



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

A skilled and Ethical Society

**PRE PRIMARY SCHOOL CURRICULUM DESIGN**

**ISLAMIC RELIGIOUS EDUCATION**

**PRE PRIMARY II**

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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

**1. 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.

**2. 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.

**3. 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.

**4. 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.

**5. 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.

**6. 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.

**7. 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                          |
| <b>Total</b> |                                | <b>25</b>                  |

## **GENERAL 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.

**THEME: OUR NEIGHBOURHOOD, OUR SCHOOL, ANIMALS**

| Strand  | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question(s)                      |
|---|---|--|---|--|
| <p><b>1.0 Qur'an</b></p>  | <p><b>1.1 Handling of the Holy Qur'an</b><br/>(4 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) mention etiquette of handling the Holy Qur'an with respect,</p> <p>b) demonstrate ways of handling the Holy Qur'an with respect as a holy book,</p> <p>c) acknowledge the Qur'an as the holy book.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● listen to and sing songs or recite poems on etiquette of handling Qur'an,</li> <li>● discuss ways of handling the Qur'an (placing it on a raised position, keeping it in a clean place, listen when Qur'an is being recited, do not place anything on top of the Qur'an) in pairs or groups,</li> <li>● mention ways of handling Qur'an in turns,</li> <li>● roleplay how to handle the Qur'an with respect,</li> <li>● share copies of Qur'an to practice proper handling,</li> <li>● sort out pictures on proper and improper ways of handling the Qur'an individually, pairs or groups.</li> </ul> | <p>How do you handle the Qur'an at home?</p> |
| <p><b>Core Competencies to be developed:</b><br/>Learning to learn: self discipline enhanced as learners in turns mention ways and handle copies of Qur'an appropriately.</p> |   |  |   |  |
| <p><b>Values:</b></p>   |   |  |   |  |



- Respect: Etiquette of Qur'an as learners handle the Qur'an respectfully.
- Responsibility: enhanced as learners practise proper handling of the Holy Qur'an.

**PCIs:**

Life skills; skills of effective communication enhanced as learners discuss ways of proper handling the Holy Qur'an.

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

| Strand     | Sub Strand                                       | Specific Learning Outcomes   | Suggested Learning Experiences   | Key Inquiry Question(s)             |
|------------|--|--|--|-------------------------------------|
| 1.0 Qur'an | 1.2 The Arabic alphabet with vowels (18 lessons) | By the end of the sub strand the learner should be able to:<br>a) recognise Arabic alphabet with the given vowel in Arabic text,<br>b) articulate the sounds of Arabic alphabet with vowels, | The learner is guided to:<br><ul style="list-style-type: none"> <li>• listen and sing songs in the Arabic alphabet with vowels,</li> <li>• identify Arabic vowels (<i>fat'ha, kasra, dhumma</i>) individually, in pairs or groups through use of: <ul style="list-style-type: none"> <li>- flash cards</li> <li>- cut-outs</li> <li>- models or</li> <li>- video clip in a digital device,</li> </ul> </li> <li>• listen to the pronunciation of Arabic alphabet with vowels from digital devices</li> </ul> | Where do we find the Arabic vowels? |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>c) write the Arabic alphabet with vowels from right to left,</p> <p>d) enjoy listening to and pronouncing Arabic alphabets with vowels.</p> | <p>for example <i>Qaidah Al-Nourania</i> website, or resource person,</p> <ul style="list-style-type: none"> <li>● practise the pronunciation of Arabic alphabet with vowels,</li> <li>● identify Arabic alphabet with vowels through digital devices or games,</li> <li>● read Arabic alphabet with vowels individually, in pairs or groups,</li> <li>● sort and group/match and pair letters according to the <i>harakaat</i> (vowel) in pairs or groups,</li> <li>● write Arabic alphabet with vowels,</li> <li>● practise the correct orientation of reading and writing the Arabic alphabet with vowels (right to left).</li> </ul> |  |
| <p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn; skills to learn independently is acquired when the learner reads the chart on Arabic alphabet with vowels in class</li> <li>● Digital literacy; skill of interacting with digital technology as learner listens, reads and writes Arabic alphabet with vowels using digital devices.</li> </ul> |  |  |  |  |
| <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity as learners cooperate in pairs or small groups practise pronouncing the alphabets with vowels.</li> <li>● Responsibility; accountability promoted as learners engage in and accomplish tasks assigned by the teacher.</li> </ul>  |  |  |  |  |

**PCIs:**

Life skills: Effective communication skills as learners listen and respond to simple instructions such as singing *anashid* on Arabic alphabets with vowels.

**Link to other activity areas:** The learner is able to relate pronunciation of Arabic alphabets with letter sound as in Language Activities.

| <b>Strand</b>     | <b>Sub Strand</b>                               | <b>Specific Learning Outcomes</b>   | <b>Suggested Learning Experiences</b>   | <b>Key Inquiry Question(s)</b>         |
|-------------------|---|---|---|--|
| <b>1.0 Qur'an</b> | <b>1.3 Arabic Alphabets</b><br><br>(12 lessons) | By the end of the sub-strand the learner should be able to:<br>a) identify Arabic alphabets in two letter words in readiness for reading the Qur'an.<br>b) read two letter words with vowels in readiness for reading the Qur'an<br>c) appreciate the role of Arabic alphabets and vowels in the reading of | The learner is guided to: <ul style="list-style-type: none"><li>• listen to two letter words with vowels from a digital device/resource person/teacher/peer and repeat after them</li><li>• identify Arabic alphabets in two letter words from flashcards/charts/digital devices and read the words in pairs or groups.</li><li>• join letters with vowels to form two-letter words using</li></ul> | Why should one learn Arabic alphabets? |

|  |  |             |  |  |
|--|--|-------------|--|--|
|  |  | the Qur'an. | flashcards or digital devices then read in pairs or groups <ul style="list-style-type: none"> <li>● take turns to read two letter words with <i>harakat</i> or vowel (<i>fat-ha</i>, <i>kasra</i> and <i>dhumma</i>) from flash cards and correct one another.</li> <li>● engage in a fishing game of two letter words and read them.</li> </ul> |  |
| <b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Learning to learn; develops relationships as learners engage in fishing game as well read the two letter words in turns.</li> <li>● Critical thinking and problem solving as learners join two letters with vowels to form a two-letter word.</li> <li>● Digital literacy; skills of interacting with digital technology enhanced as learners join letters to form two-letter words using digital devices.</li> </ul> |  |             |  |  |
| <b>Values:</b><br>Love, unity as learners join and read two-letter words in pairs and groups.  |  |             |  |  |
| <b>PCIs:</b><br>Life skills: Effective communication as learners listen, read and pronounce two-letter words with vowels correctly.  |  |             |  |  |
| <b>Link to Other Activity Areas:</b> as the learner engages in listening, reading and writing Arabic alphabets, they relate the skills to those in Language activities.  |  |             |  |  |

| Strand   | Sub Strand                       | Specific Learning Outcomes  | Suggested Learning experiences  | Key Inquiry Question(s)   |
|--|----------------------------------|---|---|---|
| 1.0 Qur'an   | 1.4 Isti'adha<br><br>(3 lessons) | By the end of the sub-strand the learner should be able to:<br>a) recite the <i>isti'adha</i> in readiness for reciting the Holy Qur'an,<br>b) apply <i>isti'adha</i> as an etiquette before reciting Qur'an,<br>c) appreciate the recitation of <i>isti'adha</i> for protection against evil/ <i>shaytan</i> . | The learner is guided to:<br><ul style="list-style-type: none"> <li>● Listen and sing simple songs/<i>anashid/qasida</i> or recite poems related to <i>isti'adha</i> (<i>audhu billahi mina shaytani rajim</i>),</li> <li>● listen and repeat the phrase (<i>audhu billahi mina shaytani rajim</i>) from digital devices or resource persons,</li> <li>● practise the pronunciation of <i>isti'adha</i> (<i>audhu billahi mina shaytani rajim</i>) in turns,</li> <li>● engage in colouring/sticking activities of the phrase (<i>audhu billahi mina shaytan rajim</i>).</li> </ul> | <ol style="list-style-type: none"> <li>1. What do we do before reciting the Qur'an?</li> <li>2. When do we say <i>audhu billahi mina shaytani rajim</i>?</li> </ol> |
| <p><b>Core Competencies to be developed:</b><br/>Creativity and Imagination; communication and self expression promoted as learners colour the phrase ((<i>audhu billahi mina shaytani rajim</i>))</p> |                                  |   |   |   |
| <p><b>Values:</b><br/>Unity; cooperation enhanced as learners share resources during colouring/painting activities</p>   |                                  |   |   |   |
| <p><b>PCIs:</b></p>  |                                  |   |   |   |

Life skills- effective communication skills enhanced as learners listen and pronounce the *isti'adha* ((*audhu billahi mina shaytani rajim*))

**Link to other activity Areas:** as learners listen and recite/memorise the *isti'adha* they relate to listening and speaking skills in Language activities

### Suggested Assessment Rubrics

| Level<br>Indicator   | Exceeding expectations  | Meeting expectations  | Approaching expectations  | Below expectations   |
|--|---|---|---|--|
| Ability to mention and observe four etiquette of handling the Qur'an with respect. | mentions and observes more than four etiquette of handling the Qur'an with respect. | mentions and observes four etiquette of handling the Qur'an with respect. | mentions and observes two to three etiquette of handling the Qur'an with respect. | mentions and observes one etiquette of handling the Qur'an with respect. |
| Ability to read two letter words with vowels.                                      | Reads two letter words with vowels correctly and teaches others.                    | Reads two letter words with vowels correctly.                             | reads some two letter words with vowels correctly.                                | Reads two letter words with vowels with assistance.                      |
| Reciting the <i>isti'adha</i> .  | Recites the <i>isti'adha</i> correctly and assist others.                           | Recites the <i>isti'adha</i> correctly.                                   | Sometimes recites the <i>isti'adha</i> correctly.                                 | Recites the <i>isti'adha</i> correctly with assistance.                  |

**THEME: OUR NEIGHBOURHOOD, ANIMALS**

| Strand                            | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences   | Key Inquiry Question(s)  |
|-----------------------------------|---|---|--|--|
| <p><b>2.0 Pillars of Iman</b></p> | <p><b>2.1 Belief in Allah (SWT)</b></p> <ul style="list-style-type: none"> <li>● Allah’s Creation in the immediate environment</li> <li>● Attribute of Allah (S.W.T.)-<i>Al Wadud</i>; The Most Loving)</li> </ul> <p>(6 lessons)</p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) identify Allah (S.W.T.)’s creation in the immediate environment,</p> <p>b) care for Allah (S.W.T.)’s creation in the immediate environment as an act of <i>ibadaat</i>/worship,</p> <p>c) appreciate the beauty of Allah (S.W.T.)’s creation in the environment.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● sing simple Islamic songs /<i>anashid</i> / <i>qasida</i> or recite poems on Allah’s creation in the immediate environment (neighbours, animals, plants),</li> <li>● engage in discussions about Allah’s creation in the immediate environment (neighbours, animals, plants) through digital materials, pictures, realia,</li> <li>● engage in games/hands-on activities related to Allah (S.W.T.)’s creations in the immediate environment such as sorting and grouping/matching and pairing in pairs or groups,</li> <li>● colour, paint, print or draw some of Allah (S.W.T.)’s creation,</li> <li>● Match families such as an animal and a young one,</li> <li>● care for the environment such as picking litter, watering plants</li> </ul> | <ol style="list-style-type: none"> <li>1. What has Allah (S.W.T.) created?</li> <li>2. How are we different from animals?</li> </ol> |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>● develop a scrap or picture book on Allah’s creation for example plants, animals</li> <li>● take a nature walk within the school environment to identify Allah (S.W.T.)’s creation</li> <li>● Draw and colour Allah (S.W.T.)’s creation in the immediate environment</li> <li>● Talk about Allah (S.W.T.) <i>as Al-Wadud</i> (the Most Loving)</li> <li>● Decorate a worksheet on the phrase <i>Al Wadud</i> (The Most Loving)</li> </ul> |  |
|--|--|--|---|--|

**Core Competencies to be developed:**

Creativity and imagination; the skill of communication and self-expression is enhanced as learners develop a scrapbook, draw and colour Allah (S.W.T.)’s creation.

**Values:**

- Responsibility through accountability is enhanced as learners care for the immediate environment.
- Unity as learners cooperate when discussing and developing scrap books on Allah (S.W.T.)’s creation.

**PCIs:**

- Life skills, Skill of effective communication enhanced as learners discuss on Allah (S.W.T.)’s creation in the immediate environment.
- Citizenship; Peace education; the skill of knowing the environment is enhanced as learners engage in discussion, care for and take a nature walk in the environment.



**Link to Other Activity Areas:**

- As learners observe and care for Allah (S.W.T.)’s creation, they relate to care for the natural environment in Environmental Activities.
- As learners sing songs, draw or colour Allah (S.W.T.)’s creation, they apply skills acquired in Creative activities

**Suggested Assessment Rubrics**

| <b>Level</b><br><b>Indicator</b>  | <b>Exceeds expectation</b>   | <b>Meets expectation</b>   | <b>Approaches expectation</b>   | <b>Below expectation</b>   |
|---|--|--|---|--|
| Ability to identify Allah (S.W.T.)’s creation in the immediate environment. | Identifies Allah (S.W.T.)’s creation in the immediate environment and beyond.                  | Identifies Allah (S.W.T.)’s creation in the immediate environment.       | Identifies most of Allah (S.W.T.)’s creation in the immediate environment.  | Identify Allah (S.W.T.)’s creation in the immediate environment when prompted. |
| Ability to care for Allah (S.W.T.)’s creation in the immediate environment. | Always cares for Allah (S.W.T.)’s creation in the immediate environment and encourages others. | Always cares for Allah (S.W.T.)’s creation in the immediate environment. | Sometimes cares for Allah (S.W.T.)’s creation in the immediate environment. | Rarely cares for Allah (S.W.T.)’s creation in the immediate environment.       |

| Strand   | Sub strand   | Specific Learning Outcomes  | Suggested learning experiences  | Key inquiry question(s)  |
|--|--|---|---|--|
| <b>3.0 Devotional Acts</b>   | <b>3.1 Pillars of Islam</b><br><br>Five Daily Prayers<br><br>(6 lessons) | By the end of the sub strand the learner should be able to:<br>a) name the five daily prayers performed by Muslims,<br>b) demonstrate the postures in performing <i>Swalah</i> ,<br>c) appreciate <i>Swalah</i> as a pillar of Islam. | The learner is guided to: <ul style="list-style-type: none"> <li>● sing simple short <i>anashid/qasida</i>/songs or recite poems on five daily prayers,</li> <li>● news tell on daily prayers,</li> <li>● mention the five daily prayers individually, in pairs or groups,</li> <li>● view audio-visual materials on postures of <i>Swalah</i> by use of digital devices or pictures</li> <li>● discuss the different postures of <i>Swalah</i> using flash-cards or charts in pairs or groups,</li> <li>● demonstrate the postures of <i>Swalah</i> (<i>qiyam, rukuu, i'tidal, sujud and jalsa</i>) individually, in pairs or groups,</li> <li>● engage in activities to reinforce on the postures of <i>Swalah</i> for example picture frame, jigsaw puzzles, colouring and picture sequencing</li> </ul> | <ol style="list-style-type: none"> <li>1. What is <i>Swalah</i>?</li> <li>2. How do we perform <i>Swalah</i>?</li> </ol> |
| <p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn; skill of reflection on own is enhanced as learner news tells about five daily prayers.</li> </ul> |  |   |   |  |

|   |
|---|
| <ul style="list-style-type: none"> <li>• Communication and collaboration; skills of listening, speaking and teamwork as the learners discuss and demonstrate postures of <i>Swalah</i>.</li> </ul>  |
| <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: the skill of accountability is enhanced as the learner accomplishes the given tasks.</li> <li>• Unity: the skill of cooperation as learners work in groups when discussing and demonstrating postures of <i>Swalah</i>.</li> </ul> |
| <p><b>PCIs:</b></p> <p>Life skills: Skills of knowing and living with oneself- self-esteem is promoted as learner demonstrates the postures of <i>swalah</i>.</p>   |
| <p><b>Link to Other Activity Areas:</b> As learners perform postures such as <i>ruku</i> ' they relate to bending in Creative Activities.</p>   |

| Strand                     | Sub strand  | Specific Learning Outcomes   | Suggested learning experiences  | Key inquiry questions                  |
|----------------------------|---|--|---|--|
| <b>3.0 Devotional Acts</b> | <p><b>3.1 Pillars of Islam</b></p> <p>Etiquette of <i>Swalah</i></p> <p>(4 lessons)</p> | <p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>mention etiquette of <i>Swalah</i> to enhance its performance,</li> <li>practise etiquette of <i>Swalah</i> in daily life,</li> <li>acknowledge <i>Swalah</i> as a pillar of Islam.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• sing simple short <i>anashid/qasida</i>/songs or recite poems on etiquette of <i>Swalah</i>,</li> <li>• view audio-visual materials on etiquette of <i>Swalah</i> by use of digital devices,</li> <li>• discuss the etiquette of <i>Swalah</i> using flash-cards or charts</li> </ul> | <p>What should we do when praying?</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>(cleanliness, covering self, maintaining silence, standing still) in pairs or groups,</p> <ul style="list-style-type: none"> <li>● roleplay on etiquette of <i>swalah</i>,</li> <li>● engage in activities to reinforce on the etiquette of <i>Swalah</i> for example matching of pictures on dos and don'ts in <i>Swalah</i> (talking, playing, eating/drinking, running around).</li> </ul> |  |
| <p><b>Link to Core Competencies:</b><br/>Communication and Collaboration; skills of listening and speaking enhanced as learners listen, discuss and roleplay on etiquette of <i>Swalah</i></p> |  |  |  |  |
| <p><b>Values:</b><br/>Respect; Etiquette as learners observe manners during <i>Swalah</i></p>  |  |  |  |  |
| <p><b>PCIs:</b><br/>Life Skills; skill of making choices as learners roleplay and observe on etiquette of <i>Swalah</i></p>  |  |  |  |  |
| <p><b>Link to Other Activity Areas:</b> as learners listen and discuss etiquette of <i>Swalah</i> they relate to listening and speaking skills in Language activities</p>                      |  |  |  |  |

### Suggested Assessment Rubrics

| <b>Level</b><br><b>Indicator</b>                                  | <b>Exceeds expectation</b>  | <b>Meets expectation</b>                                 | <b>Approaches expectation</b>                                     | <b>Below expectation</b>                                       |
|---|---|--|---|--|
| Ability to name the five daily prayers.                           | Names the five daily prayers in sequence.                                     | Names the five daily prayers.                            | Names three to four daily prayers.                                | Names one to two daily prayers.                                |
| Ability to demonstrate the postures in performing <i>Swalah</i> . | Demonstrates more than five postures in performing <i>Swalah</i> in sequence. | Demonstrates five postures in performing <i>Swalah</i> . | Demonstrates three to four postures in performing <i>Swalah</i> . | Demonstrates one to two postures in performing <i>Swalah</i> . |
| Ability to mention four etiquette of <i>Swalah</i> .              | Mentions more than four etiquette of <i>Swalah</i> .                          | Mentions four etiquette of <i>Swalah</i> .               | Mentions two to three etiquette of <i>Swalah</i> .                | Mentions one etiquette of <i>Swalah</i> .                      |

| <b>Strand</b>                       | <b>Sub Strand</b>   | <b>Specific Learning Outcomes</b>  | <b>Suggested Learning Experiences</b>   | <b>Key Inquiry Question(s)</b> |
|-------------------------------------|---|--|---|--------------------------------|
| <b>4.0 Akhlaq (Moral Teachings)</b> | <b>4.1 Islamic Etiquette</b><br><br>Farewell<br><br>(3 lessons) | By the end of the sub strand the learner should be able to:<br>a) pronounce the Islamic farewell phrases as a form of dua, | The learner is guided to:<br><ul style="list-style-type: none"> <li>● listen and sing songs related to Islamic farewell,</li> <li>● view pictures/videos depicting Islamic farewell and discuss about it in pairs or groups,</li> </ul> | 1. How do we bid farewell?     |

|  |  |   |   |  |
|--|--|---|---|--|
|  |  | b) practise Islamic farewell while interacting with others,<br>c) appreciate the importance of using Islamic farewell phrase in daily life. | <ul style="list-style-type: none"> <li>● pronounce the Islamic greeting (<i>Ma'a Salaam/Fi amanillah</i>),</li> <li>● role-play the exchange of Islamic farewell (<i>Ma'a Salaam/Fi amanillah</i>),</li> <li>● colour worksheets on Islamic farewell phrase.</li> </ul> |  |
| <b>Core competencies to be developed:</b><br>Creativity and Imagination; communication and self-expression skills enhanced as learner role play Islamic farewell   |  |   |   |  |
| <b>Values:</b> <ul style="list-style-type: none"> <li>● Respect; Islamic etiquette is displayed as they bid farewell to each other</li> <li>● Peace; love and respect for self and others is promoted as learners exchange farewell with each other</li> </ul>                                 |  |   |   |  |
| <b>PCIs:</b> <ul style="list-style-type: none"> <li>● Life skills; Skills of effective communication is enhanced as learners exchange Islamic greeting during role play.</li> <li>● Citizenship; social cohesion; living together in harmony as learners bid farewell to each other</li> </ul> |  |   |   |  |
| <b>Link to Other Activity Areas:</b> <ul style="list-style-type: none"> <li>● As learners use Islamic phrases to bid farewell, they relate to farewell Language activities.</li> </ul>   |  |   |   |  |

**THEME: WATER-USES**

| Strand                                     | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Questions  |
|--|---|--|---|--|
| <p><b>4.0 Akhlaq (Moral Teachings)</b></p> | <p><b>4.1 Islamic Etiquette</b></p> <p>Toileting</p> <p>(6 lessons)</p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) identify activities not allowed while in the toilet as per the Islamic teachings,</p> <p>b) demonstrate Islamic etiquette of toileting,</p> <p>c) practise proper use of water during ((<i>istinja</i>) and after toileting,</p> <p>d) appreciate the Islamic toilet etiquette in maintaining body cleanliness and hygiene.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● sing simple songs /<i>anashid/qasida</i> on toilet manners,</li> <li>● watch a video on the dos and don'ts while in the toilet,</li> <li>● engage in discussion on activities that are not allowed while in the toilet in pairs or groups,</li> <li>● use water properly during and after toileting,</li> <li>● use left hand during toileting (<i>istinja</i>),</li> <li>● stick pictures to create posters on acts not allowed in the toilet (eating, drinking, talking, singing, reading Quran) in pairs or groups,</li> <li>● mount pictures showing Islamic toileting etiquette/steps in pairs or groups.</li> </ul> | <ol style="list-style-type: none"> <li>1. What should you not do while in the toilet?</li> <li>2. What do you do after toileting?</li> </ol> |

**Core Competencies to be developed:**

- Communication and collaboration; listening, speaking and team work skills are enhanced as learners discuss and participate actively in sticking pictures to create posters.

Self efficacy, skill of knowing my home is enhanced as the learner exercises proper etiquette of toileting (In the toilet).

**Values:**

- Integrity; discipline is promoted as the learner observes the procedure/steps in toileting.
- Responsibility enhanced as learners persist in practising toilet etiquette.

Unity; Cooperation is enhanced as learners stick pictures to create a poster on the don'ts during toileting in pairs or groups.

**PCIs:**

- Life skills: Skills of knowing and loving myself enhanced as the learner uses left hand to perform *istinja*.  
Effective decision making; Making choices such as washing hands after toileting.

Health issues; personal hygiene as learners practise proper manners of toileting such as *istinja* and hand washing after toileting

**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  | Key Inquiry Question(s)                      |
|-------------------------------------|---|---|---|--|
| <b>4.0 Akhlaq (Moral Teachings)</b> | <b>4.1 Islamic Etiquette</b><br><br>Manners of Eating | By the end of the sub-strand the learner should be able to:<br>a) state five manners of eating as per the | The learner is guided to: <ul style="list-style-type: none"> <li>• listen to and sing simple songs /<i>anashid/qasida</i> on etiquette of eating,</li> <li>• watch video clips on Islamic manners of eating and discuss what</li> </ul> | 1. What manners do you observe while eating? |



|  |             |  |  |  |
|--|-------------|--|--|--|
|  | (6 lessons) | <p>teachings of the Prophet (S.A.W.),</p> <p>b) Recite the <i>dua</i> before and after eating as an act of <i>ibadah</i></p> <p>c) practise five Islamic manners of eating for healthy living,</p> <p>d) appreciate the use of Islamic manners of eating as an act of <i>ibadah</i>.</p> | <p>they observed in pairs or groups,</p> <ul style="list-style-type: none"> <li>● turn take to recite <i>dua</i> before (<i>Bismillah</i>) and after eating (<i>Alhamdulillah ladhi at'amana wasaqana waja'alana minal Muslimin</i>) in pairs,</li> <li>● role play Islamic manners of eating (washing hands, Saying <i>Bismillah</i>, using of right hand, eating what is before them and saying <i>Alhamdulillah</i> after eating),</li> <li>● colour the phrases <i>Bismillah</i> and <i>Alhamdulillah</i>,</li> <li>● sort out good and bad habits of eating in pairs or groups,</li> <li>● make a flowchart on the manners of eating using manilla, digital devices or any other available resources in pairs or groups.</li> </ul> | <p>2. Why should we observe manners of eating?</p> |
| <p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination; make thoughtful choices as they role play on manners of eating.</li> <li>● Digital Literacy; skill of interacting with digital literacy as learners make/draw a flowchart on the manners of eating</li> <li>● Learn to learn; Reflection on own as learners discuss manners of eating</li> </ul> |             |  |  |  |

**Values:**

- Respect; etiquette as learners role play manners of eating
- Peace; love enhanced as learners take turns to practise the phrases *Bismillah* and *Alhamdulillah*

**PCIs:**

Health issues; personal hygiene as learners practise hand washing before and after eating.

**Link to Other Learning Activity Areas:** As learners practise Islamic eating etiquette, they observe healthy practices as in Environmental activities

| Strand                              | Sub Strand   | Specific Learning Outcomes   | Suggested Learning experiences  | Key Inquiry Question(s)                 |
|-------------------------------------|--|--|---|---|
| <b>4.0 Akhlaq (Moral Teachings)</b> | <b>4.2 Islamic phrases</b><br><br><i>Jazakallah khayr</i><br><br>(3 lessons) | By the end of the sub-strand the learner should be able to:<br>a) pronounce the Islamic phrase <i>Jazakallah khayr</i> as a way of appreciation,<br>b) apply the phrase <i>Jazakallah khayr</i> in their daily lives,<br>c) appreciate the importance of using the selected Islamic phrases as a form of | The learner is guided to: <ul style="list-style-type: none"> <li>• sing qasida with the Islamic phrases (<i>Jazakallah khayr</i>),</li> <li>• watch video clips/pictures on situations where the Islamic phrases (<i>Jazakallah khayr</i>) is used,</li> <li>• pronounce the phrase <i>Jazakallah khayr</i> in turns,</li> <li>• discuss situations when the selected Islamic phrase is used in pairs or groups,</li> </ul> | What do you say when someone helps you? |

|   |  |              |  |  |
|---|--|--------------|--|--|
|   |  | <i>du'a.</i> | <ul style="list-style-type: none"> <li>• roleplay situations when the Islamic phrase (<i>Jazakallah khayr</i>) is used,</li> <li>• colour a worksheet on the phrase <i>Jazakallah khayr</i></li> </ul> |  |
| <b>Core Competencies to be developed:</b>   |  |              |  |  |
| Learning to learn; self discipline enhanced as learners take turns in pronouncing the phrase <i>Jazakallah khayr</i>  |  |              |  |  |
| <b>Values:</b>  |  |              |  |  |
| <ul style="list-style-type: none"> <li>• Unity; cooperation is promoted as learners collaborate while roleplaying and discussing situations when the phrases are used</li> <li>• Respect; etiquette of appreciation as learners use the Islamic phrases during roleplay and in daily life.</li> </ul> |  |              |  |  |
| <b>PCIs:</b>  |  |              |  |  |
| Life skills; effective communication skills enhanced as learners listen, pronounce, discuss and roleplay situations where the Islamic phrase ( <i>Jazakallah khayr</i> ) is used.   |  |              |  |  |
| <b>Link to other Learning Activity Areas:</b> As learners thank each other with <i>Jazakallah khayr</i> , they relate to use of courteous words for interpersonal relationships in Language and Environmental activities  |  |              |  |  |

| Strand                              | Sub Strand   | Specific Learning Outcomes   | Suggested Learning experiences   | Key Inquiry Question(s)                         |
|-------------------------------------|--|--|--|---|
| <b>4.0 Akhlaq (Moral Teachings)</b> | <b>4.2 Islamic phrases</b><br><i>In sha Allah</i><br>(3 lessons) | By the end of the sub-strand the learner should be able to:<br>a) pronounce the phrase <i>in sha Allah</i> for use | The learner is guided to: <ul style="list-style-type: none"> <li>• sing qasida with the Islamic phrase (<i>in sha Allah</i>),</li> <li>• watch video clips/pictures</li> </ul> | 1. What do you say when talking about tomorrow? |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>in their daily lives,</p> <p>b) apply the Islamic phrase <i>in sha Allah</i> to enhance reliance on Allah (S.W.T.),</p> <p>c) appreciate the importance of using the selected Islamic phrase in their daily lives.</p> | <p>on situations where the Islamic phrase (<i>in sha Allah</i>) is used,</p> <ul style="list-style-type: none"> <li>● pronounce the phrase <i>in sha Allah</i> in turns,</li> <li>● discuss situations when the Islamic phrase <i>in sha Allah</i> is used in pairs or groups,</li> <li>● roleplay situations when the Islamic phrase (<i>in sha Allah</i>) is used,</li> <li>● Colour a worksheet on the phrase <i>in sha Allah</i>.</li> </ul> |  |
| <p><b>Core Competencies to be developed:</b><br/>Learning to learn; self discipline enhanced as learners take turns in pronouncing the phrase.</p>   |  |   |  |  |
| <p><b>Values:</b><br/>Unity; cooperation is promoted as learners collaborate while role playing and discussing situations when the phrase are used</p>   |  |   |  |  |
| <p><b>PCIs:</b><br/>Life skills; effective communication skills enhanced as learners listen, pronounce, discuss and roleplay situations where the Islamic phrase (<i>Insha Allah</i>) is used.</p> |  |   |  |  |
| <p><b>Link to other Learning Activity Areas:</b> As learners listen and sing, they relate to Creative Activities.</p>  |  |   |  |  |

**THEME: OUR NEIGHBOURHOOD**

| <b>Strand</b>  | <b>Sub Strand</b>   | <b>Specific Learning Outcomes</b>   | <b>Suggested Learning Experiences</b>  | <b>Key Inquiry Questions</b>   |
|--|---|---|--|--|
| <b>4.0 Akhlaq (Moral Teachings)</b>  | <p><b>4.3 Relationship</b></p> <p>Places of worship;</p> <p>(4 lessons)</p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) identify places of worship used by people of different faiths,</p> <p>b) mention activities done in the masjid as a place of worship,</p> <p>c) draw places of worship used by people of different faiths,</p> <p>d) show respect to places of worship for peaceful coexistence.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● sing songs/<i>anashid/qasida</i> or recite poems on <i>Masjid</i>,</li> <li>● view pictures of different places of worship (masjid, church and temple) through digital devices and other resources,</li> <li>● discuss about different places of worship (masjid, church and temple) in pairs or groups,</li> <li>● discuss activities carried out in the <i>Masjid</i> (praying, reading the Quran, <i>dhikr</i>) in pairs or groups,</li> <li>● role play about activities carried out in the <i>Masjid</i>,</li> <li>● draw or colour different places of worship (<i>Masjid</i>, church, temple).</li> </ul> | <ol style="list-style-type: none"> <li>1. Which are the places of worship?</li> <li>2. What activities take place in a <i>Masjid</i>?</li> </ol> |
| <p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration; Skills of listening, speaking, writing and teamwork enhanced as learners roleplay and draw different places of worship.</li> <li>● Citizenship; Community life skills enhanced as the learner identifies places of worship used by people of different faiths.</li> </ul> |   |   |  |  |

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|---|
| <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Social Justice: unity enhanced as the learner identifies and shows respect to other places of worship.</li> <li>• Respect; acceptance enhanced as the learner identifies other places of worship.</li> </ul>                                 |
| <p><b>PCIs:</b></p> <ul style="list-style-type: none"> <li>• Citizenship: social cohesion in our diversity promoted as learners identify the different places of worship.</li> <li>• Life skills: knowing and loving myself (self awareness) as the learner identifies his/her place of worship.</li> </ul> |
| <p><b>Link to other activity areas:</b> as learners identify places of worship, they relate to features in their neighbourhood such as places of worship in Environmental activities</p>  |

### Suggested Assessment Rubrics

| Level<br>Indicator  | Exceeds expectation   | Meets expectation   | Approaches expectation   | Below expectation  |
|---|---|---|--|--|
| Ability to pronounce and apply the Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in sha Allah</i> ). | Pronounces and applies the four Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in sha Allah</i> ) correctly and assists others. | Pronounces and applies the four Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in sha Allah</i> ) correctly | Pronounces and applies two to three Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in sha Allah</i> ) correctly. | Pronounces and applies one Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in sha Allah</i> ) correctly |
| Ability to state and practise five Islamic  | Practises five Islamic manners of toileting, eating and reminds others.   | Practises five Islamic manners of toileting and eating.   | Practises three to four of the Islamic manners of toileting and eating.  | Practises one to two Islamic manners of toileting and eating   |

|   |  |  |  |   |
|---|--|--|--|---|
| manners of toileting and eating.  |  |  |  |   |
| Ability to identify places of worship used by people of different faiths. | Identifies more than three places of worship used by people of different faiths. | Identifies three places of worship used by people of different faiths. | Identifies two places of worship used by people of different faiths. | Identifies one place of worship used by people of different faiths. |
| Ability to mention activities done in the masjid.                         | Mentions more than three activities done in the masjid.                          | Mentions three activities done in the masjid.                          | Mentions two activities done in the masjid.                          | Mentions one activity done in the masjid.                           |

| Strand   | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Key Inquiry Questions  |
|--|---|---|---|--|
| <b>5.0 Siirah</b>  | <b>5.1 Prophet Muhammad (S.A.W.)</b><br><br>(6 lessons) | By the end of the sub strand the learner should be able to:<br>a) mention the name of the parents and foster mother of prophet Muhammad (S.A.W.) to understand his early life,<br>b) draw a family tree of prophet Muhammad (S.A.W.) to understand his parents,<br>c) appreciate the role played by parents/guardians to up-bring their children. | The learner is guided to: <ul style="list-style-type: none"> <li>● sings songs/ <i>anashid/qasida</i> or recite poems on prophet Muhammad (S.A.W.)’s parents and foster mother,</li> <li>● mentions prophet Muhammad (S.A.W.)’s parents and foster mother (Abdullahi ibn Abdul Mutalib, Amina bint Wahhab, Halimatu Saadiya),</li> <li>● listens to simple short story about the prophet’s early years as an orphan from digital devices or a resource person,</li> <li>● develop a simple family tree of prophet Muhammad (S.A.W.) and his parents using digital devices or charts.</li> </ul> | <ol style="list-style-type: none"> <li>1. Who is prophet Muhammad (S.A.W.)?</li> <li>2. Who takes care of you when your parent/guardian is not there?</li> </ol> |
| <p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration; skills of listening, speaking and writing enhanced as the learner listens to short stories of prophet Muhammad (S.A.W.) and draws his family tree.</li> <li>● Digital literacy; skill of interacting with digital technology as the learner draws a family tree using digital devices.</li> </ul> |   |   |   |  |



|  |
|--|
| <ul style="list-style-type: none"> <li>• Creativity and Imagination; family life skills promoted as learners mention the parents of the prophet Muhammad (S.A.W.) and draw his family tree.</li> </ul>   |
| <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect; acceptance is promoted as learners develop positive regard for self and others as well as appreciating others as they listen to a story about prophet Muhammad (S.A.W.) being raised as an orphan.</li> <li>• Love; compassion for orphans is enhanced as learners discuss and listen to the story from the teacher on the prophet (S.A.W.) as an orphan.</li> </ul> |
| <p><b>PCIs:</b></p> <ul style="list-style-type: none"> <li>• Life skills: Skills of effective communication are enhanced as learners name the parents and foster mother of the prophet (S.A.W.) as instructed.</li> <li>• Citizenship; Social Cohesion; Our diversity is promoted as learners listen to short stories about orphans thus understanding that we come from different family set ups.</li> </ul>                                |
| <p><b>Link to Other Activity Areas:</b> As learners listen to short stories on prophet Muhammad (S.A.W.), they relate to listening skills in Language Activities.</p>  |

### Suggested Assessment Rubrics

| Level \ Indicator   | Exceeds expectation  | Meets expectation  | Approaches expectation   | Below expectation   |
|---|--|--|--|---|
| Ability to mention the name of the parents and foster mother of | Mentions the names of the three (father, mother, foster mother) and other guardians of | Mentions the names of all the three (father, mother and foster | Mentions the names of two out of the three (father, mother, foster | Mentions the name of one of the three (father, mother, foster mother) |

|                            |                            |                                       |                                       |                               |
|----------------------------|----------------------------|---------------------------------------|---------------------------------------|-------------------------------|
| prophet Muhammad (S.A.W.). | prophet Muhammad (S.A.W.). | mother) of prophet Muhammad (S.A.W.). | mother) of prophet Muhammad (S.A.W.). | of prophet Muhammad (S.A.W.). |
|----------------------------|----------------------------|---------------------------------------|---------------------------------------|-------------------------------|

| Strand                       | Sub strand                                   | Specific Learning Outcomes  | Suggested learning experiences   | Key inquiry questions  |
|------------------------------|--|---|--|--|
| <b>6.0 Islamic Festivals</b> | <b>6.1 Eid Activities</b><br><br>(6 lessons) | By the end of the sub strand the learner should be able to:<br>a) mention activities related to <i>Eid</i> as an Islamic festival,<br>b) recite the <i>Eid Takbir/Talbiya</i> as a way of thanksgiving,<br>c) exchange gifts during <i>Eid Festivals</i> to foster love amongst them,<br>d) appreciate <i>Eid</i> as an Islamic festival. | The learner is guided to:<br><ul style="list-style-type: none"> <li>● sing simple songs/<i>anashid/qasida</i> on <i>Eid</i>,</li> <li>● news tell about <i>Eid</i> activities,</li> <li>● watch <i>Eid</i> activities by using digital devices or view pictures from other resources,</li> <li>● discuss activities done during <i>Eid</i> (Wearing new/clean clothes, praying, visiting family/friends, feasting, exchanging gifts) in pairs or groups,</li> <li>● listen from digital device or resource person and recite the first part of <i>Eid takbir/ talbiya</i> “<i>Allahu Akbar (X3), La ilaha</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Which Islamic celebrations do you know?</li> <li>2. How do we celebrate <i>Eid</i>?</li> </ol> |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  | <p><i>ilallah, Allahu Akbar (X2), wa lilahil Hamd”</i>,</p> <ul style="list-style-type: none"> <li>● Make a recording of themselves as they recite the <i>Eid takbir/ talbiya</i>,</li> <li>● role play on <i>Eid</i> activities,</li> <li>● mount pictures on activities done during <i>Eid</i> in pairs or groups,</li> <li>● make <i>Eid</i> greeting cards/gift boxes using manila papers, cartons or any other locally available materials,</li> <li>● share and exchange gifts.</li> </ul> |  |
| <p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration; Skills of listening, speaking and teamwork enhanced as learners discuss <i>Eid</i> activities.</li> <li>● Digital literacy; skills of interacting with digital technology is promoted as learner records self while reciting the <i>Eid Takbir</i>.</li> <li>● Creative and Imagination; skill of communication and self expression as learners make <i>Eid</i> cards and gift boxes.</li> </ul> |  |  |  |  |
| <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love; sharing is promoted as they exchange cards and gifts.</li> <li>● Unity; cooperation is enhanced as learners role play, make and exchange gifts.</li> </ul>   |  |  |  |  |

**PCIs:**

- Life skills: Skills of effective communication as learners respond to simple instructions.
- Citizenship: Understanding integrity is enhanced as learners share and exchange gifts.
- Social cohesion; living together in harmony is promoted as learners engage in group activities and exchange gifts.

**Link to Other Activity Areas:**

- As learners listen, recite and news tell on *Eid* activities they relate to listening and speaking skills in Language Activities
- As learners role play on *Eid* activities they relate to performing skills in Creative Activities

**Suggested Assessment Rubrics**

| <b>Level</b><br><b>Indicator</b>                      | <b>Exceeds expectation</b>                                 | <b>Meets expectation</b>                          | <b>Approaches expectation</b>                             | <b>Below expectation</b>                               |
|---|--|---|---|--|
| Ability to mention activities related to <i>Eid</i> . | Mentions more than five activities related to <i>Eid</i> . | Mentions five activities related to <i>Eid</i> .  | Mentions three to four activities related to <i>Eid</i> . | Mentions one to two activities related to <i>Eid</i> . |
| Ability to recite the <i>Eid takbir</i> .             | Recites the complete <i>Eid takbir</i> .                   | Recites the first part of the <i>Eid takbir</i> . | Recites partly the first part of the <i>Eid takbir</i> .  | Recites the <i>Eid takbir</i> with assistance.         |

## **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**

| <b>Strand</b> | <b>Sub-Strand</b>           | <b>Suggested Assessment Methods</b>          | <b>Suggested Resources</b>  | <b>Suggested Non-Formal Activities</b>   |
|---------------|-----------------------------|--|---|--|
| <b>Qur'an</b> | 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, aural assessment, portfolio | 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 with vowels during academic days and exhibitions   |



|                        |   |   |  |  |
|------------------------|---|---|--|--|
|                        |   |   |  | Organise sessions where peers teach each other on reading of Arabic two letter words   |
| <b>Pillars of Iman</b> | Belief in Allah (S.W.T.)- attribute <i>Al Wadud</i> | Oral assessment, aural assessment, portfolio, observation | The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources | Decorate the attributes of Allah (S.W.T.) - <i>Al Wadud</i> on a plaque and display or sell on Open Days   |
|                        | Allah (S.W.T.)'s creation                           | Oral assessment, 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 Allah (S.W.T.)'s creation and make presentation during school events or on digital platforms<br><br>Make creative works on Allah's (S.W.T.) creation such as painting, sticking etc and display them on the notice boards, school magazine, digital platforms |

|                        |   |   |  |   |
|------------------------|---|---|--|---|
| <b>Devotional Acts</b> | Pillars of Islam<br><br>Five Daily Prayers<br><br>Postures of <i>swalah</i> | oral assessment, aural assessment, observation, portfolio | Quran, charts, course books, digital devices, reference materials/online sources | Sing <i>anashid</i> /recite poem on five daily prayers and share on social media<br><br>Make posters on the postures of <i>swalah</i> and display in strategic places   |
|                        | Etiquette of <i>Swalah</i>  | oral assessment, aural assessment, observation, portfolio | Quran, charts, course books, digital devices, reference materials/online sources | Make posters on the dos and don'ts during <i>swalah</i> and display in strategic places<br><br>Share information on etiquette of <i>swalah</i> during school assembly and pastoral programmes/share on digital platforms<br><br>make posters on the dos and don'ts during <i>swalah</i> and display in strategic places |
| <b>Akhlaq</b>          | Islamic Farewell and phrases  | oral assessment, aural assessment, portfolio, observation | Qur'an, books on Hadith, course books, digital devices,                          | Make creative works on Islamic Farewell and phrases such as painting, sticking etc and display  |

|                   |   |  |                                    |   |
|-------------------|---|--|------------------------------------|---|
|                   |   |  | reference materials/online sources | 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<br><br>Prepare posters on etiquette of toileting, dua before entering and after leaving the toilet and display around the toilets          |
| Manners of eating | 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 eating and dua related to eating during school assembly and pastoral programmes<br><br>Prepare posters on etiquette of eating and display in strategic places such as dining hall |
| Places of worship | oral assessment, assessment, portfolio, observation       | oral assessment, aural assessment, portfolio, observation                                  |                                    | Construct a model of a <i>masjid</i> for display<br><br>Visit a nearby mosque   |

|                          |                           |   |   |  |
|--------------------------|---------------------------|---|---|--|
| <b>Siirah</b>            | 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  |
| <b>Islamic Festivals</b> | <i>Eid</i> Activities     | oral assessment, aural assessment, portfolio, observation | Qur'an, books of Hadith, course books, digital devices, reference materials/online sources                            | <p>Make a recording while reciting the <i>Eid talbiya</i> and share on social media</p> <p>Create <i>Eid</i> greeting cards and gift boxes for displaying or selling during school academic events such as Academic Exhibition Day</p> |