



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRE PRIMARY SCHOOL CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

PRE PRIMARY I

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

- iv) Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- v) Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- vi) Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- vii) Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- viii. Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION FOR PRE-PRIMARY

S/No	Activity Learning Area	Number of Lessons per Week
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
	Pastoral Instruction Programme	1
Total		25

LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION

By end of Pre Primary Education, the learner should be able to:

- a) Demonstrate basic literacy and numeracy skills for learning
- b) Apply creative and critical thinking skills in problem solving
- c) Practice appropriate etiquette for interpersonal relationships
- d) Explore the immediate environment for learning and enjoyment
- e) Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development
- f) Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living
- g) Develop interests, talents and character for positive contribution to the society.

ESSENCE STATEMENT

Islamic Religious Education activities at the pre-primary level is aimed at imparting knowledge, skills and values to the learner to enable them develop awareness of Allah (S.W.T.), His creation and how to worship Him. Among the values Islamic religious education activities aims to inculcate include: sharing, caring, respect, love, empathy, obedience, kindness, helping those in need and the ability to differentiate between right and wrong. These competencies will be developed through the following strands: Qur'an, Pillars of *Iman* (Articles of Faith), Devotional Acts, *Akhlaq* (Moral Teachings), *Siirah* (Life of the Prophet) and Islamic Festivals. These activities are geared towards holistic development of young learners through learner-centred approaches. This lays foundation for primary level of education and for the learners to grow up as upright and responsible members of the society.

GENERAL LEARNING OUTCOMES

By the end of Pre-Primary Education, the learner should be able to:

- a) demonstrate pre-literacy skills in Arabic texts,
- b) demonstrate love, appreciation and awareness of Allah (S.W.T.) and His creation,
- c) emulate the exemplary character of Prophet Muhammad (S.A.W.) in their lives,
- d) practise Islamic etiquettes and values for personal and interpersonal relations,
- e) celebrate Islamic festivals to appreciate the Islamic culture.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Qur'an	1.1 Handling of the Holy Qur'an (6 lessons)	By the end of the sub strand, the learner should be able to: a) identify the Qur'an as the holy book for Muslims, b) mention three etiquette of handling the Qur'an with respect, c) demonstrate ways of handling the Qur'an with respect as a holy book, d) appreciate the Qur'an as a holy book.	The learner is guided to: <ul style="list-style-type: none"> ● listen to and sing songs or recite poems on Qur'an, ● identify the Holy Qur'an through use of: flash cards <ul style="list-style-type: none"> - pictures - video clip on a digital device - realia (a copy of the Qur'an) ● mention ways of handling the Qur'an (Handling with clean hands, not writing in the Qur'an, not reading the Qur'an in the toilet) in pairs or groups, ● share copies of the Holy Quran to practise handling, ● role play ways of handling the Qur'an with respect in pairs or small groups, ● colour worksheet on Qur'an. 	How do you handle the Qur'an at home?
Core Competencies to be developed: Learning to learn: self discipline as learners share and handle copies of Qur'an appropriately.				
Values: <ul style="list-style-type: none"> ● Respect: Etiquette of Qur'an as learners handle the Qur'an respectfully. 				

- Responsibility as learners practise proper handling of the Holy Qur'an.
- Love as learners share copies of the Qur'an.

PCIs:

Life skills; skills of effective communication as learners talk about the Holy Qur'an.

Link to Other Activity Areas: The learner is able to relate with the skills of book handling in Language Activities.

THEME: Myself, My Family, My Home,

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Qur'an	1.2 The Arabic alphabet (21 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the alphabet in the Arabic text, b) articulate correctly the sounds of the Arabic alphabet, c) read the Arabic alphabet from right to left,	The learner is guided to: <ul style="list-style-type: none"> • listen to and sing songs on Arabic alphabet, • listen and repeat Arabic alphabet as pronounced by the teacher or from a recorded video /audio • identify the Arabic alphabet in pairs or small groups through use of: <ul style="list-style-type: none"> - flash cards - cut-outs - models - video clip on a digital device, 	<ol style="list-style-type: none"> 1. Where do we find the Arabic alphabet? 2. How do you identify the Arabic alphabet?

		<p>d) enjoy pre-writing activities related to the Arabic alphabet.</p>	<ul style="list-style-type: none"> ● use digital educational materials on Arabic alphabet for example <i>Qaidah Al-Nourania website</i>, ● practice pronouncing the sounds of the Arabic alphabet in pairs or small groups, ● practise the correct orientation of reading the Arabic alphabet (right to left) in groups/ in pairs/ individually, ● engage in hands-on and pre-writing activities on Arabic alphabet for example modelling, painting, tracing, joining dots. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Listening, speaking, pre-writing and teamwork skills enhanced as learners listen, pronounce and engage in activities related to Arabic alphabet. ● Digital literacy: interacting with digital technology as learners use digital devices to identify and pronounce Arabic alphabet. 				
<p>Values: Unity as learners cooperate in practising pronunciation of the Arabic alphabet in pairs or groups.</p>				
<p>PCIs: Life skills: Skills of effective Communication is enhanced as the learners listen and pronounce the Arabic alphabet.</p>				
<p>Link to other activity areas: The learner is able to relate pronunciation of Arabic alphabets with letter sound as in Language Activities.</p>				

Suggested Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to recognise Arabic alphabet.	Recognises twenty-eight letters of Arabic alphabet in their shapes in different positions (in the beginning, middle and at end of a word).	Recognises twenty-eight letters Arabic alphabets in their original shape.	Recognises fourteen to twenty-seven letters of the Arabic alphabet in their original shape.	Recognises one to thirteen letters of the alphabet in their original shape.
Ability to articulate the sounds of the Arabic alphabet.	Articulates the sounds of the Arabic alphabet consistently and correctly.	Articulates the sounds of all the Arabic alphabet correctly.	Articulates the sounds of most of the Arabic alphabet correctly.	Articulates the sounds of few of the Arabic alphabet correctly.
Ability to mention and observe three etiquette of handling the Holy Qur'an.	mentions and observes more than three etiquette of handling the Holy Qur'an.	mentions and observes three etiquette of handling the Holy Qur'an.	mentions and observes two etiquette of handling the Holy Qur'an.	mentions and observes one etiquette of handling the Holy Qur'an.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pillars of Iman	2.1 Belief in Allah (S.W.T.) Oneness of Allah (S.W.T.) (6 lessons)	By the end of the sub strand the learner should be able to: a) recognize Allah (S.W.T.) as the one and only God, b) practise saying <i>Subhanahu wa Ta'ala</i> (S.W.T.) whenever Allah is mentioned as a way of exalting Him, c) acknowledge Oneness of Allah (S.W.T.) as the Creator of everything.	The learner is guided to: <ul style="list-style-type: none"> ● sing songs / <i>anashid</i> / <i>qasida</i> or recite poems about oneness of Allah (S.W.T.) (<i>Al Ahad</i>), ● discuss about Allah (S.W.T.) (He is one, He is the Creator of everything, He does not eat or drink, He has no family) in pairs or groups, ● model/decorate the name Allah (S.W.T.), <i>Al-Ahad</i>, ● pronounce the phrase <i>Subhanahu wa Ta'ala</i> (S.W.T.) in turns, ● Colour a worksheet of the phrase <i>Al Ahad</i> and or <i>Subhanahu wa Ta'ala</i>. 	Who is Allah (S.W.T.)?
Core competencies to be developed: Communication and Collaboration; skills of listening and speaking as learners talk about oneness of Allah (S.W.T.) and as they take turns to pronounce the phrase <i>Subhanahu Wa Ta'ala</i> .				
Values: Love; respect as learners exalt the name of Allah (S.W.T.) by saying <i>Subhanahu Wa Ta'ala</i> .				

PCIs:

Life skills; unity and cooperation as learners work together in pairs and groups.

Link to Other Activity Areas: as they talk about oneness of Allah (SWT) they relate to counting skills in Mathematical activities.

THEME: Myself				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pillars of Iman	2.1 Belief in Allah (S.W.T.) Allah (S.W.T.)’s Creation (myself) (6 lessons)	By the end of the sub strand the learner should be able to: a) identify self as creation of Allah (<i>S.W.T.</i>), b) care for self as a creation of Allah (<i>S.W.T.</i>), c) appreciate the uniqueness of oneself as Allah’s creation.	Learners are guided in groups/ in pairs / individually to: <ul style="list-style-type: none"> ● sing songs / <i>anashid /qasida</i> or recite poems related to self as a Muslim, ● engage in activities that show their images for example looking at themselves in the mirror, observing their shadow, ● engage in discussion about themselves in pairs or small groups, ● colour a sketch of himself or herself, 	1. Who am I? 2. How am I similar/ different from others?

			<ul style="list-style-type: none"> ● engage in games/hands-on activities related to parts of the body using digital devices, ● practise self care activities such as washing hands, brushing teeth, washing face, ● paint self or print using hand and foot, ● role-play on care for self. 	
<p>Core competencies to be developed: Self efficacy; knowing who I am and knowing myself as learners identify who they are.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Love as learners care for themselves. ● Responsibility as learners take care of self. ● Respect is enhanced as learners show acceptance of self by identifying who they are. 				
<p>PCIs:</p> <ul style="list-style-type: none"> ● Citizenship; peace education; skills of acknowledging self and others is enhanced as learners discuss about themselves. ● Life skills; Skills of knowing and loving myself, (self awareness) as the learners identify themselves. 				
<p>Link to Other Activity Areas:</p> <ul style="list-style-type: none"> ● as learners discuss about themselves, they relate it to the theme myself in environmental activities ● as learners engage in painting and printing activities, they relate it to Creative activities. 				

THEME: My Family

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Pillars of Iman	<p>2.1 Belief in Allah (S.W.T.)</p> <p>Allah (S.W.T.)'s Creation (My family)</p> <p>(4 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) mention ways of caring for family members as creation of Allah (S.W.T.),</p> <p>b) draw a family tree as a way of identifying family members,</p> <p>c) appreciate the uniqueness of one's family as Allah's creation.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● sing songs / <i>anashid</i> /<i>qasida</i> or recite poems related family members, ● news tell about their family members and what they love about them in pairs or small groups, ● engage in games/hands-on activities related to family members using digital devices individually, in pairs or small groups, ● watch videos on ways of caring for family members, ● describe ways of caring for family members (helping them, listening to them, praying for them and thanking them) in pairs or small groups, ● use paper folding technique to make/create cut out of family members, ● role-play on care for family members ● draw a family tree. 	<ol style="list-style-type: none"> 1. What do you love about your family? 2. How do you thank Allah (S.W.T.) for your family?

Core competencies to be developed:

Self efficacy; knowing who I am and knowing my family as learners identify who they are and their family members.

Values:

- Love as learners care for family members in different ways.
- Responsibility as learners role play care for family members.
- Respect is enhanced as learners show acceptance of self by identifying who their family members are.

PCIs:

- Citizenship; peace education; skills of acknowledging self and others is enhanced as learners discuss their family members.
- Life skills; Skills of knowing and loving myself, (self-awareness) as the learners identify their family members.

Link to Other Activity Areas:

As learners discuss about people found in their home they relate it to the theme in environmental activities.
As learners engage in paper folding technique, they apply the skill gained in Creative Activities.

Suggested Assessment Rubrics

Level \ Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to say <i>Subhanahu wa Ta'ala</i> (S.W.T.) whenever Allah is mentioned.	Always says <i>Subhanahu wa Ta'ala</i> (S.W.T.) whenever Allah is mentioned and encourages others.	Always says <i>Subhanahu wa Ta'ala</i> (S.W.T.) whenever Allah is mentioned.	Sometimes says <i>Subhanahu wa Ta'ala</i> (S.W.T.) whenever Allah is mentioned.	Says <i>Subhanahu wa Ta'ala</i> (S.W.T.) whenever Allah is mentioned when prompted.

Ability to identify self and family as creations of Allah (S.W.T.).	Always identifies self, family members and others as Allah (S.W.T.)'s creation.	Always identifies self and family members as Allah (S.W.T.)'s creations.	Sometimes identifies self and family members as Allah (S.W.T.)'s creation.	Identifies self and family members as Allah (S.W.T.)'s creation when prompted.
Ability to mention four ways of caring for self and family members.	Mentions more than four ways of caring for self and family members.	Mentions four ways of caring for self and family members.	Mentions two to three ways of caring for self and family members.	mentions one way of caring for self and family members.

Strand	Sub strand	Specific Learning outcomes	Suggested Learning experiences	Key inquiry question(s)
3.0 Devotional Acts	3.1 Pillars of Islam (3 lessons)	By the end of the sub strand the learner should be able to: a) name the five Pillars of Islam to be observed by Muslims, b) recite the Pillars of Islam as taught by Prophet Muhammad (S.A.W.), c) appreciate the Pillars of Islam as the basis for Islamic faith.	The learner is guided to: <ul style="list-style-type: none"> ● sing simple short <i>anashid/qasida</i>/songs or recite poems on pillars of Islam, ● mention the five Pillars of Islam (<i>Shahadah, Swalah, Zakat, Sawm</i> and <i>Hajj</i>), ● view audio-visual materials on pillars of Islam by use of digital devices, ● engage in activities to reinforce on the Pillars of Islam for example, 	What are pillars of Islam?

			jigsaw puzzles, colouring, and picture matching in pairs or groups.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn; skill of reflection on own is enhanced as learner news tell about five daily prayers. • Communication and collaboration; listening, speaking and team work as the learners listen and mention Pillars of Islam 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility; the skill of accountability is enhanced as the learner accomplishes the given tasks. • Unity; the skill of cooperation as learners engage in group activities 				
<p>PCIs: Citizenship: understanding integrity as learners share items while engaging in group activities.</p>				
<p>Link to Other Activity Areas: As learners count the Pillars of Islam, they relate with counting skills in mathematical activities</p>				

Theme: Myself

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Devotional Acts	3.1 Pillars of Islam <i>Shahadah</i> (3 lessons)	By the end of the sub strand the learner should be able to: a) recite the <i>shahadah</i> as a pillar of Islam, b) decorate words of <i>shahadah</i> using locally available materials, c) appreciate <i>shahadah</i> as a pillar of Islam.	The learner is guided to: <ul style="list-style-type: none"> ● sing <i>anashid/qasida</i> or recite poems on shahadah/oneness of Allah (S.W.T.), ● listen to the teacher or audio-visual recordings on shahadah (<i>Ash'hadu an la Ilaha illallahu wa ash'hadu anna Muhamaddan Rasulullah</i>) and repeat what they have listened to in pairs or groups, ● discuss the parts of <i>Shahadah</i> in pairs or groups, ● make a recording while reciting the <i>shahadah</i>, ● decorate words of <i>shahadah</i> using locally available materials, ● engage in hands-on activities to reinforce on the <i>shahadah</i> for example stencil printing, picture frame making, painting, modelling. 	What is <i>shahadah</i> ?

Core competencies to be developed:

- Creativity and Imagination; the skill of communication and self-expression is enhanced as learners use artistic expression while decorating the words of *shahadah*.
- Digital literacy; the skill of interacting with digital technology is enhanced as the learner is guided to make a recording of self while reciting the *shahadah*.

Values:

- Responsibility; accountability is enhanced as learners accomplish the task of recording themselves when reciting the *shahadah*
- unity is promoted as the learners cooperate in pairs or groups when discussing the *shahadah*

PCIs:

Life skills: Skills of effective communication is enhanced as the learners respond by reciting the *shahadah*

Link to Other Activity Areas: As learners listen and practise pronunciation of words of *shahadah* they improve their listening and speaking skills in Language activities

Suggested Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to name the five Pillars of Islam.	Names the five Pillars of Islam in sequence and teaches others.	Names the five Pillars of Islam.	Names three to four Pillars of Islam.	Names one to two Pillars of Islam.

Ability to recite the <i>shahadah</i> .	Recites the <i>shahadah</i> correctly and gives its meaning.	Recites the <i>shahadah</i> correctly.	Attempts to recite the <i>shahadah</i> correctly.	Recites the <i>shahadah</i> with assistance.
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THEME: My Family				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.1 Islamic Etiquette Islamic Greeting (3 lessons)	By the end of the sub strand the learner should be able to: a) pronounce the phrases used in Islamic greeting, b) practise Islamic greeting while interacting with others, c) appreciate the importance of using Islamic greeting in daily life.	The learner is guided to: <ul style="list-style-type: none"> ● listen and sing songs related to Islamic greeting, ● view pictures/videos depicting Islamic greetings and discuss about it, ● pronounce the Islamic greeting (<i>Assalaam aleykum warahmatullahi wabarakatuh /Wa aleykum salaam warahmatullahi wabarakatuh</i>) in pairs or groups ● role play the exchange of Islamic greeting in pairs or groups, ● colour worksheets on Islamic greeting. 	<ol style="list-style-type: none"> 1. How do we greet? 2. When do you greet one another?

Core competencies to be developed:

Creativity and Imagination; communication and self-expression skills enhanced as learner role play Islamic greetings.

Values:

- Respect; Islamic etiquette is displayed as they greet one another
- Unity as the learners cooperate while role playing exchange of greetings.
- Peace; love and respect for self and others is promoted as learners exchange greetings with each other

PCIs:

- Life skills, Skills of effective communication is enhanced as learners exchange Islamic greeting during role play.
- Citizenship; peace education as learners relate with each other by exchanging greetings

Link to Other Activity Areas:

- As learners exchange greetings they relate it to etiquette in their interpersonal relationship in environmental activities.
- As learners exchange greetings, they relate to greetings in Language activities.

THEME: My Home

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.1.2 Toileting (6 lessons)	By the end of the sub strand the learner should be able to: a) identify proper way of toileting according to Islamic teachings,	The learner is guided to: <ul style="list-style-type: none"> • sing simple songs/ <i>qasida/ anashid</i> on toilet manners, • view/watch Islamic toileting manners (entering using the left, squatting/sitting, leaving with 	1. How do we enter and leave the toilet?

		<p>b) recite the dua before entering and after leaving the toilet as taught by the Prophet,</p> <p>c) demonstrate appropriate manners of toileting as per the Islamic teachings</p> <p>d) appreciate Islamic toilet etiquette in day-to-day life.</p>	<p>the right foot) by use of digital educational materials or pictures,</p> <ul style="list-style-type: none"> ● listen to a resource person/teacher/peer on the dua before entering the toilet (<i>Bismillah, Allahumma inni Audhu bika minal khubuthi wal khabaith</i>) and the dua after leaving the toilet (<i>Ghufranaka (X3)</i>) and repeat after it, ● demonstrate appropriate manners (entering using left foot, sitting/squatting and leaving with right foot) in pairs, ● sequence pictures showing Islamic toilet etiquette (entering toilet with left foot, sitting/squatting and leaving toilet with the right foot) in pairs or groups, ● engage in creative activities such as tracing, printing of the feet. 	
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Core competencies to be developed:

- Self efficacy; the skill of saying my needs as learner demonstrates appropriate manners of toileting according to Islamic teachings
- Critical thinking and problem solving: skill of listening and communication as learner sequences the steps in etiquette of toileting

Values:

Responsibility; persistence in observing Islamic manners of toileting enhanced as learner practises the etiquette.

PCIs:

Life skills: Skills of knowing and loving myself are enhanced as learners demonstrate proper way of entering and leaving the toilet that is, using left foot to enter and right foot to leave the toilet.

Link to other Activity Areas: As learners observe etiquette of toileting they practise proper sanitation and toileting as in Environmental Activities

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.1.3 Sneezing (3 lessons)	By the end of the sub-strand the learner should be able to: a) mention manners to be observed when one sneezes,	The learner is guided to: <ul style="list-style-type: none">• watch a video on Islamic etiquette of sneezing,• discuss the manners of sneezing (covering mouth, saying <i>alhamdulillah</i>,	1. What do you say after sneezing? 2. What do you say when

		b) recite the appropriate dua for sneezing, c) practise the manners of sneezing in day-to-day life, d) uphold the manners of sneezing in promoting personal hygiene.	responding to the person who sneezes) in pairs or groups, <ul style="list-style-type: none"> listen and turn take to recite the dua said after one sneezes, “<i>Alhamdulillah</i>” and the response given by the immediate audience, “<i>Yarhamukallah</i>”, role play on the manners of sneezing in pairs or groups. 	someone else sneezes?
Core Competencies to be developed: Creativity and Imagination; make thoughtful choices as learners practise the manners of sneezing.				
Values: Love; Caring, portraying a caring attitude as learners turn take to recite the dua said after one sneezes, “ <i>Alhamdulillah</i> ” and the response given by the immediate audience				
PCIs: Life skills; love as learners respond after one sneezes, “ <i>Alhamdulillah</i> ”				
Link to other Learning Activity Areas: as learners observe the correct manners of sneezing, they relate with the same in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.2 Islamic phrases <i>(Bismillah and Alhamdulillah)</i> (6 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) pronounce the Islamic phrases (<i>Bismillah and Alhamdulillah</i>) as an act of worship, b) apply the Islamic phrases in their day-to-day activities, c) appreciate the importance of Islamic phrases in daily life. 	The learner is guided to: <ul style="list-style-type: none"> ● listen and sing simple songs/<i>anashid/qasida</i> or recite poems related to the Islamic phrases, ● listen and repeat Islamic phrases (<i>Bismillah and Alhamdulillah</i>) from digital resources or persons, ● discuss situations when the given phrases are used in pairs or groups ● practise the Islamic phrases in their daily activities for example by saying <i>Bismillah</i> before any activity and <i>Alhamdulillah</i> after every activity, ● role play daily activities using Islamic phrases. ● engage in colouring activities of the phrases (<i>Bismillah and Alhamdulillah</i>). 	<ol style="list-style-type: none"> 1. When do we say Bismillah? 2. When do we say Alhamdulillah?

Core competencies to be developed:

- Learning to learn; skills to learn independently as learners practise the use of the phrases *Bismillah* and *Alhamdulillah*
- Creativity and Imagination; communication and self-expression as learners colour the phrases

Values:

Patriotism; devotion is enhanced as learner practises the phrases before and after activities (*Bismillah* and *Alhamdulillah*)

PCIs:

Life skills, Skills of effective communication is enhanced as the learner says *Bismillah* and *Alhamdulillah* before and after activities respectively

Link to Other Activity Areas: As learners practise pronunciation of words, they relate to speaking skills in Language activities

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Akhlaq (Moral Teachings)	4.2 Islamic phrases <i>(shukran)</i> (3 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> pronounce the Islamic phrase (<i>shukran</i>) as a way of appreciation, apply the phrase <i>shukran</i> in day-to-day life, appreciate the importance of the Islamic phrase (<i>Shukran</i>) in their daily life. 	The learner is guided to: <ul style="list-style-type: none"> listen to and sing simple songs/<i>anashid/qasida</i>/or recite poems related to the phrase <i>Shukran</i> listen to an audio-visual recording or resource person on the Islamic phrase <i>Shukran</i> then repeat its pronunciation in pairs or groups practise the use of the phrase <i>Shukran</i> through role play decorate and exchange appreciation cards/sheets on which the phrase <i>Shukran</i> is written on. 	When do we say <i>Shukran</i> ?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration; listening, speaking and teamwork skills enhanced as learners listen, pronounce and role play on the phrase (<i>Shukran</i>). Learning to learn; skill of developing relationships as learners exchange their appreciation cards. 				
Values: <ul style="list-style-type: none"> Respect; etiquette of positive regards for self and others enhanced as they decorate and exchange appreciation cards with the phrase <i>shukran</i>. Love; Sharing is enhanced as learners exchange and appreciate each other. 				
PCIs: <ul style="list-style-type: none"> Life skills: Skill of Effective communication is enhanced as learner uses simple courteous words <i>shukran</i>. 				

The skill of making choices as the learner uses various ways to show gratitude.

Link to Other Activity Areas:

- As learners practise pronunciation of words they relate to speaking skills in Language activities.
- As learners thank each other with *shukran*, they relate to use courteous words for interpersonal relationships in Environmental activities

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Akhlaq (Moral Teachings)	4.2 Islamic phrases <i>(Masha Allah)</i> (3 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> pronounce the Islamic phrase <i>(Masha Allah)</i> as a way of appreciation, apply the phrase <i>Masha Allah</i> in day-to-day life, appreciate the importance of the Islamic phrase <i>(Masha Allah)</i> in their daily life. 	The learner is guided to: <ul style="list-style-type: none"> listen to and sing simple songs/<i>anashid/qasida</i>/or recite poems related to the phrase <i>Masha Allah</i>, listen to an audio-visual recording on the Islamic phrase <i>Masha Allah</i> then repeat its pronunciation in pairs or groups, discuss situations when the phrase <i>Masha Allah</i> is used in pairs or groups, practise the use of the phrase <i>Masha Allah</i> through role play, decorate/colour worksheet of the phrase <i>Masha Allah</i>. 	When do we say <i>Masha Allah</i> ?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration; listening, speaking and teamwork skills enhanced as learners listen, pronounce and role play on the phrase <i>(Masha Allah)</i>. Learning to learn; skill of developing relationships as learners practise the use of the phrase <i>Masha Allah</i> to appreciate each other 				

Values:

- Respect; etiquette of positive regards for self and others enhanced as they appreciate each other with the phrase *Masha Allah*.
- Love; Sharing is enhanced as learners appreciate each other using the phrase *Masha Allah*.

PCIs:

Life skills: The skill of making choices as the learner uses various ways to appreciate others.

Link to other activity Areas:

- As learners appreciate with *Masha Allah*, they relate to use of courteous words for interpersonal relationships in Environmental activities

THEME: My Neighbourhood

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Akhlaq (Moral Teachings)	4.3 Relationship Places of worship (6 lessons)	By the end of the sub strand the learner should be able to: a) identify <i>Masjid</i> as a place of worship for Muslims, b) visit a <i>Masjid</i> as a place of worship, c) appreciate <i>Masjid</i> as a place of worship for Muslims.	The learner is guided to: <ul style="list-style-type: none"> • sing simple songs or recites poems on Masjid, • view pictures of <i>Masjid</i> through digital educational materials like computer, smart phone, smart board or other resources like charts, flash cards among others, • discuss about <i>Masjid</i> in pairs or groups, 	1. What is a <i>Masjid</i> ? 2. Why do we go to <i>Masjid</i> ?

			<ul style="list-style-type: none"> ● engage in hands-on activities such as completing picture puzzles of a <i>Masjid</i> using digital devices or locally available materials in pairs or groups, ● visit a nearby Masjid physically or digitally, ● colour a picture or a drawing of a masjid. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination; the skill of communication and self expression as the learner colours a picture of a masjid. ● Communication and Collaboration; Listening and speaking skills are enhanced as learners discuss about masjid in pairs or in groups. ● Critical thinking and Problem solving skill is enhanced as the learner correctly fixes the puzzles to complete the picture of a masjid. ● Digital Literacy: Skill of interacting with digital technology as learners view pictures and complete puzzles of a masjid. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect; etiquette of masjid is enhanced when the learners make a visit to the nearby masjid. ● Responsibility; accountability is enhanced as learners accomplish the task by colouring a masjid. 				
<p>PCIs: Life skills; Creative thinking and critical thinking skill is enhanced as they make choices on what colour to use for the masjid as well as completing the puzzles.</p>				
<p>Link to Other Activity Areas:</p> <ul style="list-style-type: none"> ● As learners colour masjid/sing simple songs on masjid they relate to Creative activities. ● As they discuss about <i>masjid</i>, they relate with places of worship in Environmental activities. 				

Suggested Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to exhibit appropriate manners of toileting/sneezing.	Always exhibits appropriate manners of toileting/sneezing and reminds others.	Always exhibits appropriate manners of toileting/sneezing.	Exhibits appropriate manners of toileting/sneezing most times.	Exhibits appropriate manners of toileting/sneezing when prompted.
Ability to recite the <i>duas</i> related to toileting and sneezing.	Recites the complete <i>duas</i> related to toileting and sneezing.	Recites the two <i>dua</i> related to toileting and sneezing.	Recites one <i>dua</i> related to toileting and sneezing.	Recites the <i>dua</i> related to toileting and sneezing with assistance.
Ability to pronounce and apply the Islamic phrases (<i>Assalaam aleykum</i> , <i>Bismillah</i> and <i>Alhamdulillah, shukran, Masha Allah</i>).	Pronounces and applies the five Islamic phrases fluently and teaches others.	Pronounces and applies the five Islamic phrases correctly.	Pronounces and applies three to four Islamic phrases correctly.	Pronounces and applies one to two Islamic phrases correctly.
Ability to identify Masjid as a place of worship for Muslims.	Identifies masjid as place of worship for Muslims and names the Masjid in their environment.	Identifies Masjid as a place of worship for Muslims.	Sometimes identifies the Masjid as a place of worship for Muslims.	Identifies Masjid as a place of worship for Muslims with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Siirah	5.1 Prophet Muhammad (S.A.W.) (6 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> mention the name of the last prophet of Allah (S.W.T.), Practise the phrase <i>Swalallahu Aleyhi Wassalaam</i> as a sign of love and respect for prophet Muhammad (S.A.W.), demonstrate aspects of trustworthiness (<i>Al-Amin</i>) by emulating his character, acknowledge Muhammad (S.A.W.) as the final prophet of Allah (S.W.T.). 	The learner is guided to: <ul style="list-style-type: none"> listen to audio recording, sing <i>anashid/qasida</i> or recite poems on prophet Muhammad (S.A.W.) and his character, mention the name prophet Muhammad (S.A.W.) ibn Abdullahi ibn Abdul Mutalib, listen to the story of Prophet Muhammad (S.A.W.) (<i>Al- Amin</i>) from a resource person or digital devices, practise the phrase <i>Swalallahu Aleyhi Wassalaam</i> whenever the name of the prophet (S.A.W.) is mentioned in pairs or groups, listen to short stories on honesty from a resource person or digital devices, role play on aspects of trustworthiness (telling the truth, returning others' items) among others, decorate the name "Muhammad" on a worksheet through creative activities 	Who is prophet Muhammad (S.A.W.)?

			such as colouring, painting and sticking.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration: Listening and speaking skills are enhanced as learners listen to <i>anashid</i> and stories about the prophet (S.A.W.) • Creativity and Imagination; the skill of communication and self expression as learners undertake creative activities (colouring, painting and sticking). 				
Values:				
<ul style="list-style-type: none"> • Integrity; Honesty is promoted as learners role-play aspects of trustworthiness. • Love for the prophet Muhammad (SAW) is enhanced as learners roleplay trustworthiness – character of the prophet (S.A.W.) and by saying (<i>Swalallahu Aleyhi wa Salaam</i>) whenever the prophet’s name is mentioned. 				
PCIs:				
<ul style="list-style-type: none"> • Citizenship: understanding integrity is enhanced as learners role play aspects of trustworthiness. • Life skills: Skills of effective communication as learners listen attentively to narrations about prophet Muhammad (S.A.W.) 				
Link to Other Activity Areas: As learners listen to stories on the prophet (S.A.W.) and practice the phrase <i>Swalallahu Aleyhi Wassalaam</i> they relate to listening and speaking skills in Language Activities				

Suggested Assessment Rubrics

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to Mention the name of the last prophet of Allah (S.W.T.).	Mentions the name of the prophet as Muhammad (S.A.W.) ibn Abdullahi ibn Abdul Mutalib ibn Hashim.	Mentions the name of the prophet as Muhammad (S.A.W.) ibn Abdullahi ibn Abdul Mutalib.	Mentions the name of the prophet as Muhammad (S.A.W.) ibn Abdullahi.	Mentions the name of the prophet as Muhammad (S.A.W.).
Ability to say the phrase <i>Swalallahu Aleyhi Wassalaam</i> .	Says <i>Swalallahu Aleyhi Wassalaam</i> correctly whenever the name of prophet Muhammad is mentioned and reminds others.	Says <i>Swalallahu Aleyhi Wassalaam</i> correctly whenever the name of prophet Muhammad is mentioned.	Sometimes says <i>Swalallahu Aleyhi Wassalaam</i> whenever the name of prophet Muhammad is mentioned.	Says <i>Swalallahu Aleyhi Wassalaam</i> whenever the name of prophet Muhammad is mentioned when prompted.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 Islamic Festivals	6.1 Eid Celebrations (5 lessons)	By the end of the sub strand the learner should be able to: a) identify <i>Eid</i> as an Islamic festival, b) practise the phrases of <i>Eid</i> greetings, c) exchange gift to enhance love amongst themselves, d) appreciate <i>Eid</i> as an Islamic festival.	The learner is guided to: <ul style="list-style-type: none"> ● sing simple songs/<i>anashid</i> on <i>Eid</i> sourced from audio recording, resource person, video recording on digital devices i.e. laptop, computer ● News tell about <i>Eid</i> day, ● watch <i>Eid</i> celebrations on audio-visual aids for example smart phone, smart board and/or discuss <i>Eid</i> day, ● practise <i>Eid</i> greetings (<i>Eid Mubarak; Minal Faizin</i>), ● Make and colour <i>Eid</i> greeting cards, ● Role play <i>Eid</i> greetings as they exchange gifts. 	<ol style="list-style-type: none"> 1. Which celebrations do you know? 2. How do we celebrate <i>Eid</i>?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration; skills of listening and speaking enhanced learners listen to songs/<i>anashid</i> and news tell ● Creativity and Imagination; the skill of communication and self expression as learners colour <i>Eid</i> greeting cards. 				

<p>Values:</p> <ul style="list-style-type: none"> • Love; sharing is promoted as learners exchange gifts. • Responsibility; accountability enhanced as learners engage in assigned roles such as colouring <i>Eid</i> greeting cards. • Unity; sharing of available resources is promoted as learners colour <i>Eid</i> greeting cards.
<p>PCIs:</p> <ul style="list-style-type: none"> • Life skills; Skills of effective communication enhanced as learners respond to simple verbal instructions such as singing songs/<i>anashid</i> on <i>Eid</i> • Citizenship, Understanding integrity through sharing as learners exchange gifts
<p>Link to Other Activity Areas:</p> <ul style="list-style-type: none"> • As learners listen and sing <i>anashid</i> on <i>Eid</i> they relate to Creative activities skill of singing simple songs. • As learners exchange gifts, they relate to sharing for interpersonal relationship in Environmental Activities

Suggested Assessment Rubrics

Level \ Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify <i>Eid</i> as an Islamic festival.	Identifies <i>Eid</i> and other Islamic festivals.	Always identifies <i>Eid</i> as an Islamic festival.	Sometimes identifies <i>Eid</i> as an Islamic festival.	Identifies <i>Eid</i> as an Islamic festival with assistance.
Ability to exchange gifts among themselves.	Always willing to exchange gifts (shares) and encourages others.	Always willing to exchange gifts (shares).	Sometimes exchanges gifts (shares).	Exchanges gift (shares) when prompted.

CSL AT EARLY YEARS EDUCATION (PP1&2)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) **Implementation of CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning

and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured . Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.

APPENDIX: SUGGESTED ASSESSMENT METHODS, RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
Qur'an	Handling of the Holy Qur'an	Oral assessment, observation, portfolio	The Qur'an, charts, course books, digital devices, reference materials, resource persons/online sources	<p>Invite a resource person to discuss ways of handling the Holy Qur'an</p> <p>Develop ways of handling the Qur'an e.g, paper plates, Apps, Qur'anic murals etc.</p> <p>Prepare posters on etiquette of handling the Holy Qur'an and display in strategic places</p> <p>Organise sessions where peers guide each other on proper handling of the Quran in school</p>
	Arabic alphabets	oral assessment, portfolio assessment	The Qur'an, charts on Arabic alphabets, course books, digital devices, reference materials/online sources such as <i>Qaida Nouraniyah</i>	Learners share information on and or display Arabic alphabets during academic days and exhibitions

Pillars of Iman	Belief in Allah (S.W.T.) (oneness of Allah (S.W.T.)).	Oral and aural assessments, portfolio	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Decorate the attributes of Allah (S.W.T.) - <i>Al Ahad</i> , or the phrase (<i>Subhanahu Wa Ta'ala</i>) on a plaque and display or sell on Open Days
	Allah (S.W.T.)'s creation (Myself, My family)	Oral and aural assessment, portfolio, observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Recite poems/sing <i>anashid</i> about self and family as Allah (S.W.T.)'s creation and make presentation during school events or on digital platforms Make creative works such as painting, sticking etc and display them on the notice boards, school magazine, digital platforms
Devotional Acts	Pillars of Islam	oral assessment, aural assessment, observation, portfolio	Quran, charts, course books, digital devices, reference materials/online sources	Sing <i>anashid</i> /recite poem on pillars of Islam or recitation <i>Shahadah</i> and share on social media Construct/make a model on pillars of Islam

	<i>shahadah</i>			Create a <i>shahadah</i> wall decoration and display/sell during school events
Akhlaq	Islamic Greetings and phrases	oral assessment, aural assessment, portfolio, observation	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Make creative works on Islamic greetings and phrases such as painting, sticking etc and display them on the notice boards, school magazine, digital platforms
	Toileting	oral assessment, aural assessment, portfolio, observation	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Share the information on manners of toileting and dua related to toileting Prepare posters on etiquette of toileting, dua before entering and after leaving the toilet and display around the toilets

	Sneezing	oral assessment, aural assessment, portfolio, observation	Qur'an, books of Hadith, course books, digital devices, reference materials/online sources	Share the information on manners of sneezing and dua related to sneezing during school assembly and pastoral programmes Prepare posters on etiquette of sneezing and display in strategic places
	Places of worship	oral assessment, assessment, portfolio, observation	oral assessment, aural assessment, portfolio, observation	Construct a model of a <i>masjid</i> for display Visit a nearby mosque
Siirah	Prophet Muhammad (S.A.W.)	oral assessment, aural assessment, portfolio, observation	Qur'an, books of Hadith, books of History of Islam, course books, digital devices, reference materials/online sources	Make decorations and wall hangings with the phrase Muhammad and display during school events such as Academic exhibitions, Parents' Day
Islamic Festivals	<i>Eid</i> Day	oral assessment, aural assessment, portfolio, observation	Qur'an, books of Hadith, course books, digital devices, reference materials/online sources	Sing <i>anashid</i> /recite poem about <i>Eid</i> Day and share on social media Create <i>Eid</i> greeting cards and gift boxes for displaying or selling

				during school academic events such as Academic Exhibition Day
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