p>

Core Competencies to be developed:

Communication and Collaboration: skills of listening and speaking enhanced as learners listen and imitate four-letter words with vowels.

Values:

Unity: cooperation as learners work collaboratively to read four-letter words with *harakaat* or vowels (*fat-hatain*, *dhumatain*, *kasratain*, and *sukun*) from flashcards in pairs and correct one another.

Pertinent and Contemporary Issues:

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

Link to other Learning Activities: Reading and listening skills can be related to skills in Language Activities

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.2 Selected Surah <ul style="list-style-type: none"> • AL-Falaq (8 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) read Surah Al-Falaq correctly for performing <i>swalah</i>, b) recite Surah Al-Falaq for use in day-to-day life, c) identify situations when Surah Al-Falaq is recited in day-to-day life, d) appreciate Surah Al Falaq’s recitation for spiritual nourishment. 	The learner is guided to: <ul style="list-style-type: none"> • read Surah Al-Falaq in turns repeatedly to memorise and use it in <i>swalah</i>, • use cards to fill gaps to complete verses in Surah Al-Falaq, • sort and arrange the verses of Surah Al-Falaq from pocket boards then read them, • listen to a teacher/resource person explain situations when Surah Al-Falaq is used (such as, in <i>swalah</i>, before sleeping, reading the Quran, <i>adhkar</i> after every <i>swalah</i>, seeking protection), • role-play occasions when Surah Al-Falaq is recited. 	Why should a Muslim recite Surah Al-Falaq?
Core Competencies to be developed: Communication and Collaboration: read Surah Al-Falaq in turns repeatedly to memorise it as learners sort and arrange the verses of Surah Al-Falaq correctly.				
Values: Responsibility: accountability is enhanced as learners engage in assigned roles and duties as they role-play occasions when Surah Al-Falaq is recited.				
Pertinent and Contemporary Issues: life skills: effective communication as learners read correctly the selected Surah.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
	1.3 Selected Surah: <ul style="list-style-type: none"> ● Al-Ikhlās (8 Lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) read surah Al-Ikhlās accurately, b) recite surah Al-Ikhlās for spiritual nourishment, c) identify situations when Surah Al-Ikhlās is recited in day-to-day life, d) appreciate surah Al-Ikhlās recitation for spiritual nourishment. 	The learner is guided to: <ul style="list-style-type: none"> ● listen to Surah Al-Ikhlās from a teacher/resource person/digital device/peer and repeat after them, ● take turns reciting Surah Al-Ikhlās repeatedly and correct each other to enhance memorisation, ● use cards with words to fill in gaps to complete verses in Surah Al-Ikhlās, ● sort and arrange the verses of surah Al-Ikhlās from pocket boards then read them, ● listen to a teacher/resource person in situations when Surah Al-Ikhlās is used (such as, in <i>swalah</i>, before sleeping, reading the Quran, <i>adhkar</i> after every <i>swalah</i>), ● role-play occasions when Surah Al-Ikhlās is recited. 	Why is Surah Al-Ikhlās important in the daily life of a Muslim?

<p>Core Competencies to be developed: Communication and Collaboration: enhanced as learners sort, arrange and read verses of Surah Al-Ikhlās.</p>
<p>Values: Respect: enhanced as learners take turns to recite Surah Al-Ikhlās repeatedly and correct each other to enhance memorisation</p>
<p>Pertinent and Contemporary Issues: Life Skills: living with others as learners take turns reciting Surah Al-Ikhlās repeatedly and correcting each other to enhance memorisation.</p>
<p>Link to other Learning Activities: the concept of reading/ reciting Surah Al-Ikhlās repeatedly can be related to the skills in Language activities.</p>

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read four-letter words with vowels.	Reads four-letter words with vowels correctly and coherently.	Reads four-letter words with vowels correctly.	Reads four-letter words with vowels but with some minor incoherence.	Reads four-letter words with vowels with some major incoherence.
Ability to read the selected surahs.	Reads the selected surahs correctly and with clear articulation.	Reads the selected surahs correctly.	Reads the selected surahs with minor errors.	Reads 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 <i>swalah</i> (4 Lessons)	By the end of the sub-strand the learner should be able to: a) reads the Hadith on <i>swalah</i> for moral development, b) apply the teachings of the Hadith on <i>swalah</i> in day-to-day life, c) appreciate the Hadith on <i>swalah</i> to earn rewards from Allah.	The learner is guided to: <ul style="list-style-type: none"> ● read after the teacher the Hadith on <i>swalah</i> displayed on the wall, ● read the Hadith on <i>swalah</i>: “The best deed is to perform <i>swalah</i> on time,” and correct each other, ● take turns to recite the Hadith on <i>swalah</i> repeatedly and memorise it, ● complete the Hadith on <i>swalah</i> by picking and arranging words from a pocket board or drag and drop using ICT, ● draw/model clock faces showing times of <i>swalah</i>, ● observe pictures of people praying in a mosque, ● recite a poem/sing a song or qasida on the importance of praying on time. 	Why should a Muslim pray on time?
<p>Core Competencies to be developed: Creativity and Imagination: enhanced as learners respond to simple instructions as they model/draw clock faces showing times of <i>swalah</i>.</p>				

Values:

Unity: as learner takes turns in activities and conversation when completing the Hadith on *swalah* by picking and arranging words from a pocket board or drag and drop using ICT

Pertinent and Contemporary Issues:

Life Skills: effective communication as learners give and respond to simple instructions as they model/draw clock faces showing times of *swalah*.

Link to other Learning Activities: as they learn/read passages on punctuality/time management can be related to skills in Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.2 Hadith on Iman (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) read the Hadith on <i>iman</i> for spiritual nourishment, b) apply the teachings of the Hadith on <i>iman</i> in day-to-day life, c) appreciate the Hadith on <i>iman</i> in the promotion of social cohesion.	The learner is guided to: <ul style="list-style-type: none"> ● read the selected Hadith; “Let him who believes in Allah (SWT) and the Last Day be generous to his neighbour.” ● sort and arrange flashcards with words from the pocket board/drag and drop words using ICT to complete the Hadith, ● take turns to read the Hadith on <i>iman</i> written on a chart and correct one another, ● role-play ways in which a Muslim can show generosity to neighbours, ● share learning items to enhance generosity amongst them. 	How can one show generosity to their classmate?
<p>Core Competencies to be developed: Creativity and Imagination: as learners sort and arrange flashcards with words from the pocket board/drag and drop words using ICT to complete the Hadith</p>				

Values:

Unity: as learners take turns in activities and conversation when completing the Hadith on *iman* by picking and arranging words from a pocket board or drag and drop using ICT

Pertinent and Contemporary Issues:

Life Skills: effective communication as learners give and respond to simple instructions as they read the Hadith on *iman* written on a chart and correct one another.

Link to other Learning Activities:

As learner reads the selected Hadith the concept can be related to skill in Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.3 Hadith on love (4 Lessons)	By the end of the sub-strand the learner should be able to: a) read the Hadith on love to inculcate the virtue of love, b) apply the teachings of the Hadith on love in day-to-day life, c) appreciate the Hadith on love as a way of promoting brotherhood.	The learner is guided to: <ul style="list-style-type: none"> ● read the Hadith on love: “None of you can be a true believer unless he loves for his brother what he loves for himself” ● take turns to read the Hadith on love and correct one another, ● fill gaps to complete the Hadith from a pool of flashcards and read it aloud, ● dramatise ways of showing love to others (such as sharing learning materials, and sharing meals). 	<ol style="list-style-type: none"> 1. How do you show love to your friends? 2. What are the things that you share in class?
<p>Core Competencies to be developed: Critical thinking and Problem-solving: as learners dramatise ways of showing love to others.</p>				
<p>Values: Respect: as learners take turns to read the Hadith on love and correct one another.</p>				
<p>Pertinent and Contemporary Issues: Life Skills: making choices as learners choose various options to show love to others.</p>				
<p>Link to other Learning Activities: As learner reads the selected Hadith on love can be related to skills in Language Activities.</p>				

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read the selected Hadiths	Reads the selected Hadiths correctly and fluently	Reads the selected Hadiths correctly	Reads the selected Hadiths with some incoherence	Reads the selected Hadiths with a lot of incoherence

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 Allah’s Books (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) name the books revealed by Allah (S.W.T.), b) identify the prophets the books were to be revealed to by Allah, c) appreciate the holy Books as sources of guidance to mankind.	The learner is guided to: <ul style="list-style-type: none"> ● pick the names of the revealed books (Qur’an, <i>Injil</i>, <i>Taurat</i>, <i>Zabur</i>) with the names of the prophets to whom they were revealed from flashcards and match them, ● sing <i>qasida</i> on the revealed books and the prophets to whom they were revealed, ● draw and colour the Holy Qur’an. 	Why are the holy books important to mankind?
Core Competencies to be developed: Creativity and Imagination: as learners draw and colour the Holy Qur’an.				
Values: Unity: cooperation as learners collaborate with others as they sing <i>qasida</i> on the revealed books and the prophets to whom they were revealed.				
Pertinent and Contemporary Issues: Life Skill: living with others, as learners sing <i>qasida</i> on the revealed books and the prophets to whom they were revealed.				
Link to other Learning Activities: The concepts of singing, drawing, and colouring can be related to Creative Activities as learners draw and colour.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.2 Belief in His Prophets (5 Lessons)	By the end of the sub-strand the learner should be able to: a) name ten prophets mentioned in the Qur'an in their correct order, b) appreciate the Prophets of Allah (S.W.T.) in daily life.	The learner is guided to: <ul style="list-style-type: none"> ● listen to a teacher/resource person or watch a video on the reasons why Allah (S.W.T.) sent prophets to mankind, ● pick names of the prophets mentioned in the Qur'an (Adam, Idris, Nuh, Hud, Swaleh, Ibrahim, Lut, Ismail, Ishaq, Yaqub) from flashcards and arrange them in sequence, ● listen to short stories from digital devices/teachers/resource persons or sing qasida on the 10 prophets. 	Why should a Muslim believe in prophets?
<p>Core Competencies to be developed: Creativity and Imagination: as the learners pick the names of the prophets mentioned in the Quran from flashcards and arrange them in sequence</p>				
<p>Values: Responsibility: as learners pick the names of the prophets mentioned in the Quran from flashcards and arrange them in sequence.</p>				
<p>Pertinent and Contemporary Issues: Life Skills: living with others as learners undertake group work.</p>				
<p>Link to other Learning Activities: The concept of arranging the names in sequence can be related to Mathematics Activities.</p>				

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to mention the holy books revealed by Allah (S.W.T.).	Mentions the holy books revealed by Allah (S.W.T.) with ease.	Mentions the holy books revealed by Allah (S.W.T.).	Mentions some of the holy books revealed by Allah (S.W.T.).	Mentions one of the holy books revealed by Allah (S.W.T.).
Ability to name 10 Prophets mentioned in the Qur'an.	Names 10 Prophets mentioned in the Qur'an in their correct order consistently.	Names 10 Prophets mentioned in the Qur'an in their correct order.	Names five-seven Prophets mentioned in the Qur'an in their correct order.	Names less than five Prophets mentioned in the Qur'an in their correct order.

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 <ul style="list-style-type: none"> The five daily prayers (5 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> name the five fardh prayers performed daily, perform the five daily prayers in fulfilment of a pillar of Islam, appreciate <i>Swalah</i> as the second pillar of Islam. 	The learner is guided to: <ul style="list-style-type: none"> match and sort the names of the daily prayers and their corresponding time using flashcards (such as dhuhur-lunch), watch a video clip of the five daily prayers and mention the names of <i>Swalah</i> they have observed, sing songs/qasida on the five daily prayers and their times, role-play the five daily prayers and when they are performed, draw and colour paper clocks on the five daily prayers and their corresponding time. 	How do Muslims know the time for the five daily prayers?
Core Competencies to be developed: Communication and Collaboration: as learners listen critically and demonstrate understanding when mentioning the names of the five daily prayers.				
Values: Unity: as learners collaborate with others while roleplaying the five daily prayers and take roles to act.				
Pertinent and Contemporary Issues: Life Skills: tolerance as learner takes turns while roleplaying the five daily prayers and when they are performed.				
Link to other Learning Activities: As learner sings songs/qasidas on the five daily prayers, and draws and colours paper clocks for the daily prayer, it can be related to Creative Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.2 Swalah <ul style="list-style-type: none"> • Rakaat (7 Lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) state the number of <i>rakaat</i> (units of prayer) for each of the five daily prayers, b) demonstrate the number of <i>rakaat</i> (units of prayer) for each of the five daily prayers, c) appreciate <i>rakaat</i> as an integral part of <i>Swalah</i> and its validity. 	The learner is guided to: <ul style="list-style-type: none"> ● match and sort using flashcards names of the daily prayers and their correct number of <i>rakaat</i>, ● watch a video clip of congregational prayers and mention the number of <i>rakaat</i> (units of prayer) for each of the five daily prayers they have observed, ● role-play the five daily prayers and their correct number of <i>rakaat</i>, ● sing songs/qasida on the daily prayers and their correct number of <i>rakaat</i>. 	Which are <i>rakaat</i> in <i>Swalah</i> ?
Core Competencies to be developed: Creativity and Imagination: as learners role-play the five daily prayers and their correct number of <i>rakaat</i> (units of prayer) for each of the five daily prayers.				
Values: Unity: cooperation enhanced as learners collaborate with others as they role-play the five daily prayers and their correct number of <i>rakaat</i> .				

Pertinent and Contemporary Issues:

Life Skills: living with others as learners sing songs/qasida on the five daily prayers and role-play the five daily prayers and their correct number of *rakaat*

Link to other Learning Activities: as learners role-play the daily prayers and sing songs/qasida on the five daily prayers and their correct number of rakaat, it can be related to Mathematic Activities.

SUGGESTED ASSESSMENT RUBRIC

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the five daily prayers.	Names the five daily prayers with ease.	Names the five daily prayers.	Names the five daily prayers with minor mistakes.	Names the five daily prayers with major mistakes.
Ability to demonstrate the postures of <i>Swalah</i> .	Demonstrates the postures of <i>Swalah</i> with exceptional ability.	Demonstrates the postures of <i>Swalah</i> .	Demonstrates the postures of <i>Swalah</i> but with few errors.	Demonstrates some of the postures of <i>Swalah</i> with difficulties.

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 phrases <ul style="list-style-type: none"> Dua before sleeping and after waking up (5 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> read the <i>dua</i> before sleeping and the <i>dua</i> after waking up as per the Sunnah, use the <i>dua</i> before sleeping and after waking up to seek Allah (S.W.T.)’s protection, appreciate the use of the <i>dua</i> before and after waking up in day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> take turns to recite the <i>dua</i> before sleeping; (<i>Bi ismika Allahhumma amutu wa ahya</i>) and the <i>dua</i> after waking up; (<i>Alhamdulillah alladhy ahyana ba’ada ma amatana wa ilaihi nnushur</i>), pick words of the <i>dua</i> on flashcards from boxes or pocket boards and complete the <i>dua</i>, watch the <i>dua</i> before sleeping and after waking up from a digital device and recites afterwards, role-play the manners of sleeping while reciting the <i>dua</i>. 	Why should a Muslim recite <i>dua</i> before sleeping and after waking up?
Core Competencies to be developed: Creativity and Imagination: as learners role-play manners of sleeping as they recite the related <i>dua</i>				
Values: Respect: enhanced as learners wait for their turn to pick words of the <i>dua</i> from boxes or pocket boards.				
Pertinent and Contemporary Issues: Life Skills: living with others as learners role-play the manners of sleeping and sharing flashcards during the activities.				
Link to other Learning Activities: as learners recite the <i>dua</i> while demonstrating manners of sleeping, it can be related to Language Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.2 Relationship 5.2.1 Love and care for neighbours (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of showing love and care to neighbours as per Islamic teachings, b) demonstrate love and care for neighbours for harmonious coexistence, c) appreciate the need to accord love and care to neighbours as an act of <i>ibadah</i> .	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips on being good to neighbours (such as exchanging greetings, exchanging gifts, visiting, playing games) and mention ways of showing love and care to the neighbours they observed, ● listen to short stories/qasida (songs)/ poems with themes on good relations with neighbours from a digital device and sing the qasida, ● dramatise short skits demonstrating good relations with neighbours, ● role-play how to love and care for their neighbours. 	What assistance/ help have you ever received from your neighbours?
Core Competencies to be developed:				
Creativity and Imagination: make thoughtful choices as they role-play ways of showing love and care for the neighbours.				
Values:				
Love: caring as learners portray a caring attitude while dramatising short skits demonstrating good relations with neighbours				
Pertinent and Contemporary Issues:				
Citizenship: social cohesion as learners role-play how to love and care for their neighbours				
Link to other Learning Activities: as they learn about neighbours the concept can be related to Environmental Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.2.2 Love and Care for People with Special Needs (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of showing love and care to people with special needs, b) demonstrate love and care for people with special needs to earn rewards from Allah, c) appreciate caring for people with special needs as an act of <i>ibadah</i> .	The learner is guided to: ● watch video clips on ways of according love and care to people with special needs and mention what they observed, ● role-play how to help people with special needs (such as a visually impaired person to cross the road), ● draw and colour devices/equipment used by people with special needs, such as a wheelchair, crutches, white cane, ● dramatise how to take care of people with special needs.	Why should a Muslim show love and care to people with special needs?
Core Competencies to be developed:				
Creativity and Imagination: as learners draw and colour devices/equipment used by people with special needs.				
Values:				
Love: caring by portraying a caring attitude as learners role-play how to help people with special needs.				
Pertinent and Contemporary Issues:				
Citizenship: diversity is enhanced as learners role-play how to love and care for people with special needs.				
Link to other Learning Activities: The concept of drawing and colouring devices/equipment used by people with special needs can be related to Creative Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.3 Environment Caring for the School Environment (5 Lessons)	By the end of the sub-strand the learner should be able to: a) outline ways of caring for the school environment for healthy living, a) engage in cleanliness activities that promote care for the school environment, b) appreciate the importance of learning in a clean school environment as a Muslim.	The learner is guided to: <ul style="list-style-type: none"> ● listen to a story from the teacher/resource person/digital devices on ways of caring for the school environment and mention the ways of caring for the school environment in class, ● clean footpaths within the school compound and remove any harmful objects along the path, ● identify items used in cleaning the school compound and make them using locally available materials (such as dust pans and brooms), ● clean their school compound, take short videos, and share them using digital platforms. 	Why should we keep our school compound clean?
Core Competencies to be developed: Digital Literacy: as learners take short videos while cleaning the school compound and share them using digital platforms. Self-efficacy: as learners clean footpaths within the school compound and remove any harmful objects along the path.				
Values: Responsibility: as learners care and maintain a clean school environment.				

Pertinent and Contemporary Issues:

Health issues: preventive health as learners clean their school compound.

Child Road Safety: as learners clean footpaths within the school compound and remove any harmful objects along the path.

Link to other Learning Activities: as learners clean the school compound the concept can be related to Environmental Activities.

SUGGESTED ASSESSMENT RUBRIC

Indicators	Levels	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite the <i>duas</i> before sleeping and after waking up.		Recites the <i>dua</i> before sleeping and after waking up and demonstrates manners of sleeping.	Recites the <i>dua</i> before sleeping and after waking up.	Uses the <i>dua</i> before sleeping and after waking up with minimal challenges.	Uses the <i>dua</i> before sleeping but has a challenge with the <i>dua</i> after waking up.
Ability to outline ways of caring for the school environment.		Outlines ways of caring for the school environment with relevant pictures.	Outlines ways of caring for the school environment.	Outlines ways of caring for the school environment with little help.	Outlines ways of caring for the school environment but with a few errors.

STRAND 6.0 SIIRAH (THE LIFE OF THE PROPHET (S.A.W.))

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 SIIRAH (The life of the prophet (S.A.W.))	6.1 Guardians of the Prophet (S.A.W.) (5 Lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) name three guardians of the prophet (S.A.W.) to understand his background,</p> <p>b) identify roles played by the guardians of the prophet (S.A.W.) in his early upbringing,</p> <p>c) appreciate the role played by the prophet (S.A.W.)’s guardians in his early upbringing.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> pick and identify the names of the guardians of the prophet (S.A.W.) (AbdulMutalib, Halimah Saadiyyah, and Abu Talib) from flashcards, storytell on the childhood of the prophet (S.A.W.) under the care of his guardians, watch and listen to the story of the prophet (S.A.W.) under the care of Halimah Saadiyah from a resource person or digital devices and state her roles as a guardian/foster mother, watch and listen to a narration of the story of the Prophet (S.A.W.) under the care of his grandfather and uncle from an audio/resource person/digital device and give the roles played by them. 	<p>What roles did the guardians of the prophet (S.A.W.) play in his upbringing?</p>
<p>Core Competencies to be developed: Communication and Collaboration: as learners storytell on the childhood of the prophet (S.A.W.) under the care of his guardians.</p>				

<p>Values: Unity: enhanced as learners watch and listen to the story of the prophet (S.A.W.) under the care of his foster mother/guardian/uncle and state the roles they played.</p>
<p>Pertinent and Contemporary Issues: Life Skills: skills of effective communication developed as learners give and respond to simple verbal and non-verbal instructions as they story tell.</p>
<p>Link to other Learning Activities: as learners storytell on the childhood of the prophet (S.A.W.) under the care of his guardians, it can be related to Language Activities.</p>

SUGGESTED ASSESSMENT RUBRIC

Indicators	Levels	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the roles played by the guardians of the prophet (S.A.W.)		Identifies the roles played by the guardians of the prophet (S.A.W.) elaborately.	Identifies the roles played by the guardians of the prophet (S.A.W.).	Identifies the roles played by the guardians of the prophet (S.A.W.) with a few errors.	Identifies the role played by the guardians of the prophet (S.A.W.) with many errors.

STRAND 7.0: Islamic Festivals

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Festivals	7.1 <i>Jum'ah</i> (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) name the activities performed before <i>Jum'ah</i> prayers for spiritual nourishment, b) perform the <i>Jum'ah</i> prayer to attain rewards from Allah (S.W.T.), c) appreciate <i>Jum'ah</i> as the <i>Eid</i> of the week.	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips on <i>Jum'ah</i> prayers as a weekly festival for Muslims and mention the activities done by Muslims before and during <i>Jum'ah</i> prayers (for example, cutting the nails, <i>ghusl</i>, wearing clean clothes, early attendance to the mosque, extending salutations of the Prophet (S.A.W.), ● sing <i>qasida</i> on the activities performed by Muslims before <i>Jum'ah</i> prayers, ● role-play the activities performed by Muslims before <i>Jum'ah</i> prayers, ● draw and colour a mosque. 	Why is <i>Jum'ah</i> an important day among Muslims?
Core Competencies to be developed:				
Learning to Learn: develops relationships as learners role-play activities of <i>Jum'ah</i> prayer.				
Values:				
Love: sharing as they share available resources when drawing and colouring the mosque.				
Link to PCIs: Life Skills:				
Interpersonal relations - as learners engage in group activities.				
Link to other Learning Activities: as learners learn about <i>Eid</i> of the week, it can be related to concepts in Environmental Activities on holidays.				

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Levels	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to mention the activities performed by Muslims before <i>Jum'ah</i> prayers.	Mentions six activities performed by Muslims before <i>Jum'ah</i> prayers with relevant example.	Mentions six activities performed by Muslims before <i>Jum'ah</i> prayers.	Mentions three-five activities performed by Muslims before <i>Jum'ah</i> prayers.	Mentions less than three activities performed by Muslims before <i>Jum'ah</i> prayers.

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

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
Qur'an	Arabic Alphabets Selected Surahs	Oral questions, Portfolio, and Observation Written assessment, oral assessment, observation, portfolio	Flashcards, charts, The Qur'an/Juzuu, pocket boards and digital devices, resource persons/online sources The Qur'an, flashcards, pocket boards, charts, course books, digital devices, reference materials/online sources.	Invite a resource person to guide on the writing of the Arabic alphabet. Attending madrasa after school to learn the Arabic alphabet. Recite the Qur'an to parents/guardians, and siblings for confirmation and memorisation. Recite the selected surahs during AGMs, clubs and societies meetings, assemblies etc.
Hadith	Selected Hadith	Checklist, Oral questions, Written assessment, Portfolio, and observation	Pocket board, charts, Clock, books on Hadith, course books, digital devices, online sources	Attend madrasa after school to learn and memorise the selected hadith. Practise sharing with peers in the school.

Pillars of Iman	Belief in His Books	Written assessment, oral assessments, portfolio and observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, flashcards, Pocket Boards	Sing qasida at home on the revealed Books to siblings and parents/guardians.
	Belief in His Prophets	Written assessment, oral assessment, portfolio assessment, observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, flashcards, Pocket Boards	Listen to the stories of the Prophets from elder siblings and friends out of school.
Devotional Acts	Five Daily Prayers	written assessment, oral assessment, observation, portfolio	Quran, charts, course books, digital devices, reference materials/online sources	Perform prayer at home and in the mosque
	Postures of Swalah	Checklist, written assessment, oral assessment, observation, Portfolio	Charts, a resource person, course books, digital devices, reference materials/online sources, a praying mat, video clips, photographs.	Visit a nearby mosque and perform Swalah in the congregation.
	<i>Rakaat</i> Akhlaq Dua before sleeping and after waking up	Written assessment, oral assessment, portfolio assessment, observation	Course books, charts, flashcards, digital devices, reference materials/online sources, resource person Charts, flashcards, Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Sing poem/qasida on the number of <i>rakaat</i> for each of the five daily prayers. Attend madrasa after school to learn Duas.

	<p>Love and Care for neighbours</p> <p>Love and care for people with special needs</p>	Written assessment and oral assessment, portfolio assessment, observation, Checklist	Resource person, Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, crutches, wheelchair, photos/pictures of audio-visual aids	<p>Join the neighbours in cleaning the neighbourhood environment.</p> <p>Learners help people with disabilities outside the school environment.</p>
	Caring for the school environment	Written and oral assessments, observation, portfolio	Quran, books of Hadith, course books, digital devices, reference materials/online sources	<p>Planting trees and caring for them in the school compound.</p> <p>Coloring posters/charts on discouraging littering in classes, school transport and display in class and school transport</p>
Siirah (Life of the Prophet)	Guardians of the Prophet (SAW)	Written assessment oral assessments, observation, portfolio	Resource person, flashcards, charts, Books of <i>siirah</i> , course books, digital devices, reference materials/online sources	Narrating the event of the birth of the Prophet (S.A.W) to other siblings and family members
Islamic Festivals	Jum'ah	Written assessment and oral assessment, portfolio assessment, observation	Resource person, course books, digital devices, reference materials/online sources, colour, crayons, manila, papers, brooms, water	Participating in congregational <i>Jum'ah</i> prayers