**GRADE 2 RATIONALISED IRE SCHEMES OF WORK - TERM 2- KLB VISIONARY**

**SCHOOL…………………………………………. TEACHER’S NAME…………………………….. TERM II**

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| **Week**  | **Lesson** | **Strand** | **Sub-Strand** | **Specific Learning Outcomes**  | **Learning Experiences** | **Key Inquiry Question** | **Learning Resources** | **Assessment****Methods** | **Reflection** |
| 1 | 1 | PILLARS OF IMAN | Belief in *Allah*’s prophets | By the end of the lesson, the learner should be able to:1. Identify the first and the last prophet chosen by prophet *Allah*
2. Read and write the names of the prophets of *Allah*.
3. Appreciate the prophets of *Allah*
 | Learners are guided in pairs, in groups or individually to: Identify the first and the last prophet chosen by prophet *Allah*Read and write the names of the prophets of *Allah*. | Which is the fourth pillar of Iman? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 37-39QuranFlash cardsJuzuuPocket boards  | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 2 | PILLARS OF IMAN | Why *Allah* (SWT) sent prophets | By the end of the lesson, the learner should be able to:1. Listen to the story read by the teacher about ‘The ark’ and answer questions from the story correctly.
2. Name the characters in the story read.
3. Appreciate the story about ‘The ark’
 | Learners are guided in pairs, in groups or individually to: Listen to the story read by the teacher about ‘The ark’ and answer questions from the story correctly.Name the characters in the story read. | Who was told by *Allah* to build an ark? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 40-42QuranFlash cardsJuzuuPocket boards | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 3 | PILLARS OF IMAN | Why *Allah* (SWT) sent prophets | By the end of the lesson, the learners should be able to:1. Discuss reasons why *Allah* sent prophets.
2. Draw and colour an ark
3. Appreciate lessons learnt from the story ‘the ark’
 | Learners are guided in pairs, in groups or individually to: Discuss reasons why *Allah* sent prophets.Draw and colour an ark | Why did *Allah* send prophets? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 40-42QuranFlash cardsJuzuuColors  | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
| 2 | 1 | SIRAH (LIFE OF THE PROPHET)  | A foster parent | By the end of the lesson, the learners should be able to:1. Explain who is a foster parent
2. Read and retell the story of Halima As-Saadiya using own words read by the teacher
3. Enjoy finding names of people from the story in a grid
 | Learners are guided in pairs, in groups or individually to: Explain who is a foster parentRead and retell the story of Halima As-Saadiya using own words read by the teacher | Who is a foster parent? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 43-45QuranFlash cardsJuzuuPocket boards  | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 2 | SIRAH (LIFE OF THE PROPHET)  | Amina and her son visit Yathrib (Madina) | By the end of the lesson, the learners should be able to:1. Read and retell the story Amina and her son visit Yathrib (Madina)
2. Discuss lessons learnt from the story.
3. Appreciate the story Amina and her son visit Yathrib
 | Learners are guided in pairs, in groups or individually to: Read and retell the story Amina and her son visit Yathrib (Madina)Discuss lessons learnt from the story. | Why did Amina and her son visit Madina? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 46-48QuranFlash cardsJuzuuPocket boards  | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 3 | SIRAH (LIFE OF THE PROPHET)  | Guardians of the prophet | By the end of the lesson, the learners should be able to:1. Identify who a guardian and an orphan is.
2. Read the story on Abdul Mutwalib (The prophets grandfather) and answer questions from the story read
3. Appreciate reading the story on Abdul Mutwalib (The prophets grandfather)
 | Learners are guided in pairs, in groups or individually to: Identify who a guardian and an orphan is.Read the story on Abdul Mutwalib (The prophets grandfather) and answer questions from the story read | Do you know who an orphan is? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 48-50QuranFlash cardsJuzuuPocket boards  | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
| 3 | 1 | SIRAH (LIFE OF THE PROPHET)  | Guardians of the prophet | By the end of the lesson, the learners should be able to:1. Identify how many people took care of the prophet (SAW) but were not his real parents.
2. Write down the names of the guardians of the prophet (SAW)
3. Appreciate the guardians of the prophet (SAW)
 | Learners are guided in pairs, in groups or individually to: Identify how many people took care of the prophet (SAW) but were not his real parents.Write down the names of the guardians of the prophet (SAW) | Do you know Abu twalib? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 48-50QuranPictures Flash cardsJuzuuDigital devices  | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 2 | HADITH | Hadith on Swalah | By the end of the lesson, the learners should be able to:1. Identify the five fardh prayers
2. Read the hadith on Swalah and discuss its meaning
3. Appreciate the hadith on Swalah
 | Learners are guided in pairs, in groups or individually to: Identify the five fardh prayersRead the hadith on Swalah and discuss its meaning | What does the hadith on swalah mean? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 51-53QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 3 | QUR’AN | Arabic Alphabet | By the end of the lesson, the learners should be able to:1. Name the five fardh prayers
2. Recite the hadith on Swalah
3. Appreciate performing Swalah on time
 | Learners are guided in pairs, in groups or individually to: Name the five fardh prayersRecite the hadith on Swalah | How many times are you supposed to pray daily? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 51-53QuranPictures Flash cardsJuzuu | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
| 4 | 1 | HADITH | Times of the five daily prayers | By the end of the lesson, the learners should be able to:1. Mention how many times a Muslim prays in a day
2. Dramatize the five daily prayers and tell when they are supposed to be performed.
3. Appreciate the five daily prayers
 | Learners are guided in pairs, in groups or individually to: Mention how many times a Muslim prays in a dayDramatize the five daily prayers and tell when they are supposed to be performed. | Which prayer do you perform in the morning? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 53-57QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 2 | HADITH | Times of the five daily prayers | By the end of the lesson, the learner should be able to: 1. Identify the prayer time for the five daily prayers
2. Create a daily log on every swalah you say on time and record for a week
3. Appreciate performing swalah on time
 | Learners are guided in pairs, in groups or individually to: Identify the prayer time for the five daily prayersCreate a daily log on every swalah you say on time and record for a week | When Adhan is calling, where do you go? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 56-57QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 3 | HADITH | Hadith on Iman | By the end of the lesson, the learner should be able to:1. Read the hadith on Iman
2. Discuss the meaning and teachings learnt from the hadith on Iman
3. Appreciate the teaching from hadith on Iman
 | Learners are guided in pairs, in groups or individually to: Read the hadith on Iman Discuss the meaning and teachings learnt from the hadith on Iman  | What does the hadith on iman say? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 58-60QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
| 5 | 1 | HADITH | Hadith on Iman | By the end of the lesson, the learner should be able to:1. Talk about why it is important to share what you have with neighbours and friends
2. Draw and name things you share with friends and neighbours
3. Appreciate sharing and helping others who are in need.
 | Learners are guided in pairs, in groups or individually to: Talk about why it is important to share what you have with neighbours and friendsDraw and name things you share with friends and neighbours | Why is it good to share what you have with our neighbours and friends? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 58-60QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 2 | HADITH | Hadith on love | By the end of the lesson, the learner should be able to: 1. Read the hadith on love
2. Discuss the teachings from the hadith on love
3. Appreciate the hadith on love and its teachings
 | Learners are guided in pairs, in groups or individually to: Read the hadith on loveDiscuss the teachings from the hadith on love | What does the hadith on love say? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 61-62QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 3 | HADITH | Hadith on love | By the end of the lesson, the learner should be able to: 1. Identify ways of showing love to others
2. Role play in pairs ways in which you can show love to others
3. Appreciate showing love to others
 | Learners are guided in pairs, in groups or individually to: Identify ways of showing love to othersRole play in pairs ways in which you can show love to others |  How do you show love to other people? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 61-62QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
| 6 | 1 | HADITH | Hadith on love | By the end of the lesson, the learner should be able to: 1. Name things you have shared or ways you have shown love to others today
2. Copy the hadith on love five times in the exercise book
3. Appreciate sharing and showing love to others.
 | Learners are guided in pairs, in groups or individually to: Name things you have shared or ways you have shown love to others todayCopy the hadith on love five times in the exercise book | Which way have you shown love to someone today? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 64-65QuranPictures Flash cardsJuzuuDigital devices  | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 2 | DEVOTIONAL ACTS | Pillars of IslamWudhu | By the end of the lesson, the learner should be able to:1. Identify what wudhu is.
2. Demonstrate how wudhu is performed.
3. Appreciate performing wudhu to enhance cleanliness
 | Learners are guided in pairs, in groups or individually to: Identify what wudhu is.Demonstrate how wudhu is performed. | How do you perform Wudhu? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 66-70QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 3 | DEVOTIONAL ACTS | Pillars of IslamWudhu | By the end of the lesson, the learner should be able to:1. Identify sources of clean water
2. Draw, colour and name sources of clean water
3. Appreciate using water without wasting when performing wudhu
 | Learners are guided in pairs, in groups or individually to: Identify sources of clean waterDraw, colour and name sources of clean water | Why is cleanliness important to a Muslim? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 66-70QuranPictures Flash cardsJuzuuDigital devices  | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
| 7 | 1 | DEVOTIONAL ACTS | Pillars of IslamWudhu | By the end of the lesson, the learner should be able to:1. State the importance of cleanliness to a Muslim
2. Make a poster telling learners the importance of being clean at all times.
3. Appreciate being clean at all times
 | Learners are guided in pairs, in groups or individually to: State the importance of cleanliness to a MuslimMake a poster telling learners the importance of being clean at all times. | Where do you get clean water from? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 66-70QuranPictures Flash cardsJuzuuDigital devices  | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 2 | DEVOTIONAL ACTS | Pillars of IslamParts we wash in Wudhu | By the end of the lesson, the learner should be able to:1. Name parts of the body washed in wudhu.
2. Demonstrate how to perform wudhu with guidance from the teacher
3. Enjoy singing the song on wudhu
 | Learners are guided in pairs, in groups or individually to: Name parts of the body washed in wudhu.Demonstrate how to perform wudhu with guidance from the teacher | Which parts of the body are washed in wudhu? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 71-74QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 3 | DEVOTIONAL ACTS | Pillars of IslamParts we wash in Wudhu | By the end of the lesson, the learner should be able to;1. Mention why some parts of the body are washed before praying to Allah
2. Apply the teachings from the two hadith on wudhu
3. Appreciate performing wudhu before prayers
 | Learners are guided in pairs, in groups or individually to: Mention why some parts of the body are washed before praying to AllahApply the teachings from the two hadith on wudhu | Why is wudhu performed before prayers? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 71-74QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
| 8 |  |  |  | **MIDTERM BREAK** |  |  |  |  |  |
| 9 | 1 | DEVOTIONAL ACTS | Pillars of IslamHadith on Wudhu | By the end of the lesson, the learner should be able to:1. State the importance of wudhu
2. Read and recite the two hadith on Wudhu
3. Appreciate the teachings from the two hadith on Wudhu
 | Learners are guided in pairs, in groups or individually to: State the importance of wudhuRead and recite the two hadith on Wudhu | What do you say before performing Wudhu? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 75-77QuranFlash cardsDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 2 | DEVOTIONAL ACTS | Swallah | By the end of the lesson, the learner should be able to:1. Discuss the importance of Swallah.
2. Perform the five daily Swallah at the right time
3. Appreciate the importance of Swallah.
 | Learners are guided in pairs, in groups or individually to: Discuss the importance of Swallah.Perform the five daily Swallah at the right time |  | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 78-79QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 3 | DEVOTIONAL ACTS | The five Fardh Swallah | By the end of the lesson, the learner should be able to:1. Identify and write the five fardh prayers in order of how they are performed.
2. Sing the song on Swalah.
3. Enjoy singing the song on Swalah
 | Learners are guided in pairs, in groups or individually to: Identify and write the five fardh prayers in order of how they are performed.Sing the song on Swalah. | What time is the five fardh prayers performed? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 80-81QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
| 10 | 1 | MORAL TEACHINGS | Islamic EtiquetteManners of toileting | By the end of the lesson, the learner should be able to:1. Discuss the Islamic manners of toileting
2. Demonstrate the Islamic manners of toileting.
3. Appreciate the Islamic manners of toileting
 | Learners are guided in pairs, in groups or individually to: Discuss the Islamic manners of toiletingDemonstrate the Islamic manners of toileting. | Why do you enter the toilet using your left foot? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 82-83QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 2 | MORAL TEACHINGS | Islamic EtiquetteManners of toileting | By the end of the lesson, the learner should be able to:1. Watch a video clip on Islamic manners of toileting
2. Write down the manners of toileting.
3. Enjoy practicing the manners of toileting
 | Learners are guided in pairs, in groups or individually to: Watch a video clip on Islamic manners of toiletingWrite down the manners of toileting. | Why do we perform istinjaa? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 82-83QuranPictures JuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 3 | MORAL TEACHINGS | Islamic EtiquetteManners of toileting | By the end of the lesson, the learner should be able to:1. Find out and discuss other manners of toileting using digital devices.
2. Practice manners of toileting in day to day life.
3. Appreciate observing the Islamic manners of toileting in daily life.
 | Learners are guided in pairs, in groups or individually to: Find out and discuss other manners of toileting using digital devices.Practice manners of toileting in day to day life. | Why is it wrong to talk while in the toilet? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 84-86QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
| 11 | 1 | MORAL TEACHINGS | Islamic EtiquetteDua for entering the toilet | By the end of the lesson, the learner should be able to:1. Read the dua for entering the toilet.
2. Discuss the meaning of the dua for entering the toilet.
3. Appreciate the dua for entering the toilet
 | Learners are guided in pairs, in groups or individually to: Read the dua for entering the toilet.Discuss the meaning of the dua for entering the toilet. | What is the meaning of the dua for entering the toilet? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 87-88Quran Flash cardsDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 2 | MORAL TEACHINGS | Islamic EtiquetteDua for entering the toilet | By the end of the lesson, the learner should be able to:1. State why we should say dua for entering the toilet
2. Memorise and recite the dua for entering the toilet.
3. Appreciate saying dua for entering the toilet in daily life.
 | Learners are guided in pairs, in groups or individually to: State why we should say dua for entering the toiletMemorise and recite the dua for entering the toilet. | Why do we say dua when entering the toilet? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 87-88QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 3 | MORAL TEACHINGS | Islamic EtiquetteDua for leaving the toilet | By the end of the lesson, the learner should be able to:1. Read the dua for leaving the toilet.
2. Discuss the meaning of the dua for leaving the toilet.
3. Appreciate the dua for leaving the toilet
 | Learners are guided in pairs, in groups or individually to: Read the dua for leaving the toilet.Discuss the meaning of the dua for leaving the toilet. | What is the meaning of the dua for leaving the toilet? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 88-90QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
| 12 | 1 | MORAL TEACHINGS | Islamic EtiquetteDua for leaving the toilet | By the end of the lesson, the learner should be able to:1. State why we should say dua for leaving the toilet
2. Memorise and recite the dua for leaving the toilet.
3. Appreciate saying dua for leaving the toilet in daily life.
 | Learners are guided in pairs, in groups or individually to: State why we should say dua for leaving the toiletMemorise and recite the dua for leaving the toilet. | Why do we say dua when leaving the toilet? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 88-90QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 2 | MORAL TEACHINGS | Islamic EtiquetteManners of sleeping | By the end of the lesson, the learner should be able to:1. Tell what you do before sleeping.
2. Write down the activities you carry out before sleeping.
3. Appreciate the activities you carry out before sleeping.
 | Learners are guided in pairs, in groups or individually to: Tell what you do before sleeping.Write down the activities you carry out before sleeping. | What do you do before sleeping? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 91-92QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
|  | 3 | MORAL TEACHINGS | Islamic EtiquetteDua before sleeping | By the end of the lesson, the learner should be able to:1. Read the dua before sleeping.
2. Discuss the meaning of the dua before sleeping and its importance.
3. Appreciate the dua before sleeping
 | Learners are guided in pairs, in groups or individually to: Read the dua before sleeping.Discuss the meaning of the dua before sleeping and its importance. | Why do we say dua before sleeping? | KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 93-94QuranPictures Flash cardsJuzuuDigital devices | Oral questionsWritten questions Portfolio Reciting ObservationChecklists Question and answer |  |
| 13-14 |  |  |  | **REVISION & END OF TERM TWO EXAMINATION** |  |  |  |