.

SCHEME OF WORK IRE

GRADE 4 2025 TERM II

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| **WK** | **LSN** | **STRAND** | **SUB- STRAND** | **LESSON\_LEARNING\_OUTCOMES** | **LEARNING\_EXPERIENCES** | **KEY INQUIRY QUESTIONS** | **LEARNING RESOURCES** | **ASSESSMENT METHODS** | **REFLECTION** |
| **1** | 1 | Devotional Acts | Twahara (Ritual Purity) | By the end of the lesson, the learner should be able to:  " Sub  strand, the learner"  :  "Outline the types of najasaat (impurities) a  Muslim should avoid" in order to perform acts of ibadah (worship). | - Learners are guided to name the different types of najasaat (mukhaffafah or light, mutawassitah or medium, and mughalladha or heavy). | What is najasaat? 2. How do you purify najasaat | Qur |  |  |
| 2 | Devotional Acts | Twahara (Ritual Purity) | By the end of the lesson, the learner should be able to:  Sub  strand, the learner  Demonstrate appropriate ways of removing najasaat  (impurities) for the purpose of purification | Learners in pairs or small groups discuss items used in the purification of najasaat | What is najasaat? How do you purify najasaat | Qur |  |  |
| 3 | Devotional Acts | Twahara (Ritual Purity) | By the end of the lesson, the learner should be able to:  " Sub  strand, the learner  Appreciate maintenance of ritual "  cleanliness as a condition for ibadah. | In pairs or small groups learner | "What items do you use in removing najasaat? Why is it important to" remove impurities? | Qur |  |  |
| **2** | 1 | Devotional Acts | "Wudhu (Ablution) Nullifiers of" wudhu | By the end of the lesson, the learner should be able to:  " Sub strand, the learner  :"  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? | Qur |  |  |
| 2 | Devotional Acts | Significance of wudhu | By the end of the lesson, the learner should be able to:  Sub  strand, the learner  :  "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? | Qur |  |  |
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|  | 3 | Devotional Acts | Wudhu (Ablution) | By the end of the lesson, the learner should be able to:  Sub  " Appreciate the need to be in a state of purity  as a condition for" ibadah. | Learners are guide  to discuss times recommended to be in a state of wudhu | When is it recommende d to be in a state of wudhu? | Qur |  |  |
| **3** | 1 | Devotional Acts | Conditions for Swala | By the end of the lesson, the learner should be able to:  Sub State the conditions for Swalah as a requirement for its  validity | Learners are guided to mention the 9 conditions for swalah. | Appreciate the need for observing the condition for swalah for its validity | Qur |  |  |
| 2 | Devotional Acts | Conditions for Swala | By the end of the lesson, the learner should be able to:  " Sub Demonstrate the observable conditions  for swalah in his/her" daily life. | "Learners role play some of the conditions for swalah such as wudhu, appropriate dress, facing Qibla.  - Learners in pairs" or groups discuss the conditions for  prayers | How do you dress for prayers | Qur |  |  |
| 3 | Devotional Acts | Conditions for Swala | By the end of the lesson, the learner should be able to:  Sub  strand, the learner  :  "Appreciate the need for observing the condition  for swalah for its" validity | 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? | Qur |  |  |
| **4** | 1 | Devotional Acts | Pillars of Swalah | By the end of the lesson, the learner should be able to:  Sub Explain the pillars of swalah as a requirement for its validity | Learners are guided in groups to discuss the pillars of swalah. - | What do you do hen praying | Qur |  |  |
| 2 | Devotional Acts | Pillars of Swalah | By the end of the lesson, the learner should be able to:  Sub Apply the pillars of swalah correctly in  daily prayers | Learners role play the pillars of swalah | What do you recite when praying? | Qur |  |  |
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|  | 3 | Devotional Acts | Pillars of Swalah | By the end of the lesson, the learner should be able to:  Sub Apply the pillars of swalah correctly in  daily prayers | Learners are guided in watching pillars of swalah on digital devices | What do you recite when praying? | Qur |  |  |
| **5** | 1 | Devotional Acts | Pillars of Swalah | By the end of the lesson, the learner should be able to:  Sub Appreciate the need for observing the pillars of swalah by emulating the Sunnah of the  Prophet (S.A.W.). | Learners in groups demonstrate the pillars of swalah. | Which postures are performed in prayers? | Qur |  |  |
| 2 | Akhlaq (Moral Values) | Kindness to Allah | By the end of the lesson, the learner should be able to:  Sub  " Mention Allah | Learners are  "guided to mention creatures of Allah (S.W.T.) in their environment. - In pairs or in groups  learners are guided" to discuss the significance of being kind to  Allah | What are some of Allah | Qur |  |  |
| 3 | Akhlaq (Moral Values) | Kindness to Allah | By the end of the lesson, the learner should be able to:  Sub Explain the significance of showing kindness to Allah | Learners are guided to watch digital devices/charts/phot os appropriate ways of caring for Allah | Why should you be kind to Allah | Qur |  |  |
| **6** | 1 | Akhlaq (Moral Values) | Kindness to Allah | By the end of the lesson, the learner should be able to:  Sub Demonstrate ways through which he/she can show kindness to Allah | Learners are guided to dramatize ways of showing kindness to Allah | How can you show kindness to Allah | Qur |  |  |
| 2 | Akhlaq (Moral Values) | Kindness to Allah | By the end of the lesson, the learner should be able to:  Sub Demonstrate ways through which he/she can show kindness to Allah | Learners are guided to dramatize ways of showing kindness to Allah | How can you show kindness to Allah | Qur |  |  |
| 3 | Akhlaq (Moral Values) | Islamic Manners of Dressing | By the end of the lesson, the learner should be able to:  Sub a) Explain appropriate code of dress as per the  teachings of Islam | Learners are guided to identify features of the Islamic code  /manners of dress | How should a Muslim dress | Qur |  |  |
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| **7** | 1 | Akhlaq (Moral Values) | Islamic Manners of Dressing | By the end of the lesson, the learner should be able to:  Sub Practise Islamic manners of dress as an act of ibadah | Learners are guided to watch digital devices, observe charts/photos of different types of dresses and identify appropriate Islamic  ones | What is the importance of the Islamic code of dress? | Qur |  |  |
| 2 | Akhlaq (Moral Values) | Islamic Manners of Dressing | By the end of the lesson, the learner should be able to:  " Sub Discuss the significance of Islamic code of dress to  enhance character"  "formation. Appreciate Islamic code of dress as a means of earning  rewards from Allah." | In pairs or in groups learners are guided to discuss the significance of the Islamic code of dress. - Learners model Islamic dress | What are some of the dressing trends that should be avoided by a Muslim? | Qur |  |  |
| 3 | Akhlaq (Moral Values) | Islamic Manners of Dressing | By the end of the lesson, the learner should be able to:  Sub Discuss the significance of Islamic code of dress to enhance character formation.  Appreciate Islamic code of dress as a means of earning  rewards from Allah. | In pairs or in groups learners are guided to discuss the significance of the Islamic code of dress. - Learners model Islamic dress | What are some of the dressing trends that should be avoided by a Muslim? | Qur |  |  |
| **8** | MID TERM ASSESSMENT/BREAK | | | | | | | | |
| **9** | 1 | Akhlaq (Moral Values) | Positive Usage of Media | By the end of the lesson, the learner should be able to:  Sub Identify types of media in his/her environment to create awareness on various sources of information | - Learners are guided to identify different types of media in their environment (print media, TV, movies, phones, laptops/desktops, videogames, PlayStation,  Internet | What do you use media for | Qur |  |  |
| 2 | Akhlaq (Moral Values) | Positive Usage of Media Positive Usage of Media | By the end of the lesson, the learner should be able to:  Sub  "Explain the positive use of media for Islamic character  building."  Sub Explain the positive use of media for Islamic character  building. | - Learners are guided to watch videos on positive  use of media  Learners are guided to discuss Islamic teachings governing the use of media | How do you use media while observing Islamic teachings? | "Qur Qur |  |  |
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|  | 3 | Akhlaq (Moral Values) | Positive Usage of Media | By the end of the lesson, the learner should be able to:  Sub Observe Islamic ethics while using media in day-today life. d) Appreciate media as a gift from Allah (S.W.T.) by using them  appropriately | In pairs or in groups learners are guided to discuss the positive and negative uses of media | How can you use media positively? | Qur |  |  |
| **10** | 1 | Akhlaq (Moral Values) | Evils of Begging | By the end of the lesson, the learner should be able to:  Sub a) Identify categories of people who deserve assistance in the society | Learners are guided to identify categories of people deserving support (i.e. debtors, those who loose property through disaster, those  acknowledged as destitute | Why do people beg | Qur |  |  |
| 2 | Akhlaq (Moral Values) | Evils of Begging | By the end of the lesson, the learner should be able to:  Sub Explain the evils of begging as a mean of  fostering a work ethic | Learners are guided to discuss evils of begging according to the teachings of Islam | Why is begging discouraged? | Qur |  |  |
| 3 | QUR | Al-Fatiha | By the end of the lesson, the learner should be able to:  Sub  Explain the basic meaning of the selected surah to enhance positive character formation  Apply the teachings of the selected surah in his/her daily life. | Learners are guided to discuss the basic meaning of the selected surahs. - Learners listen to recorded translation of the selected surahs from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected  surahs | Which surahs do Muslims recite before going to bed? | Qur |  |  |
| **11** | 1 | QUR | An-Naa | By the end of the lesson, the learner should be able to:  Sub  Explain the basic meaning of the selected surah to enhance positive character formation  Apply the teachings of the selected surah in his/her daily life. | Learners are guided to discuss the basic meaning of the selected surahs. - Learners listen to recorded translation of the selected surahs from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected  surahs | Which surahs do Muslims recite before going to bed? | Qur |  |  |
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|  | 2 | QUR | Al-Falaq | By the end of the lesson, the learner should be able to:  " Sub  Apply the teachings of the" selected surah in his/her daily life. | Learners are guided to discuss the basic meaning of the selected surahs. - Learners listen to recorded translation  "of the selected surahs from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected  surahs" | What lessons do we learn from the selected surahs | Qur |  |  |
| 3 | QUR | Al-Ikhlas Al-Masad | By the end of the lesson, the learner should be able to:  Sub  Explain the basic meaning of the selected surah to enhance positive character formation  Apply the teachings of the selected surah in his/her daily life. | Learners are guided to discuss the basic meaning of the selected surahs. - Learners listen to recorded translation of the selected surahs from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected  surahs | What lessons do we learn from the selected surahs | Qur |  |  |
| **12** | 1 | QUR | An-NAsr | By the end of the lesson, the learner should be able to:  " Sub  Explain the basic meaning of the selected surah to  enhance positive character" formation | "Learners are guided to discuss the basic meaning of the selected surahs. - Learners listen to recorded translation of the selected surahs  from a digital device. -" "In pairs or small groups  learners are guided to discuss the lessons learnt from the selected  surahs" | What lessons do we learn from the selected surahs Why do we recite the selected surahs? | Qur |  |  |
| 2 | QUR | Al- Kafirun | By the end of the lesson, the learner should be able to:  Sub  Explain the basic meaning of the selected surah to enhance positive character formation | Learners are guided to discuss the basic meaning of the selected surahs. | What lessons do we learn from the selected surahs | Qur |  |  |
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|  | 3 | QUR | Al- Kafirun | By the end of the lesson, the learner should be able to:  Sub  the importance of the selected surahs by adhering to their teachings | Learners listen to recorded translation of the selected surahs from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected  surahs | Why do we recite the selected surahs? | Qur |  |  |
| **13** | END TERM ASSESSMENT | | | | | | | | |

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