**GRADE 4 IRE CBC SCHEMES OF WORK TERM 2 - 2020**

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| **WK** | **LES** | **STRAND** | **SUB-STRAND** | **LEARNING OUT COMES** | **LEARNING EXPERIENCES** | **KEY ENQUIRY QUESTION /S** | **LEARNING RESOURCES** | **ASSESSMENT METHOD** | **REFLECTION** |
| **1** | - | Revision of content covered in previous term AND Setting of ground rules to be observed this covid -19 pandemic period | | | | | | |  |
| **2** | 1 | HADITH | Hadith on Etiquette of Eating | ***By the end of the Sub strand, the learner should be able to;***  Read the selected hadith on appropriate manners of eating | - Learners are guided to read the hadith: “…Mention the name of Allah, eat with your right, and eat what is directly in front of you.” (Narrated by Al-Bukhari). - | What do you do before eating? | Charts Flash Cards; Course books | Oral Assessment Checklist |  |
| 2 | HADITH | Hadith on Etiquette of Eating | -Practice the etiquettes taught in the hadith when taking meals. | -In pairs or small groups learners demonstrate the etiquettes on eating. - Learners role play manners of eating | What is the benefit of saying Bismillah while eating? | Charts Flash Cards; Course books | Oral Assessment Checklist |  |
| 3 | HADITH | Hadith on Etiquette on Eating | - Practice the etiquettes taught in the hadith when taking meals  -Appreciate the importance of eating in accordance with the teachings of the prophet to earn rewards from Allah (S.W.T.). | - Learners are guided to watch a video on good manners of eating | Why do you have to eat what is in front of you? | Charts Flash Cards; Course books | Oral Assessment Checklist |  |
| **3** | 1 | PILLARS OF IMAN | Attributes of Allah (S.W.T) | ***By the end of the Sub strand, the learner should be able to;***  -Identify the Attributes of Allah (S.W.T.) and their corresponding meaning to strengthen their belief in Allah (S.W.T.). | -Learners are guided to listen to the Attributes of Allah from digital devices  - Leaners sing qasida on the Attributes of Allah | What are the favours of Allah (S.W.T.) to mankind? | Charts Flash Cards; Course books | Oral Assessment Checklist |  |
| 2 | PILLARS OF IMAN | Attributes of Allah (S.W.T) | - Explain the significance of the given Attributes of Allah (S.W.T.) in shaping his/her character. | Leaners sing qasida on the Attributes of Allah - Learners are guided to identify Attributes of Allah and their corresponding meaning (Al-Rahman, ALRahim, Al-Malik, ALSalaam, AL-Samiu and Al- Basir). | What are the Attributes of Allah (S.W.T.)? | Charts Flash Cards; Course books |  |  |
| 3 | PILLARS OF IMAN | Attributes of Allah (S.W.T) | -Apply the Attributes of Allah (S.W.T.) while making dua (supplication)  - Appreciate the unique Attributes of Allah (S.W.T.) as part of Islamic faith. | -Learners match and sort the attributes of Allah (S.W.T.) and their meaning | What does Allah (S.W.T.) do for us? | Charts Flash Cards; Course books | Oral Assessment Checklist |  |
| **4** | 1 | PILLARS OF IMAN | Attributes of Allah (S.W.T) | -Apply the Attributes of Allah (S.W.T.) while making dua (supplication)  - Appreciate the unique Attributes of Allah (S.W.T.) as part of Islamic faith. | -In pairs or small groups learners are guided to discuss the unique Attributes of Allah (S.W.T.)  - Learners recite duas that mention the given Attributes of Allah (S.W.T.). | Why is it important to believe in the attributes of Allah (S.W.T.)? | Charts Flash Cards; Course books  -digital devices | Oral Assessment Checklist  Portfolio |  |
| 2 | PILLARS OF IMAN | Angel and their duties | ***By the end of the Sub strand, the learner should be able to;***  -Identify the names of the  angels and their duties as a Pillar of Iman. | - Learners are guided to name the  angels of Allah, (Jibril, Raqib and  Atid, Mikail, Israil and Israfil). | What are the duties of  angels? | Charts Flash Cards; Course books  -digital devices | Oral Assessment Checklist  Portfolio |  |
| 3 | Angel and their duties | Angel and their duties | -Identify the names of the  angels and their duties as a  Pillar of Iman. | - Learners match and sort the  names of angels and their  corresponding duties using  flashcards/pocket boards. | What are the duties of  angels? |  | Oral Assessment Checklist  Portfolio |  |
| **5** | 1 | Angel and their duties | Angel and their duties | -Explain the significance of belief in angels in life of a Muslim | In pairs or small groups learners are guided to discuss the significance of angels in their lives. | Why did Allah (S.W.T.)  create angels? | Charts Flash Cards; Course books  -digital devices | Oral Assessment Checklist  Portfolio |  |
| 2 | Angel and their duties | Angel and their duties | -Explain the significance of belief in angels in life of a Muslim  ***-****Appreciate angels as Allah’screation as a Pillar of Iman.* | - In pairs or small groups learners  are guided to find names of angels  from a crossword puzzle.-  - Learners are guided to sing qasida on angels and their duties from a digital device | Why did Allah (S.W.T.)  create angels? | Charts Flash Cards; Course books  -digital devices | Oral Assessment Checklist  Portfolio |  |
| 3 | DEVOTIONAL ACTS | Twahara (Ritual Purity) | ***By the end of the Sub strand, the learner should be able to;***  -Outline the types of  najasaat (impurities) a  Muslim should avoid in order  to perform acts of ibadah. | - Learners are guided to name the different types of najasaat  (mukhaffafah or light,  mutawassitah or medium, and  mughalladha or heavy). | What is najasaat? | Charts Flash Cards; Course books  -digital devices  water, toothbrush | Oral Assessment Checklist  Portfolio |  |
| **6** | 1 | DEVOTIONAL ACTS | Twahara (Ritual Purity) | -Demonstrate appropriate  ways of removing najasaat  - In pairs or small groups learners (impurities) for the purpose of purification. | - Learners in pairs or small groups  discuss items used in the  purification of najasaat. | How do you purify  najasaat?  -What items do you use  in removing najasaat? | Charts Flash Cards; Course books  -digital devices, water, washing utensils | Observation schedule |  |
| 2 | DEVOTIONAL ACTS | Twahara (Ritual Purity) | -Appreciate maintenance of ritual cleanliness as a  condition for ibadah. | In pairs or small groups learners role play how to purify different najasaat.  -- Learners in groups discuss the  importance of ritual cleanliness in the life of a Muslim. | -Why is it important to  remove impurities? | Charts Flash Cards; Course books  -digital devices | Observation schedule |  |
| 3 | DEVOTIONAL ACTS | Wudhu (Ablution) | ***By the end of the Sub strand, the learner should be able to;***  -Discuss the nullifiers of wudhu  (Ablution) so as to maintain a  state of ritual purity. | - Learners are guided to search for nullifiers of wudhu (Ablution) using digital devices/from  resource persons/books. | What nullifies  wudhu? | Charts Flash Cards; Course books  -digital devices | Observation schedule |  |
| **7** | 1 | DEVOTIONAL ACTS | Wudhu (Ablution) | -Explain the significance of  wudhu in the life of a Muslim. | - Learners in pairs or  groups discuss the  importance of maintaining wudhu. | Why is it important  to be in a state of wudhu? | Charts Flash Cards; Course books  -digital devices | Observation schedule |  |
| 2 | DEVOTIONAL ACTS | Wudhu (Ablution) | Explain the significance of  wudhu in the life of a Muslim.  Appreciate the need to be in a  state of purity as a condition for | Learners are guide to  discuss times  recommended to be in a  state of wudhu. | When is it  recommended to be in state of wudhu? | Charts Flash Cards; Course books | Observation schedule |  |
| 3 | DEVOTIONAL ACTS | Conditions for Swalah | ***By the end of the Sub strand, the learner should be able to;***  ***State the conditions for***  *Swalah as a requirement for its validity* | - Learners are guided to mention  the 9 conditions for swalah | 1. What do you do before  praying? | Charts Flash Cards; Course books  -digital devices | Observation schedule |  |
| **8** | 1 | DEVOTIONAL ACTS | Conditions for Swalah | -Demonstrate the observable  conditions for swalah inhis/her daily life. | - Learners role play some of the  conditions for swalah such as  wudhu, appropriate dress, facing  Qibla | How would you  identify time for swalah  and direction of Qibla?  -How do you dress for prayers? | Charts Flash Cards; Course books  -digital devices | Observation schedule |  |
| 2 | DEVOTIONAL ACTS | Conditions for Swalah | --Demonstrate the observable  conditions for swalah inhis/her daily life.  -Appreciate the need for  observing the condition for  swalah for its validity. | - Learners in pairs or groups  his/her daily life.  discuss the conditions for prayer  -- Learners are guided to use digital devices in identifying times for swalah and direction of Qibla. | -Why should a Muslim  observe the conditions for  prayers? | Charts Flash Cards; Course books  -digital devices | Observation schedule |  |
| 3 | DEVOTIONAL ACTS | Pillars of Swalah | ***By the end of the Sub strand, the learner should be able to;***  *-Explain the pillars of*  *swalah as a requirement for for its validity* | Learners are guided in groups to  discuss the pillars of swalah. | What do you do when  praying? | Charts Flash Cards; Course books  -digital devices | Observation schedule |  |
| **9** | 1 | DEVOTIONAL ACTS | Pillars of Swalah | *-Explain the pillars of*  *swalah as a requirement for for its validity*  -Apply the pillars of swalah correctly in daily prayers. | - Learners role play the pillars of swalah | What do you recite  when praying? | Charts Flash Cards; Course books  -digital devices | Observation schedule |  |
| 2 | DEVOTIONAL ACTS | Pillars of Swalah | *-Explain the pillars of*  *swalah as a requirement for for its validity*  -Appreciate the need for  observing the pillars of  swalah by emulating the  Sunnah of the Prophet | - Learners are guided in watching  pillars of swalah on digital devices | Which postures are  performed in prayers? | Charts Flash Cards; Course books  -digital devices | Observation schedule |  |
| 3 | DEVOTIONAL ACTS | Pillars of Swalah | *-Explain the pillars of*  *swalah as a requirement for for its validity*  -Appreciate the need for  observing the pillars of  swalah by emulating the  Sunnah of the Prophet | - Learners in groups demonstrate the pillars of swalah. | Which postures are  performed in prayers? | Charts Flash Cards; Course books  -digital devices | Observation schedule |  |
| **10** | Revision of content covered in the ter in preparation for assessments | | | | | | | |  |
| **11** | **ASSESSMENTS** | | | | | | | | |