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| **SCHOOL** | **YEAR** | **TERM** | **GRADE** | **LEARNING AREA** |
|  |  | 2 | 1 | ISLAMIC RELIGIOUS ACTIVITIES |

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| **WK** | **LES** | **STRAND** | **SUB-STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQUIRY QUESTION/s** | **LEARNING EXPERIENCE** | **LEARNING RESOURCES** | **ASSESSMENT**  **METHOD** | | **REFLE**  **-CTION** |
| 1 | TUNE UP ASSESMENT/OPENING | | | | | | | | | |
| 2 | 1 | SIIRAH | Birth of Prophet Muhammad (S.A.W | By the end of the sub-strand the learner should be able to:  - Narrate the event of the birth of the Prophet (S.A.W) | When was the prophet born? | Learners are guided to name the date, month and year of birth of the Prophet (SAW) | Flash cards | Oral questions, portfolio, and observation | |  |
| 2 | SIIRAH | Birth of Prophet Muhammad (S.A.W | By the end of the sub-strand the learner should be able to:  - Narrate the event of the birth of the Prophet (S.A.W) | When was the prophet born? | Learners are guided to name the date, month and year of birth of the Prophet (SAW) | Flash cards | Oral questions, portfolio, and observation | |  |
| 3 | SIIRAH | Birth of Prophet Muhammad (S.A.W | By the end of the sub-strand the learner should be able to:  -. | Where was the Prophet (S.A.W.) born? | Learners are guided to name the place of birth of the Prophet (SAW) | Flash cards | Oral questions, portfolio, and observation | |  |
| 3 | 1 | SIIRAH | Birth of Prophet Muhammad (S.A.W | By the end of the sub-strand the learner should be able to:  -Answer questions after listening to the story about events that took place during the elephant year ( Ammul fiil)  - Appreciate Makka, the birth place of the Prophet as the holy city of Muslims | Where was the Prophet (S.A.W.) born? | Learners listen to the story about the events of the Amul fiil (the elephant year) | Flash cards | Oral questions, portfolio, and observation | |  |
| 2 | SIIRAH | Birth of Prophet Muhammad (S.A.W | By the end of the sub-strand the learner should be able to:  -Draw and colour the Kaaba, Elephant and birds  - Appreciate Makka, the birth place of the prophet as the holy city of muslims | Where was the Prophet (S.A.W.) born? | Learners are guided to draw and colour the Kaaba, elephant and birds | Flash cards  Colour pencils, drawing materials | Oral questions, portfolio, and observation | |  |
| 3 | SIIRAH | Birth of Prophet Muhammad (S.A.W | By the end of the sub-strand the learner should be able to:  - Identify the name given to the Prophet (S.A.W) at birth | What name was the Prophet (S.A.W.) given at birth? | Learners pick out the name of the Prophet (S.A.W) from a set of flash cards containing other names | Flash cards | Oral questions, portfolio, and observation | |  |
| 4 | 1 | SIIRAH | Birth of Prophet Muhammad (S.A.W | By the end of the sub-strand the learner should be able to:  -Name events that took place during prophet’s birth | What events took place during the birth of the Prophet (S.A.W)? | Learners in small groups or class sing qasida or recite poems on the Prophet (S.A.W) | -Audio visual materials  -Qasida, poem written on chart | Oral questions, portfolio, and observation | |  |
| 2 | SIIRAH | Birth of Prophet Muhammad (S.A.W | By the end of the sub-strand the learner should be able to:  -Name the prophet’s parents  - | What events took place during the birth of the Prophet (S.A.W)? | Learners to name the Prophet’s parents | Flash cards | Oral questions, portfolio, and observation | |  |
| 3 | HADITH | Hadith on:  ** obedience** | By the end of the sub-strand the learner should be able to: Recite the selected Hadith to show obedience to parents | What is obedience? | Learners listen to different stories on obedience. Learners are guided to give instances where• obedience is practiced in their daily life. Learners as a class, groups, pairs, or• individuals recite the Hadith on obedience ‘Allah’s pleasure is in parents’ pleasure and Allah anger is in parents’ anger’’ | Charts, hadith book. | Oral questions, portfolio, and observation | |  |
| 5 | 1 | HADITH | Hadith on:  ** obedience** | By the end of the sub-strand the learner should be able to: Recite the selected Hadith to show obedience to parents | What is obedience? | learners in groups or pairs to name activities that show obedience | Charts, hadith book. | Oral questions, portfolio, and observation | |  |
| 2 | HADITH | Hadith on:  ** obedience** | By the end of the sub-strand the learner should be able to: Recite the selected Hadith to show obedience to parents | What do you do to please Allah? | Learners read Hadith on obedience displayed for practice. Learners role play the virtue of obedience. | Charts, hadith book. | Oral questions, portfolio, and observation | |  |
| 3 | HADITH | Hadith on:  ** obedience** | By the end of the sub-strand the learner should be able to: Recite the selected Hadith to show obedience to parents  - Practice obedience in their day to day life to follow the orders of Allah | What do you do to please Allah? | -Learners read Hadith on obedience displayed for practice. -Learners role play the virtue of obedience. | Charts, hadith book. | Oral questions, portfolio, and observation | |  |
| 6 | 1 | HADITH | Hadith on:  ** obedience** | By the end of the sub-strand the learner should be able to: Recite the selected Hadith to show obedience to parents  - Appreciate the importance of the Hadith in shaping the life of an individual. | How do you show obedience to different people (peers, teachers, parents, elders etc)? | -Learners read Hadith on obedience displayed for practice. -Learners role play the virtue of obedience. | Charts, hadith book. | Oral questions, portfolio, and observation | |  |
| 2 | HADITH | Hadith on:  ** Cleanliness** | By the end of the sub-strand the learner should be able to:  - Recite the selected Hadith on cleanliness as an act of worship | How do you maintain cleanliness? | Learners are guided to discuss cleanliness and its importance (body, clothes, environment) Learners as a class, groups, pairs, or• individuals recite the Hadith on cleanliness ‘Cleanliness is part of faith…” | Chart showing hadith on cleanliness | Oral questions, portfolio, and observation | |  |
| 3 | HADITH | Hadith on:  ** Cleanliness** | By the end of the sub-strand the learner should be able to: Recite the selected Hadith on cleanliness as an act of worship  - Maintain personal hygiene for healthy living. | How do you maintain cleanliness? | Learners are guided to discuss cleanliness and its importance (body, clothes, environment) Learners as a class, groups, pairs, or• individuals recite the Hadith on cleanliness ‘Cleanliness is part of faith…” | Chart showing hadith on cleanliness | Oral questions, portfolio, and observation | |  |
| 7 | 1 | HADITH | Hadith on:  ** Cleanliness** | By the end of the sub-strand the learner should be able to:  - Recite the selected Hadith on cleanliness as an act of worship  -Maintain personal hygiene for healthy living. | How do you maintain cleanliness? | learners in class, groups or pairs, to discuss the teachings of the Hadith. | Chart showing hadith on cleanliness | Oral questions, portfolio, and observation | |  |
| 2 | HADITH | Hadith on:  ** Cleanliness** | By the end of the sub-strand the learner should be able to:  - Recite the selected Hadith on cleanliness as an act of worship  - Appreciate the importance of cleanliness as part of faith | When do we wash our hands? | Learners to be engaged in cleaning activities such as, washing hands | soap, water, basin, jar | Oral questions, portfolio, and observation | |  |
| 3 | HADITH | Hadith on:  ** Cleanliness** | By the end of the sub-strand the learner should be able to:  - Recite the selected Hadith on cleanliness as an act of worship  - Practice cleanliness in their day to day life as an act of ibadah | Why do you clean your school compound everyday. | Learners to be engaged in cleaning activities such as cleaning the school compound, | , soap, water, dustbin, bro0ms, moppers | Oral questions, portfolio, and observation | |  |
| 8 | MID TERM BREAK/ASSESSMENT | | | | | | | | | |
| 9 | 1 | DEVOTIONAL ACTS | Pillars of Islam  Shahada | By the end of the sub-strand the learner should be able to:  - Recite the five pillars of Islam to strengthen their faith | What are the five pillars of Islam? | Learners to name the five pillars of Islam in sequence | -Chart showing the five pillars  -flash cards | Oral questions, portfolio, and observation | |  |
| 2 | DEVOTIONAL ACTS | Pillars of Islam  Shahada | By the end of the sub-strand the learner should be able to:  - Recite the five pillars of Islam to strengthen their faith | What are the five pillars of Islam? | Learners to sing songs or poems on the pillars of Islam/shahada | -Chart showing the five pillars  -flash cards | Oral questions, portfolio, and observation | |  |
| 3 | DEVOTIONAL ACTS | Pillars of Islam  Shahada | By the end of the sub-strand the learner should be able to:  - Recite the five pillars of Islam to strengthen their faith | What are the five pillars of Islam? | Learners to arrange pillars of Islam on flash cards in their sequence | -Chart showing the five pillars  -flash cards | Oral questions, portfolio, and observation | |  |
| 10 | 1 | DEVOTIONAL ACTS | Pillars of Islam  Shahada | By the end of the sub-strand the learner should be able to:  - Pronounce the Shahadah as an act of ibadah | How do you pronounce the shahada? | Learners in pairs or groups to recite the shahada | -Chart showing the five pillars  -flash cards | | Oral questions, portfolio, and observation |  |
|  | 2 | DEVOTIONAL ACTS | Pillars of Islam  Shahada | By the end of the sub-strand the learner should be able to:  -- Pronounce the Shahadah as an act of ibadah  - Appreciate the importance of Shahadah as a basic principle of Islam | When do we say the shahada? | Learners to state occasions when the Shahada is said. | -Chart showing the five pillars  -flash cards | | Oral questions, portfolio, and observation |  |
|  | 3 | MORAL TEACHINGS | **Islamic etiquettes**  - Greetings  (Manners of greetings ) | By the end of the sub-strand the learner should be able to:  - identify Islamic etiquettes on greetings to inculcate the culture of greeting in Islam  - use the Islamic greetings in their daily lives to inculcate the spirit of love | What do you do when you meet your friend? | Learners recite the Islamic greetings Learners are guided in pairs or small• groups to listen to the manners of Islamic greetings from a Cd | charts, pocket boards, Cds | | Oral questions and observation |  |
| 11 | 1 | MORAL TEACHINGS | - Greetings  (Manners of greetings ) | By the end of the sub-strand the learner should be able to:  - identify Islamic etiquettes on greetings to inculcate the culture of greeting in Islam  - use the Islamic greetings in their daily lives to inculcate the spirit of love | What do you do when you meet your friend? | Learners recite the Islamic greetings Learners are guided in pairs or small• groups to listen to the manners of Islamic greetings from a Cd | charts, pocket boards, Cds | | Oral questions and observation |  |
|  | 2 | MORAL TEACHINGS | - Greetings  (Manners of greetings ) | By the end of the sub-strand the learner should be able to:  -identify Islamic etiquettes on greetings to inculcate the culture of greeting in Islam  -appreciate the use of Islamic greetings to attain rewards | What do you do when you meet your friend? | Learners in pairs , small groups or as a whole class practice Islamic greetings | charts, pocket boards, Cds | | Oral questions and observation |  |
| 12 | **REVISION** | | | | | | | | |  |
| 13-14 | **END TERM ASSESSMENTS AND CLOSING** | | | | | | | | |  |