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| **SCHOOL** | **YEAR** | **TERM** | **GRADE** | **LEARNING AREA** |
|  | **2020** | **2** | **3** | **ISLAMIC RELIGIOUS ACTIVITIES** |

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| **WK** | **LES** | **STRAND** | **SUB-STRAND** | | **SPECIFIC LEARNING OUTCOMES** | **KEY INQUIRY QUESTION/S** | **LEARNING EXPERIENCE** | **LEARNING RESOURCES** | **ASSESSMENT**  **METHOD** | | **REFLECTION** |
| **1** | 1 | HADITH | Honesty | | By the end of the sub-strand the learner should be able to:  -Read the selected Hadith correctly.  - Appreciate the importance of the virtue of respect as a way of abiding by the teachings of Hadith of the Prophet (S.A.W) | What is honesty? | - Learners are guided to read the selected Hadith, ‘**Speak the truth even if it is bitter’**   Learners listen to a story on the virtue of honesty | Hadith on honesty displayed on a chart | Oral questions  observation | |  |
| 2 | HADITH | Honesty | | By the end of the sub-strand the learner should be able to: Apply the teachings of the Hadith in nurturing piety.  - Appreciate the importance of the virtue of respect as a way of abiding by the teachings of Hadith of the Prophet (S.A.W -Read the selected Hadith correctly.  - Appreciate the importance of the virtue of respect as a way of abiding by the teachings of Hadith of the Prophet (S.A.W)) | When do you practice honesty? | Learners are guided through problems on issues related to honesty and provide solutions to the problems.   Organize learners in class, groups, or pairs, to discuss the importance of honesty | Hadith on honesty displayed on a chart | Oral questions  observation | |  |
| 3 | HADITH | Honesty | | By the end of the sub-strand the learner should be able to:-  -Read the selected Hadith correctly.  - Appreciate the importance of the virtue of respect as a way of abiding by the teachings of Hadith of the Prophet (S.A.W)  - | What would you do when you collect your friend’s pen in class? | Learners read hadith on honesty displayed /written on the board for practice   Learners to sing qaswida(songs) on honesty   Learners to tell a story on honesty. | Hadith on honesty displayed on a chart | -Oral questions  -Observation | |  |
| **2** | 1 | HADITH | Respect | | By the end of the sub-strand the learner should be able to:  - Recite the selected hadith correctly. | What is respect? | Learners in class, groups, pairs, or individuals, recite Hadith on respect ‘**He is not among us he who does not show mercy to our young ones and does not respect the elders’** | Hadith on respect displayed on a chart | -Oral questions  -Observation | |  |
| 2 | ‘’ | Respect | | By the end of the sub-strand the learner should be able to:  - Outline ways of showing respect to the elders as per the teachings of the Hadith | How do you show respect to parents? | Organize learners in class, groups, or pairs, to give situations when they accord respect to elders. | Hadith on respect displayed on a chart |  | |  |
| 3 | ‘’ | Respect | | By the end of the sub-strand the learner should be able to:  -Answer oral question correctly to stories of disobeying elders  - Appreciate the importance of the virtue of respect as a way of abiding by the teachings of Hadith of the Prophet (S.A.W) | What will happen if you fail to obey your elders? | Learners read repeatedly the hadith on respect displayed /written on the board for memorisation   Learners listen to stories about the consequences of disobeying elders. | Hadith on respect displayed on a chart | -Oral questions  -Observation | |  |
| **3** | 1 | HADITH | Responsibility | | By the end of the sub-strand the learner should be able to:  - Recite the selected Hadith correctly. | What is responsibility? | Learners in groups, pairs, or individuals, recite the Hadith on responsibility **“Every one of you is a shepherd and is responsible for his flock”** Learners listen to a story about the virtue of• resposibility | Hadith on responsibiltydisplayed on a chart | -Oral questions  -Observation | |  |
| 2 | ‘’ | Responsibility | | By the end of the sub-strand the learner should be able to:  - Identify responsible ways of taking care of the facilities in school. | How can you be responsible in school? | learners in class, groups, or pairs, to discuss the importance of being responsible | Hadith on responsibiltydisplayed on a chart | -Oral questions  -Observation | |  |
| 3 | ‘’ | Responsibility | | By the end of the sub-strand the learner should be able to:  -Answer question from the talk on responsibility correctly  - Appreciate the teachings of the selected Hadith in nurturing a responsible person | Why should you be responsible? | Learners read the hadith on responsibility displayed /written on the board for practice.  - Learners listen to a talk on responsibility given• by a resource person such as an Imam. | -Resource person  - Hadith on responsibiltydisplayed on a chart | -Oral questions  -Observation | |  |
| **4** | 1 | PILLARS OF ISLAM | Swalah | | By the end of the sub-strand the learner should be able to:  -Name the five pillars of Islam | Why do we pray? | Learners name the five pillars of Islam | Chart displaying five pillars of Islam | -Oral questions  -Observation | |  |
| 2 | ‘’ | Swalah | | By the end of the sub-strand the learner should be able to:  - Name the five daily prayers performed by Muslims as a pillar of Islam. | How many times do you pray in a day? | Learners are guided in naming the five daily prayers. | Chart displaying five daily prayers | -Oral questions  -Observation | |  |
| 3 | ‘’ | Swalah | | By the end of the sub-strand the learner s Demonstrate the correct postures for validity of Swalah hould be able to:  - | Which are the postures of Swala.? | Learners watch a video of a congregational prayer. Learners are shown photographs of the postures of• Swala, (**qiyam,rukuu, itdal,sujud and jalsa**) | video, photographs. | -Oral questions  -Observation | |  |
| **5** | 1 | PILLARS OF ISLAM | Swalah | | By the end of the sub-strand the learner should be able to:  -make nice drawings on type of clothes worn by Male and female during prayers | How do you dress when you go for prayers? | Learners match, draw or colour different types of clothes worn by male and female during the prayers | Drawing materials | -Oral questions  -Observation | |  |
| 2 | ‘’ | Swalah | | By the end of the sub-strand the learner should be able to:  - Learners role play the different postures of Swalah. | Which are the postures of Swala.? | Learners role play the different postures of Swalah | Pictures and photographs | -Oral questions  -Observation | |  |
| 3 | ‘’ | Swalah | | By the end of the sub-strand the learner should be able to:-  Visit a Masjid to observe people praying. | Which are the postures of Swala.? | Visit a Masjid to observe people praying. | Local masjid | -Oral questions  -Observation | |  |
| **6** | 1 | MORAL TEACHINGS | **Islamic etiquettes**  -Masjid | | By the end of the sub-strand the learner should be able to:-  - State the manners of entering and leaving the mosque as a sign of respect for the Masjid | What is a Masjid? | -Learners are guided on the importance of a mosque in the life of a muslim.  -Learners watch a video of the different parts of the mosque;• mihrab mimbar, praying hall, dome | pictures, Audio visual materials. | Oral questions  -Observation | |  |
| 2 | ‘’ | **Islamic etiquettes**  -Masjid | | By the end of the sub-strand the learner should be able to:-  - Use appropriate manners and dua (supplication)when entering and leaving the Masjid to receive blessings from Allah | -How do you enter and leave the Masjid?  - Which dua do you recite when entering and leaving the Masjid? | Learners are guided on manners of entering and leaving the Masjid, ( reciting the dua for entering the mosque (**Allahumma ftah ly abwaba rahmatik**), entering on your right foot first, observe silence while in the mosque, leave the mosque on your left foot first, recite the dua for leaving the mosque, ( **Allahumma inna nas aluka min fadhlik).**  pairs, small groups or as individuals to practise Islamic manners of entering and leaving the Masjid through role play Learners recite dua for entering and leaving the Masjid in• pairs or groups | pictures, Audio visual materials. | Oral questions  -Observation | |  |
| 3 | ‘’ | **Islamic etiquettes**  -Masjid | | By the end of the sub-strand the learner should be able to:  visit a Masjid for practice | What do you do while in the Masjid? | Learners to visit a Masjid for practice | Local masjid | -Oral questions  -Observation | |  |
| **7** | 1 | MORAL TEACHINGS | **Islamic etiquettes**  -Sneezing | | By the end of the sub-strand the learner should be able to:  - Name the manners to be observed by muslims in the event one sneezes | What do you do when sneezing? | -Learners are guided to recite the the Dua said when someone sneezes, “ **Alhamdulillah**” | handkerchief, charts, flashcards, | -Oral questions  -Observation | |  |
| 2 | ‘’ | **Islamic etiquettes**  -Sneezing | | By the end of the sub-strand the learner should be able to:  - Recite the appropriate dua related to sneezing as per the teachings of the prophet (SAW). | What do you say after sneezing? | -Learners are guided on what to say after the second Dua for sneezing, “ **yahdikumullah wa Yuslih balakum.”**  -Learners role play the manners of• sneezing. | handkerchief, charts, flashcards, | -Oral questions  -Observation | |  |
| 3 | ‘’ | **Islamic etiquettes**  -Sneezing | | By the end of the sub-strand the learner should be able to:  - Recite the appropriate dua related to sneezing as per the teachings of the prophet (SAW).  - Appreciate the virtue of praying for one another to seek Allah’s mercy | What do you say when someone sneezes? | -Learners are guided on what to say after the second Dua for sneezing, **“ yahdikumullah wa Yuslih balakum**.”  -Learners role play the manners of• sneezing. | handkerchief, charts, flashcards, | -Oral questions  -Observation | |  |
| **8** | 1 | MORAL TEACHINGS | | **Islamic etiquettes**  -Islamic phrases | By the end of the sub-strand the learner should be able to:  - Read the selected Islamic phrases correctly to build reliance on Allah  - | When do you say Hasbunallah wa ni’imal wakil? | Learners are organised in pairs, small groups and as a class, to recite the selected Islamic phrases, (**Hasbunallah wa ni’imal wakil) (La haula wa La Quwwatailla billahi**) | ICT,  -chart showing Islamic phrases, Flashcards. | | -Oral questions  -Observation |  |
|  | 2 | ‘’ | | -Islamic phrases | By the end of the sub-strand the learner should be able to:  - Read the selected Islamic phrases correctly to build reliance on Allah  . | When do you say Hasbunallah wa ni’imal wakil? | Learners are organised in pairs, small groups and as a class, to recite the selected Islamic phrases, **(Hasbunallah wa ni’imal wakil) (La haula wa La Quwwatailla billahi)** | chart showing Islamic phrases, Flashcards | | -Oral questions  -Observation |  |
|  | 3 | ‘’ | | -Islamic phrases | By the end of the sub-strand the learner should be able to:  - Give the circumstances under which the selected Islamic phrases are said. | When do you say La haula wa La | Learners are guided to give the situations when it’s appropriate to use the selected Islamic phrases. | chart showing Islamic phrases, Flashcards | | -Oral questions  -Observation |  |
| **9** | **Assessments** | | | | | | | | | |  |