**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 ChecklistPortfolio |  |
| 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 theangels and their duties as a Pillar of Iman. | - Learners are guided to name theangels of Allah, (Jibril, Raqib andAtid, Mikail, Israil and Israfil). | What are the duties ofangels? | Charts Flash Cards; Course books-digital devices | Oral Assessment ChecklistPortfolio |  |
| 3 | Angel and their duties  | Angel and their duties  | -Identify the names of theangels and their duties as aPillar of Iman. | - Learners match and sort thenames of angels and theircorresponding duties usingflashcards/pocket boards. | What are the duties ofangels? |  | Oral Assessment ChecklistPortfolio |  |
| **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 ChecklistPortfolio |  |
| 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 learnersare guided to find names of angelsfrom 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 ChecklistPortfolio |  |
| 3 | DEVOTIONAL ACTS | Twahara (Ritual Purity)  | ***By the end of the Sub strand, the learner should be able to;***-Outline the types ofnajasaat (impurities) aMuslim should avoid in orderto perform acts of ibadah. | - Learners are guided to name the different types of najasaat(mukhaffafah or light,mutawassitah or medium, andmughalladha or heavy). | What is najasaat? | Charts Flash Cards; Course books-digital deviceswater, toothbrush | Oral Assessment ChecklistPortfolio |  |
| **6** | 1 | DEVOTIONAL ACTS | Twahara (Ritual Purity)  | -Demonstrate appropriateways of removing najasaat- In pairs or small groups learners (impurities) for the purpose of purification. | - Learners in pairs or small groupsdiscuss items used in thepurification of najasaat. | How do you purifynajasaat?-What items do you usein 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 acondition for ibadah. | In pairs or small groups learners role play how to purify different najasaat.-- Learners in groups discuss theimportance of ritual cleanliness in the life of a Muslim. | -Why is it important toremove 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 astate of ritual purity. | - Learners are guided to search for nullifiers of wudhu (Ablution) using digital devices/fromresource persons/books. | What nullifieswudhu? | Charts Flash Cards; Course books-digital devices | Observation schedule |  |
| **7** | 1 | DEVOTIONAL ACTS | Wudhu (Ablution) | -Explain the significance ofwudhu in the life of a Muslim. | - Learners in pairs orgroups discuss theimportance of maintaining wudhu. | Why is it importantto be in a state of wudhu? | Charts Flash Cards; Course books-digital devices | Observation schedule |  |
| 2 | DEVOTIONAL ACTS | Wudhu (Ablution) | Explain the significance ofwudhu in the life of a Muslim.Appreciate the need to be in astate of purity as a condition for | Learners are guide todiscuss timesrecommended to be in astate of wudhu. | When is itrecommended 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 mentionthe 9 conditions for swalah | 1. What do you do beforepraying? | Charts Flash Cards; Course books-digital devices | Observation schedule |  |
| **8** | 1 | DEVOTIONAL ACTS | Conditions for Swalah  | -Demonstrate the observableconditions for swalah inhis/her daily life. | - Learners role play some of theconditions for swalah such aswudhu, appropriate dress, facingQibla | How would youidentify time for swalahand 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 observableconditions for swalah inhis/her daily life.-Appreciate the need forobserving the condition forswalah for its validity. | - Learners in pairs or groupshis/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 Muslimobserve the conditions forprayers? | 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 todiscuss the pillars of swalah. | What do you do whenpraying? | 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 recitewhen 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 forobserving the pillars ofswalah by emulating theSunnah of the Prophet | - Learners are guided in watchingpillars of swalah on digital devices | Which postures areperformed 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 forobserving the pillars ofswalah by emulating theSunnah of the Prophet | - Learners in groups demonstrate the pillars of swalah. | Which postures areperformed 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** |