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

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| **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, ChartsResource 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 classDiscuss 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, ChartsResource 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, ChartsResource 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, ChartsResource 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, ChartsResource 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, ChartsResource 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, ChartsResource 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, ChartsResource 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, ChartsResource 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, ChartsResource 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 |  |
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| **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 forSwalah. | - 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** |