**GRADE 6 – SCHEMES OF WORK – I.R.E – TERM - 2 -**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **L** | **STRAND** | **SUB-STRAND** | **SPECIFIC LEARNING OUTCOMES** | **LEARNING EXPERIENCES** | **K.I.Q** | **LEARNING RESOURCES** | **ASSESSMENT METHODS** | **REFLECTION** |
| **1** |  | Revision of content covered in term 1 in preparation for term 2 work | | | | | | |  |
| **2** | 1 | **Pillars of**  **Iman** | **Importance of Pillars of Iman** | By the end of the lesson, the learner should be able to:  -identify the six pillars of *Iman* to strengthen their spiritual development. | Individually/in pairs/in small groups, learners are guided to:  -Listen/sing *qasida* on the Pillars of *Iman* from digital devices  -arrange Pillars of *Iman* in sequence using flash cards. | -How do the Pillars of *Iman* affect the lives of Muslims? | **Spotlight I,R,E learner’s book Grade 6 Pg, 38**  Digital devices, Charts  Resource person | -observation  -written exercises-  --Oral questions |  |
| 2 | **Pillars of**  **Iman** | **Importance of Pillars of Iman** | By the end of the lesson, the learner should be able to:  -explain the importance of the pillars of *Iman* in shaping their character.  -appreciate the pillars of *Iman* as the foundation of Islamic faith. | - Individually/in pairs/in small groups, learners are guided to:  search online/books/resource on the significance of the Pillars of *Iman* and present in class  Discuss on the importance of pillars of Iman  -search verses from the  Qur’an and hadith on Pillars of *Iman* and make a portfolio | -Why are the Pillars of *Iman* important? | *Learner’s book Grade 6 Pg,41*  Digital devices, Charts  Resource person | -observation  -written exercises-  -Oral questions |  |
| 3 | **Pillars of**  **Iman** | *Taqwa* (God Consciousness) | By the end of the lesson, the learner should be able to:  -identify the qualities of a pious person (*Muttaqiin*) for character building.  -appreciate virtue of *taqwa* as a precondition for success in life and in the Hereafter. | Individually/in pairs/in small groups, learners are guided to:  -read verses Qur’an from digital device /mus’haf and list down qualities of *mutaqiin* (Q. 2: 2-5,  3:133-135) | -What actions lead to piety?  - | *Learner’s book Grade 6 Pg 41*  Digital devices, Charts  Resource person | -observation  -written exercises-  -Oral questions |  |
| **3** | 1 | **Pillars of**  **Iman** | *Taqwa* (God Consciousness) | By the end of the lesson, the learner should be able to:  -explain the significance of *taqwa* in the life of a Muslim.  -demonstrate consciousness of Allah in day-to-day life as a mark of true belief | Individually/in pairs/in small groups, learners are guided to:  -match and sort the qualities of a pious person using flash cards  -search online/mus’haf/ resource person verse on *taqwaa* and draw the significance from (Q. 2:4 3: 76, 7:96, 9:119, 19:72,)  -keep a weekly log/diary on activities that demonstrate *taqwaa* | Why is *taqwa* important in the life of a Muslim? | *Learner’s book Grade 6 Pg 43*  Digital devices, Charts  Resource person | observation  -written exercises-  --Oral questions |  |
| 2 | **Pillars of**  **Iman** | **Tawakkul**  **(Reliance on**  **Allah)** | By the end of the lesson, the learner should be able to:  -identify the qualities of a *mutawakkil* as a basis for character building.  -appreciate virtue of *tawakkul* as a condition for success in life and in the Hereafter. | Individually/in pairs/in small groups, learners are guided to:  -brainstorm and identify the qualities of a *Mutawakkil* and display them on the notice board ((Q.3:160, Q5:23, Q65:3)  -sort the qualities of a *Mutawakkil* using a digital device/Pocket Board/ Flash cards | -How can a Muslim show reliance on Allah? | *Learner’s book Grade 6 Pg 44*  Digital devices, Charts  Resource person | -observation  -written exercises-  -Take home assignments |  |
| 3 | **Pillars of**  **Iman** | **Tawakkul**  **(Reliance on**  **Allah)** | By the end of the lesson, the learner should be able to:  -Explain the significance of *tawakul* in the life of a Muslim.  -practice *tawakul* in day-to-day life as a way of strengthening belief/reliance on in Allah. | Individually/in pairs/in small groups, learners are guided to -discuss the significance of *Tawakul* in the life of a Muslim and make summary notes  -discuss ways in which Muslims can practice *tawakkul* in daily life. | -Why is *tawakkul* important to Muslim? | *Learner’s book Grade 6 Pg 46*  Digital devices, Charts  Resource person | observation  -written exercises-  -Take home assignments |  |
| **4** | 1 | **Pillars of**  **Iman** | **Tawbah**  **(Repentance)** | By the end of the lesson, the learner should be able to:  -identify the conditions of *tawbah* as a basis for forgiveness from Allah  -appreciate virtues of *tawbah* as a condition for success in life and in the Hereafter. | Individually/in pairs/in small groups, learners are guided to:  -brainstorm on the conditions for tawbah and display them on a chart | -Why should a Muslim seek repentance from Allah? | *Learner’s book Grade 6 Pg 49*  Digital devices, Charts  Resource person | -observation  -written exercises-  -Oral questions |  |
| 2 | **Pillars of**  **Iman** | **Tawbah**  **(Repentance)** | By the end of the lesson, the learner should be able to:  -explain the significance of *tawbah* in the life of a Muslim.  -practise actions that lead to *tawbah* as a way of purifying one’s soul from sins. | Individually/in pairs/in small groups, learners are guided to:  -discuss the significance of *tawbah* (Q25:70, Q39:53) make class presentation.  -search hadith on tawbah and draw lessons from them | -How should Muslims seek repentance from Allah? | *Learner’s book Grade 6 Pg50*  Digital devices, Charts  Resource person | -observation  -written exercises-  -oral questions |  |
| 3 | **Pillars of**  **Iman** | **Stories of Prophets:**  **-Prophet Ibrahim**   * 1. **S.)** | By the end of the lesson, the learner should be able to:  -narrate the story of Prophet Ibrahim **of (a.s)** for faith building.  -appreciate the selected prophets as role models. | Individually/in pairs/in small groups, learners are guided to:  -listen/watch using digital devices the story of Prophet Ibrahim **(a.s)** -brainstorm how Prophet Ibrahim **(a.s)** demonstrated his faith in Allah. | -How did  the selected prophets demonstrate *Iman* in Allah? | *Learner’s book Grade 6 Pg 54*  Digital devices, Charts  Resource person | -observation  -written exercises-  -Oral questions |  |
| **5** | 1 | **Pillars of**  **Iman** | **-Prophet Ibrahim**  **(a.s.)** | By the end of the lesson, the learner should be able to:  -explain the lessons learnt from the story of nabii ibrahim for character development.  -emulate the character of the prophets in day-to-day life | Individually/in pairs/in small groups, learners are guided to:  -deduce lessons from the stories of the selected prophets and make short notes  -discuss the relevance of the stories of the selected prophet | -What virtues are derived from prophet Ibrahim and Musa’s stories? | *Learner’s book Grade 6 Pg 56*  Digital devices, Charts  Resource person | -written exercises-  -Oral questions |  |
|  | 2 | **Pillars of**  **Iman** | **-Prophet Yusuf**  **a.s.)** | By the end of the lesson, the learner should be able to:  -narrate the stories of the selected prophets for faith building.  -appreciate the selected prophets as role models. | Individually/in pairs/in small groups, learners are guided to:  -listen/watch using digital devices stories of the selected prophets -brainstorm how the selected prophets demonstrated their faith in Allah. | -How did  the selected prophets demonstrate *Iman* in Allah? | *Learner’s book Grade 6 Pg58*  Digital devices, Charts | -written exercises-  -Oral questions |  |
|  |  | | | | | | | |  |
| **6** | 3 | **Pillars of**  **Iman** | **-Prophet Yusuf**  **a.s.)** | By the end of the lesson, the learner should be able to:  -explain the lessons learnt from the stories of the prophets for character development.  -emulate the character of the prophets in day-to-day life | Individually/in pairs/in small groups, learners are guided to:  -deduce lessons from the stories of the selected prophets and make short notes  -discuss the relevance of the stories of the selected | -What virtues are derived from prophet Ibrahim and Musa’s stories? | *Learner’s book Grade 6 Pg 61*  Digital devices, Charts | -observation  -written exercises-  -Oral questions |  |
| 2 | **Devotional acts** | **-Twahara (Purity)**  **Hadath** | By the end of the lesson, the learner should be able to:  -outline the types of Hadath for ritual purity (Twahara)  -. | Individually/in pairs/in small groups, learners are guided to**:**  -Identify types of Hadath  - -Identify items to be used in the purification of *Hadath Asghar* and *Hadath Akbar* andpresent on a chart.  summary notes | -Why should Muslims main-tain ritual purity? | *Learner’s book Grade 6 Pg 62*  Digital devices, Charts | -observation  - Oral  Assessment, |  |
| 3 | **Devotional acts** | **Hadath** | By the end of the lesson, the learner should be able to:  -differentiate between *Hadath* *Asgha*r and *Hadat*h *Akbar* to promote personal hygiene | Individually/in pairs/in small groups, learners are guided to:  discuss the differences between *Hadath Asghar* and *Hadath Akbar and* present intabular form  -Sort and match types of *hadath* and methods of purification | -Why should Muslims main-tain ritual purity | *Learner’s book Grade 6 Pg 64*  Digital devices, Charts | -written exercises-  -Oral questions |  |
| **7** | 1 | **Devotional acts** | **Hadath** | By the end of the lesson, the learner should be able to:  demonstrate ways of purification of *Hadath Asghar* and *Hadath Akbar* to maintain ritual purity | Individually/in pairs/in small groups, learners are guided to:  -Sort and match types of *hadath* and methods of purification Using digital devices/Flashcards/ Pocket Board/Charts | -Why should Muslims main-tain ritual purity | *Learner’s book Grade 6 Pg 65*  Digital devices, Charts | -observation  -written exercises-  --Oral questions |  |
| 2 | **Devotional acts** | Tayyamum | - By the end of the lesson, the learner should be able to:  explain reasons for performance for *tayyamum* as precondition for  Swalah. | - Individually/in pairs/in small groups, learners are guided to:  -Discuss situations when *tayyamum* is performed. brainstorm on situations when optional ghusl is performed and make ----------Demonstrate steps of performing tayammum | -Why should Muslims main-tain ritual purity | *Learner’s book Grade 6 Pg 68*  *-Sand, pictures cut-outs* | -observation  -written exercises-  -Take home assignments |  |
| 3 | **Devotional acts** | **Optional Ghusl** | By the end of the lesson, the learner should be able to:  -identify situations for performance of sunnah ghusl.  -Appreciate maintenance of ritual purity as a condition for *Ibadah*. | - Individually/in pairs/in small groups, learners are guided to:  -Research on the steps of the performance of ghusl and make notes | -When can a Muslims take bath? | *Learner’s book Grade 6 Pg 68*  *-Sand, pictures cut-outs* | -observation  -written exercises-  -Take home assignments |  |
| **8** | *Assessments*  *Half term* | | | | | | |  |  |
| **9** | 1 | **Devotional acts** | **-Zakat: Items liable for Zakat** | By the end of the lesson, the learner should be able to:  -identify the items liable for *zaka*t payment for spiritual growth.  -appreciate the need to pay zakat and sadaqa to develop empathy | Individually/in pairs/in small groups, learners are guided to:  -collect pictures of items/ commodities liable for zakat and display/mount on charts | Why should a Muslim pay *zakat?* | *Learner’s book Grade 6 Pg 70*  *pictures cut-outs* | -observation  -written exercises-  -oral questions |  |
| 2 | **Devotional acts** | **Recipients of Zakat** | By the end of the lesson, the learner should be able to: -describe the eight recipients of *zakat* as mentioned in the Qur’an  -appreciate the need to pay zakat and sadaqa to develop empathy | Individually/in pairs/in small groups, learners are guided to:  -use digital devices/ Qur’an to search for recipient of  Zakat and make notes (Q9:60) | Why should a Muslim pay *zakat?* | *Learner’s book Grade 6 Pg 71*  *-charts* | -observation  -written exercises-  --oral questions |  |
| 3 | **Devotional acts** | **Differences between Zakat and sadaqa** | By the end of the lesson, the learner should be able to: -differentiate between zakat and sadaqa to inculcate the spirit of giving  -appreciate the need to pay zakat and sadaqa to develop empathy | Individually/in pairs/in small groups, learners are guided to:  -use flashcards/Pocket Board/Charts to show the differences between zakat and sadaqa | Why should a Muslim pay *zakat?* | *Learner’s book Grade 6 Pg 73*  *-charts* | -observation  -written exercises-  --oral questions |  |
| **10** | 1 | **Devotional acts** | **Saum (Fasting** | By the end of the lesson, the learner should be able to:  -state the categories of people who are exempted from obligatory fast. | Individually/in pairs/in small groups, learners are guided to:  -identify the categories of people exempted from fasting as mentioned in the Qur’an and list them in their note books (Q2:184185). | Why are some people exempted from fasting? | *Learner’s book Grade 6 Pg 74*  *-charts* | -observation  -written exercises-  -Take home assignments |  |
| 2 | **Devotional acts** | **People exempted from fasting** | By the end of the lesson, the learner should be able to:  -explain the reasons for *fidya* (compensation) by people exempted from fasting during the month of *Ramadhan*. | Individually/in pairs/in small groups, learners are guided to:  use digital devices/flash cards to search and match the categories of people exempted from fasting with the corresponding ways of compensation. | Why are some people exempted from fasting? | *Learner’s book Grde 6 Pg 74*  *-charts* | -observation  -written exercises-  -Take home assignments |  |
| 3 | **Devotional acts** | **Fidya (Compensa-**  **tion)** | By the end of the lesson, the learner should be able to:  -describe different ways of compensating for missed fasts  -state the wisdom behind the exemption of some people from fasting. | Individually/in pairs/in small groups, learners are guided to:  - -discuss the reasons why Allah exempted some people from fasting and make presentations | Why are some people exempted from fasting? | *Learner’s book Grade 6 Pg 76*  *-charts* | -observation  -written exercises-  -Take home assignments |  |
| **11** | 1 | **Devotional acts** | **Hajj**  **Conditions of Hajj** | By the end of the lesson, the learner should be able to:  -outline the conditions of Hajj for validity of its performance  -describe different types of Hajj to fulfil the requirements for each  -appreciate *Hajj* as a pillar of Islam. | Individually/in pairs/in small groups, learners are guided to:  -search for conditions of Hajj and make notes  -watch video clips on the performance of *Hajj*, discuss the different types of Hajj and make class presentations | -What are the prerequisite for the performance Hajj?  -What is the significance of Hajj? | Sportlight IRE: Learner’s book pg. 79-80  -Digital devices  -Video clips  -Chart  -pictures and photograhs | -oral questions  -written tests  -observation |  |
|  | 2 | **Devotional acts** | **Types of**  **Hajj** | By the end of the lesson, the learner should be able to -describe different types of Hajj to fulfil the requirements for each  -explain the procedure of performing each type of Hajj for it is validity----------appreciate *Hajj* as a pillar of Islam. | Individually/in pairs/in small groups, learners are guided to:  -watch video clips on the performance of *Hajj*, discuss the different types of Hajj and make class presentations  -search for verses on Hajj from Qur’an and Hadith and display on charts | -What is the significance of Hajj? | - Learner’s book pg.80-84  -Digital devices  -Video clips  -Chart  -pictures and photograhs | -oral questions  -written tests  -observation |  |
|  | 3 | **Devotional acts** | **Types of**  **Hajj** | By the end of the lesson, the learner should be able to  -describe different types of Hajj to fulfil the requirements for each  -explain the procedure of performing each type of Hajj for it is validity  -appreciate *Hajj* as a pillar of Islam. | Individually/in pairs/in small groups, learners are guided to:  -explain the procedure of performing  -create a model Kaaba and simulate the performance of  Hajj | What are the lesson we get from hajj? | - Learner’s book pg. 80-84  -Digital devices  -Video clips  -Chart  -pictures and photograhs | -oral questions  -written tests  -observation |  |
| **12** | 1 | **Akhlaq**  **(Moral values)** | **Virtues:**  **Work as a form Ibadah** | By the end of the lesson, the learner should be able to**:**  -state the reasons why work is considered as *Ibadah* in Islam.  -explain the benefits of work in the development of the *Ummah*.  -describe different types of work as means to lawful earnings  -differentiate between halal and haram work  -appreciate the importance of work as a form *Ibadah*. | Individually/in pairs/in small groups, learners are guided to:  -discuss why work is considered *Ibadah* in Islam  -collect pictures of different occupations and display them in class  -watch video clips on different types of work and differentiate between permissible and nonpermissible. | -Why should a Muslim work?  -Why is work considered an act of *Ibadah*?  -What kind of work is prohibited in Islam? | - Learner’s book pg.85-92  --Digital devices  -Video clips  -Chart  -pictures and photograhs | -oral questions  -written tests  -observation |  |
|  | 2 | **Akhlaq**  **(Moral values)** | **Adalah (Justice)**  **(** | By the end of the lesson, the learner should be able to:  -explain the importance of *adalah* as a means of promoting fairness in the society.  -describe different instances where justice must be practiced to ensure fairness in the society  -practice justice and fairness in day-today life.  -appreciate the virtue of *adalah* as a way of earning rewards from Allah. | Individually/in pairs/in small groups, learners are guided to:  -discuss the importance of exercising justice and make class presentation  -read a story on justice and draw lessons on fairness.  -role play actions that depict justice  -search for verses in the *Qur’an* that advocate for fairness (Q. 4:135).  -make and present short skits thematising *adalah* in society. | -What are the benefits of observing *adalah* in the society?  -How can a pupil practice *adalah* in school? | - Learner’s book pg.93-96  -Digital devices  -Video clips  -Chart  -pictures and photograhs | -oral questions  -written tests  -observation |  |
|  | 3 | **Akhlaq**  **(Moral values)** | **Vices:**  **Intoxicants** | By the end of the lesson, the learner should be able to:  -identify types of intoxicants rampant in the society  -explain the effects of intoxicants on the society  -adhere to Islamic teachings on prohibition of intoxicants in day-to-day life. | Individually/in pairs/in small groups, learners are guided to**:**  -research on the negative effects of intoxicantsand make short notes  -brainstorm on ways of curbing the use of intoxicant and make posters | -Why does  Islam prohibit the use of intoxicants? | - Learner’s book pg.97-98  -Digital devices  -Video clips  -Chart  -pictures and photograhs | -oral questions  -written tests  -observation |  |
| **13** | **Revision of content covered in term 2** | | | | | | | | |
| **14** | **END TERM ASSESSMENTS** | | | | | | | | |