



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

GRADE 2

First Published in 2017

Revised 2024

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the basic education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 2 curriculum designs build on competencies attained by learners at Grade 1 and prepare them for smooth transition to the next level. Further, they provide opportunities for learners to develop basic literacy and numeracy skills as well as interaction with the environment. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 2 is the second grade of the Primary education in the reformed education structure as provided for in the Basic Education Act, 2013.

The reviewed Grade 2 curriculum furthers implementation of the CBC from Grade 1 in Primary School. The curriculum provides opportunities for learners to interact with the immediate environment, develop basic literacy and numeracy skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade 2 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 2 and prepare them for smooth transition to Grade 3. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 2 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 2 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 2 and preparation of learners for transition to Grade 3.

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LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
8.	Pastoral/Religious Instruction Programme	1
Total		31

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Apply acquired knowledge, skills, values and attitudes in everyday life
- c) Demonstrate social skills, moral and religious values for positive contribution to society.
- d) Exploit one's talents for individual development and self-fulfilment
- e) Explore, manipulate, manage and conserve the environment for learning and sustainable development.
- f) Use digital literacy skills for learning and enjoyment.
- g) Value Kenya's rich and diverse cultural heritage for harmonious living.
- h) Appreciate the need for, and importance of interdependence of people and nations

ESSENCE STATEMENT

Kenya is a state where people subscribe to various religions. The National Goal of Education, No. 4, advocates for the Promotion of sound Morals and Religious values among learners. Religious Education is one of the ways of inculcating these values in learners.

Islamic Religious education activities aim at equipping the learner with knowledge, skills, values and attitudes that assist them grow up socially, emotionally and spiritually as balanced persons. The strands covered in this activity area are: Quran, Hadith, Devotional Acts, *Siirah* (Life of the Prophet) and Islamic Festivals. The teacher of Islamic Religious education is encouraged to use learner-centered approaches. This learning area helps the learner acquire values and skills that enables them to be responsible and ethical citizens who are at peace with Allah (SWT), self, others and the environment.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) recite, read and write short selected Surahs (chapters) of the Qur'an.
- b) demonstrate love, appreciation and awareness of Allah (SWT) and His creation.
- c) demonstrate love and appreciation for the Prophet Muhammad (S.A.W).
- d) practise Islamic etiquettes for social relations.
- e) perform acts of worship correctly.
- f) apply creativity and critical thinking skills in problem solving
- g) use and conserve the immediate environment while observing Islamic teachings
- h) Co-exist harmoniously with people of other faiths and of different cultural backgrounds.
- i) Practice hygiene and observe nutrition and safety, guided by Islamic Principles.

SUMMARY OF STRANDS AND SUB STRANDS

No	Strands	Sub-Strands	Number of Lessons
1.0	Qur'an	1.1 Arabic alphabet	10
		1.2 Selected Chapters (Surah)	16
2.0	Hadith	2.1 Hadith on Swalah	04
		2.2 Hadith on Iman	04
		2.3 Hadith on Love	04
3.0	Pillars of Iman	3.1 Belief in His Books	05
		3.2 Belief in His Prophets	05
4.0	Devotional Acts	4.1 <i>Swalah</i> (five daily prayers)	05
		4.2 Swalah (Rakaat)	07
5.0	Akhlaq (Moral Teachings)	5.1 Islamic phrases(dua before sleeping and after waking up)	05
		5.2 Relationship	04
		5.2.1 love and care for neighbours	
		5.2.1 love and care for people with special needs	05
		5.3.Environment	05
		5.3.1 caring for the school environment	
6.0	Siirah	6.1 Siirah(Guardians of the Prophet (S.A.W.)	05
7.0	Islamic Festivals	7.1 Islamic Festivals (<i>Jum'ah</i>)	06
Total Number of Lessons			90

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Quran	1.1 Arabic Alphabet (10 Lessons)	By the end of the sub-strand the learner should be able to: a) identify the Arabic alphabet in four letter words with long vowels, b) read four letter words with long vowels correctly in readiness for reading the Qur'an, c) appreciate the role of Arabic alphabet in the reading of the Qur'an.	The learner is guided to: <ul style="list-style-type: none"> ● identify Arabic alphabet in four-letter words from flash cards/charts/digital devices and read them, ● listen to four-letter words with long vowels from a digital device/resource person/teacher/peer and imitate them, ● read four-letter words with long vowels (Alif, Waaw and Yaa) from flash cards and correct one another, ● pick four letter words with long vowels from a box and read them, ● pick alphabets with long (vowels), from four -letter words and read them, ● sort and group four- letter words from a basket/box and pronounce them. 	Why should one learn Arabic alphabet with vowels?
<p>Core Competencies to be developed: Communication and collaboration: skills of listening and speaking enhanced as learners listen and imitate four-letter words with vowels.</p>				
<p>Values: Unity: cooperation as learners work collaboratively to read four-letter words with <i>harakaat</i> or vowels (<i>fat-hatain, dhumatain, kasratain</i> and <i>sukun</i>) from flash cards in pairs and correct one another.</p>				
<p>Pertinent and Contemporary Issues: Life skills: Effective communication as learners read and pronounce four-letter words with vowels correctly.</p>				

Link to other Learning Activities: Reading and listening skills can be related to skills in Language Activities				
Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.2 Selected Surah • AL-Falaq (8 Lessons)	By the end of the sub-strand the learner should be able to: a) read Surah Al-Falaq correctly for performing <i>swalah</i> , b) recite Surah Al-Falaq for use in day-to-day life, c) identify situations when Surah Al-Falaq is recited in day-to-day life, d) appreciate Surah Al Falaq’s recitation for spiritual nourishment.	The learner is guided to: • read Surah Al-Falaq in turns repeatedly in order to memorise and use it in <i>swalah</i> , • use cards to fill gaps to complete verses in Surah Al-Falaq, • sort and arrange the verses of Surah Al-Falaq from pocket boards then read it, • listen to a teacher/resource person explain situations when Surah Al-Falaq is used (such as, in <i>swalah</i> , before sleeping, reading the Quran, <i>adhkar</i> after every <i>swalah</i> , seeking protection), • role play occasions when Surah Al-Falaq is recited.	Why should a Muslim recite Surah Al-Falaq?
Core Competencies to be developed: Communication and collaboration: read Surah Al-Falaq in turns repeatedly in order to memorise it and Sorting- as learners sort and arrange the verses of Surah Al-Falaq correctly.				
Values: Responsibility: accountability is enhanced as learners engage in assigned roles and duties as they role play occasions when Surah Al-Falaq is recited.				
Pertinent and Contemporary Issues: Life Skills: respect-Learners understand and respect each other as they work in groups as they use cards to fill the gaps to complete the verses in Surah Al-Falaq.				
Link to other Learning Activities: As learners read and recite Surah Al-Falaq, it can be related to Language activities in sounds of letters.				

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
	1.3 Selected Surah: <ul style="list-style-type: none"> • Al-Ikhlās (8 Lessons)	By the end of the sub-strand the learner should be able to: a) read surah Al-Ikhlās accurately, b) recite surah Al-Ikhlās for spiritual nourishment, c) identify situations when Surah Al-Ikhlās is recited in day-to-day life, d) appreciate surah Al-Ikhlās recitation for spiritual nourishment.	The learner is guided to: <ul style="list-style-type: none"> • listen to Surah Al-Ikhlās from a teacher/resource person/digital device/peer and repeat after them, • take turns to recite Surah Al-Ikhlās repeatedly and correct each other to enhance memorization, • use cards with words to fill in gaps to complete verses in Surah Al-Ikhlās, • sort and arrange the verses of surah Al-Ikhlās from pocket boards then read it, • listen to a teacher/resource person on situations when Surah Al-Ikhlās is used (such as, in <i>swalah</i>, before sleeping, reading the Quran, <i>adhkar</i> after every <i>swalah</i>), • role play occasions when Surah Al-Ikhlās is recited. 	Why is Surah Al-Ikhlās important in the daily life of a Muslim?
Core Competencies to be developed: Communication and collaboration: enhanced as learners sort, arrange and read verses of Surah Al-Ikhlās.				
Values: Respect: enhanced as learners take turns to recite Surah Al-Ikhlās repeatedly and correct each other to enhance memorization				
Pertinent and Contemporary Issues:				

Life Skills: Living with others as learners take turns to recite Surah Al-Ikhlās repeatedly and correct each other to enhance memorization.

Link to other Learning Activities: The concept of reading/ reciting Surah Al-Ikhlās repeatedly can be related to the skills in Language activities.

Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read four letter words with vowels	Reads four letter words with vowels correctly and coherently	Reads four letter words with vowels correctly	Reads four letter words with vowels but with some minor incoherence	Reads four letter words with vowels with some major incoherence
Ability to read the selected surahs	Reads the selected surahs correctly and with clear articulation	Reads the selected surahs correctly	Reads the selected surahs with minor errors	Reads the selected surahs with major errors

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.0 Hadith	2.1 Hadith on <i>swalah</i> (4 Lessons)	By the end of the sub strand the learner should be able to: a) reads the Hadith on <i>swalah</i> for moral development, b) apply the teachings of the Hadith on <i>swalah</i> in day-to-day life, c) appreciate the Hadith on <i>swalah</i> to earn rewards from Allah.	The learner is guided to: <ul style="list-style-type: none"> ● read after the teacher the Hadith on <i>swalah</i> displayed on the wall, ● read the Hadith on <i>swalah</i>: “The best deed is to perform <i>swalah</i> on time,” and correct each other, ● take turns to recite the Hadith on <i>swalah</i> repeatedly and memorize it, ● complete the Hadith on <i>swalah</i> by picking and arranging words from a pocket board or drag and drop using ICT, ● draw/model clock faces showing times of <i>swalah</i>, ● observe pictures of people praying in a mosque, ● recite a poem/sing a song or qasida on the importance of praying on time. 	Why should a Muslim pray on time?
Core Competencies to be developed:				
Creativity and imagination: enhanced as learners respond to simple instructions as they model/draw clock faces showing times of <i>swalah</i> .				
Values:				
Unity: as learner takes turns in activities and conversation when completing the Hadith on <i>swalah</i> by picking and arranging words from a pocket board or drag and drop using ICT				
Pertinent and Contemporary Issues:				
Life skills: effective communication as learners give and respond to simple instructions as they model/draw clock faces showing times of				

swalah.

Link to other Learning Activities: as they learn/read passages on punctuality/time management can be related to skills in Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.2 Hadith on Iman (4 Lessons)	By the end of the sub-strand the learner should be able to: a) read the Hadith on <i>iman</i> for spiritual nourishment, b) apply the teachings of the Hadith on <i>iman</i> in day-to-day life, c) appreciate the Hadith on <i>iman</i> in promotion of social cohesion.	The learner is guided to: <ul style="list-style-type: none">● read the selected Hadith; “Let him who believes in Allah (SWT) and the Last Day be generous to his neighbour.”● sort and arrange flashcards with words from the pocket board/drag and drop words using ICT to complete the Hadith,● take turns to read the Hadith on <i>iman</i> written on a chart and correct one another,● roleplay ways in which a Muslim can show generosity to neighbours,● share learning items to enhance generosity amongst them.	How can one show generosity to their classmate?
Core Competencies to be developed: Creativity and imagination: as learners sort and arrange flashcards with words from the pocket board/drag and drop words using ICT to complete the Hadith				
Values: Unity: as learners take turns in activities and conversation when completing the Hadith on <i>iman</i> by picking and arranging words from a pocket board or drag and drop using ICT				
Pertinent and Contemporary Issues: Life skills: effective communication as learner give and respond to simple instructions as they read the Hadith on <i>iman</i> written on a chart				

and correct one another

Link to other Learning Activities:

As learner read the selected Hadith the concept can be related to skill in Language Activities

Strand	Sub –Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.3 Hadith on love (4 Lessons)	By the end of the sub-strand the learner should be able to: a) read the Hadith on love to inculcate the virtue of love, b) apply the teachings of the Hadith on love in day-to-day life, c) appreciate the Hadith on love as a way of promoting brotherhood.	The learner is guided to: <ul style="list-style-type: none"> ● read the Hadith on love: “None of you can be a true believer unless he loves for his brother what he loves for himself.” ● take turns to read the Hadith on love and correct one another, ● fill gaps to complete the Hadith from a pool of flashcards and read it aloud, ● dramatise ways of showing love to others (such as sharing learning materials, sharing meals). 	1. How do you show love to your friends? 2. What are the things that you share in class?

Core Competencies to be developed:

Critical thinking and Problem Solving: as learners dramatise ways of showing love to others

Values:

Respect: as learners take turns to read the Hadith on love and correct one another.

Pertinent and Contemporary Issues:

Life Skills: making choices as learners choose various options to show love to others

Link to other Learning Activities:

As learner read the selected Hadith on love can be related to skills in Language Activities.

Suggested Assessment Rubric

Level		Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator		Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read the selected Hadiths		Reads the selected Hadiths correctly and fluently	Reads the selected Hadiths correctly	Reads the selected Hadiths with some incoherence	Reads the selected Hadiths with a lot of incoherence
Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences		Key Inquiry Question(s)
3.0 Pillars of Iman	3.1 Belief in Allah's Books (5 Lessons)	By the end of the sub-strand the learner should be able to: a) name the books revealed by Allah (S.W.T.), b) identify the prophets the books were to revealed by Allah, c) appreciate the holy Books as sources of guidance to mankind.	The learner is guided to: ● pick the names of the revealed books (Qur'an, <i>Injil</i> , <i>Taurat</i> , <i>Zabur</i>) with the names of the prophets to whom they were revealed from flashcards and match them, ● sing <i>qasida</i> on the revealed books and the prophets to whom they were revealed, ● draw and colour the Holy Qur'an.		Why are the holy books important to mankind?
Core Competencies to be developed: Creativity and imagination: as learners draw and colour the Holy Qur'an.					
Values: Unity: cooperation as learners collaborates with others as they sing <i>qasida</i> on the revealed books and the prophets to whom they were revealed.					
Pertinent and Contemporary Issues: Life skill: living with others, as learners sing <i>qasida</i> on the revealed books and the prophets to whom they were revealed.					
Link to other Learning Activities: The concepts of singing, drawing and colouring can be related to Creative Activities as learners draw and colour.					

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.2 Belief in His Prophets (5 Lessons)	By the end of the sub- strand the learner should be able to: a) name ten prophets mentioned in the Qur'an in their correct order, b) appreciate the Prophets of Allah (S.W.T.) in daily life.	The learner is guided to: <ul style="list-style-type: none"> ● listen to a teacher/resource person or watch a video on the reasons why Allah (S.W.T.) sent prophets to mankind, ● pick names of the prophets mentioned in the Qur'an (Adam, Idris, Nuh, Hud, Swaleh, Ibrahim, Lut, Ismail, Ishaq, Yaqub) from flashcards and arrange them in sequence, ● listen to short stories from digital devices/teacher/resource person or sing qasida on the ten prophets. 	Why should a Muslim believe in prophets?
Core Competencies to be developed: Creativity and imagination: as the learners pick the names of the prophets mentioned in the Quran from flashcards and arrange them in sequence				
Values: Responsibility: as learners pick the names of the prophets mentioned in the Quran from flashcards and arrange them in sequence				
Pertinent and Contemporary Issues: Life skills: living with others as learners undertake group work.				
Link to other Learning Activities: The concept of arranging the names in sequence can be related to Mathematic Activities.				

Suggested Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to mention the holy books revealed by Allah (S.W.T.)	Mentions the holy books revealed by Allah (S.W.T.) with ease	Mentions the holy books revealed by Allah (S.W.T.)	Mentions some of the holy books revealed by Allah (S.W.T.)	Mentions one of the holy books revealed by Allah (S.W.T.)
Ability to name ten Prophets mentioned in the Qur'an	Names ten Prophets mentioned in the Qur'an in their correct order consistently	Names ten Prophets mentioned in the Qur'an in their correct order	Names five -seven Prophets mentioned in the Qur'an in their correct order	Names less than five Prophets mentioned in the Qur'an in their correct order.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.1 Swalah • The five daily prayers (5 Lessons)	By the end of the sub - strand the learner should be able to: a) name the five fardh prayers performed daily, b) perform the five daily prayers in fulfilment of a pillar of Islam, c) appreciate <i>Swalah</i> as the second pillar of Islam.	The learner is guided to: <ul style="list-style-type: none"> ● match and sort the names of the daily prayers and their corresponding time using flashcards (such as dhuhur-lunch), ● watch a video clip of the five daily prayers and mention the names of <i>Swalah</i> they have observed, ● sing songs/qasida on the five daily prayers and their times, ● roleplay the five daily prayers and when they are performed, ● draw and colour paper clocks on the five daily prayers and their corresponding time. 	How do Muslims know the time for the five daily prayers?
Core Competencies to be developed: Communication and collaboration: as learners listen critically and demonstrate understanding when mentioning the names of the five daily prayers.				
Values: Unity: as learners collaborate with others while roleplaying the five daily prayers and take roles to act.				
Pertinent and Contemporary Issues: Life skills: tolerance as learner take turns while roleplaying the five daily prayers and when they are performed				

Link to other Learning Activities:

As learner sing songs/qasidas on the five daily prayers and draw and colour paper clocks for the daily prayer, it can be related to Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.2 Swalah • Rakaat (7 Lessons)	By the end of the sub- strand the learner should be able to: a) state the number of <i>rakaat</i> (units of prayer) for each of the five daily prayers, b) demonstrate the number of rakaat (units of prayer) for each of the five daily prayers, c) Appreciate <i>rakaat</i> as an integral part of <i>Swalah</i> and its validity.	The learner is guided to: • match and sort using flashcards names of the daily prayers and their correct number of rakaat, • watch a video clip of congregational prayers and mention the number of <i>rakaat</i> (units of prayer) for each of the five daily prayers they have observed, • role play the five daily prayers and their correct number of rakaat, • sing songs/qasida on the daily prayers and their correct number of <i>rakaat</i> .	Which are <i>rakaat</i> in <i>Swalah</i> ?
Core Competencies to be developed: Creativity and Imagination: as learners role play the five daily prayers and their correct number of <i>rakaat</i> (units of prayer) for each of the five daily prayers				
Values: Unity: cooperation enhanced as learners collaborate with others as they roleplay the five daily prayers and their correct number of <i>rakaat</i> .				
Pertinent and Contemporary Issues: five Life skills: living with others as learners sing songs/qasida on the five daily prayers and role play the five daily prayers and their correct number of <i>rakaat</i>				

Link to other Learning Activities: As learners role play the daily prayers and sing songs/qasida on the five daily prayers and their correct number of rakat, it can be related to Mathematic Activities.

Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the five daily prayers	Names the five daily prayers with ease	Names the five daily prayers	Names the five daily prayers with minor mistakes	Names the five daily prayers with major mistakes
Ability to demonstrate the postures of <i>Swalah</i>	Demonstrates the postures of <i>Swalah</i> with exceptional ability	Demonstrates the postures of <i>Swalah</i>	Demonstrates the postures of <i>Swalah</i> but with few errors	Demonstrates some of the postures of <i>Swalah</i> with difficulties

Strand	Sub – Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.1 Islamic phrases <ul style="list-style-type: none"> • Dua before sleeping and after waking up (5 Lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) read the <i>dua</i> before sleeping and the <i>dua</i> after waking up as per the Sunnah, b) use the <i>dua</i> before sleeping and after waking up to seek Allah (S.W.T.)’s protection, c) appreciate the use of the <i>dua</i> before and after waking up in day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> • take turns to recite the <i>dua</i> before sleeping; (<i>Bi ismika Allahhumma amutu wa ahya</i>” and the <i>dua</i> after waking up; (<i>Alhamdulillah alladhy ah yana ba’ada ma amatana wa ilaihi nnushur</i>), • pick words of the <i>dua</i> on flashcards from boxes or pocket boards and complete the <i>dua</i>, • watch the <i>dua</i> before sleeping and after waking up from a digital device and recite afterwards, • roleplay the manners of sleeping while reciting the <i>dua</i>. 	Why should a Muslim recite <i>dua</i> before sleeping and after waking up?
Core Competencies to be developed:				
Creativity and Imagination: as learners roleplay manners of sleeping as they recite the related <i>dua</i>				
Values:				
Respect: enhanced as learners wait for their turn to pick words of the <i>dua</i> from boxes or pocket boards.				

Pertinent and Contemporary Issues:

Life skills: living with others as learners roleplay the manners of sleeping and sharing flashcards during the activities.

Link to other Learning Activities: as learners recite the dua while demonstrating manners of sleeping, it can be related to Language Activities.

Strand	Sub –Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.2 Relationship 5.2.1 Love and care for neighbours (4 Lessons)	By the end of the sub-strand the learner should be able to: a) identify ways of showing love and care to neighbours as per Islamic teachings, b) demonstrate love and care for neighbours for harmonious coexistence, c) appreciate the need to accord love and care to neighbours as an act of <i>ibadah</i> .	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips on being good to neighbours (such as exchanging greetings, exchange gifts, visiting, playing games) and mention ways of showing love and care to the neighbours they observed, ● listen to short stories/qasida (songs)/ poems with themes on good relations with neighbours from a digital device and sing the qasida, ● dramatise short skits demonstrating good relations with neighbours, ● role play how to love and care for their neighbours. 	What assistance/help have you ever received from your neighbours?

Core Competencies to be developed:

Creativity and Imagination: make thoughtful choices as they roleplay ways of showing love and care for the neighbours.

Values:

Love: caring as learners portray caring attitude while dramatising short skits demonstrating good relations with neighbours
Pertinent and Contemporary Issues: Citizenship: social cohesion as learners role play how to love and care for their neighbours
Link to other Learning Activities: as they learn about neighbours the concept can be related to Environmental Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.2.2 Love and Care for People with Special Needs (5 Lessons)	By the end of the sub strand the learner should be able to: a) identify ways of showing love and care to people with special needs, b) demonstrate love and care for people with special needs to earn rewards from Allah, c) appreciate caring for people with special needs as an act of <i>ibadah</i> .	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips on ways of according love and care to people with special needs and mention what they observed, ● roleplay how to help people with special needs (such as, a visually impaired person to cross the road), ● draw and colour devices/equipment used by people with special needs, such as, wheel chair, crutches, white cane, ● dramatise how to take care of people with special needs. 	Why should a Muslim show love and care to people with special needs?

Core Competencies to be developed: Creativity and Imagination: as learners draw and colour devices/equipment used by people with special needs.

Values: Love: Caring by portraying a caring attitude as learners roleplay how to help people with special needs.				
Pertinent and Contemporary Issues: Citizenship: diversity enhanced as learners role play how to love and care for people with special needs.				
Link to other Learning Activities: The concept of drawing and colouring devices/equipment used by people with special needs can be related to Creative Activities.				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Akhlaq (Moral Teachings)	5.3 Environment Caring for the School Environment (5 Lessons)	By the end of the sub- strand the learner should be able to: a) outline ways of caring for the school environment for healthy living, a) engage in cleanliness activities that promote care for the school environment, b) appreciate the importance of learning in a clean school environment as a Muslim.	The learner is guided to: <ul style="list-style-type: none"> ● listen to a story from the teacher/resource person/digital devices on ways of caring for the school environment and mention the ways of caring for the school environment in class, ● clean footpaths within the school compound and remove any harmful objects along the path, ● identify items used in cleaning the school compound and make them using locally available materials (such as dust pan and brooms), ● clean their school compound, take short videos and share using digital platforms. 	Why should we keep our school compound clean?
Core Competencies to be developed: Digital Literacy: as learners takes short videos while cleaning the school compound and share using digital platforms. <ul style="list-style-type: none"> ● Self-efficacy: as learners clean footpaths within the school compound and remove any harmful objects along the path, 				

Values: Responsibility: as learners care and maintain a clean school environment
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Health Issues: preventive health as learners cleans their school compound • Child Road Safety: as learner’s clean footpaths within the school compound and remove any harmful objects along the path,
Link to other Learning Activities: as learners clean the school compound the concept can be related Environmental Activities.

Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite the <i>duas</i> before sleeping and after waking up	Recites the <i>dua</i> before sleeping and after waking up and demonstrates manners of sleeping	Recites the <i>dua</i> before sleeping and after waking up	Uses the <i>dua</i> before sleeping and after waking up with minimal challenges	Uses the <i>dua</i> before sleeping but has a challenge with the <i>dua</i> after waking up.
Ability to outline ways of caring for the school environment	Outlines ways of caring for the school environment with relevant pictures	Outlines ways of caring for the school environment	Outlines ways of caring for the school environment with little help.	Outlines ways of caring for the school environment but with a few errors.

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 SIIRAH (The life of the prophet (S.A.W.))	6.1 Guardians of the Prophet (S.A.W.) (5 Lessons)	By the end of the sub- strand the learner should be able to: a) name three guardians of the prophet (S.A.W.) to understand his background, b) identify roles played by the guardians of the prophet (S.A.W.) in his early upbringing, c) appreciate the role played	The learner is guided to: <ul style="list-style-type: none"> ● pick and identify the names of the guardians of the prophet (S.A.W.) (AbdulMusalib, Halimah Saadiyyah, and Abu Talib) from flashcards, ● storytell on the childhood of the prophet (S.A.W.) under the care of his guardians, ● watch and listen to the story of the prophet (S.A.W.) under the care of Halimah Saadiyah from a resource person or digital devices and state her roles as a guardian/foster mother, ● watch and listen to a narration of the story of the 	What roles did the guardians of the prophet (S.A.W.) play in his upbringing?

		by the prophet (S.A.W.)’s guardians in his early upbringing.	Prophet (S.A.W.) under the care of his grandfather and uncle from an audio/resource person/digital device and give the roles played by them.	
Core Competencies to be developed: Communication and collaboration: as learners story tell on the childhood of the prophet (S.A.W.) under the care of his guardians.				
Values: Unity: enhanced as learners watch and listen to the story of the prophet (S.A.W.) under the care of his foster mother/guardian/uncle and state the roles they played.				
Pertinent and Contemporary Issues: Life skills: skills of effective communication developed as learners give and respond to simple verbal and non-verbal instructions as they story tell.				
Link to other Learning Activities: as learners story tell on the childhood of the prophet (S.A.W.) under the care of his guardians, it can be related to Language Activities.				

Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the roles played by the guardians of the prophet (S.A.W.)	Identifies the roles played by the guardians of the prophet (S.A.W.) elaborately.	Identifies the roles played by the guardians of the prophet (S.A.W.).	Identifies the roles played by the guardians of the prophet (S.A.W.) with a few errors.	Identifies the role played by the guardians of the prophet (S.A.W.) with many errors.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Festivals	7.1 <i>Jum'ah</i> (6 Lessons)	By the end of the sub-strand the learner should be able to: a) name the activities performed before <i>Jum'ah</i> prayers for spiritual nourishment, b) perform the <i>Jum'ah</i> prayer in order to attain rewards from Allah	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips on <i>Jum'ah</i> prayers as a weekly festival for Muslims and mention the activities done by Muslims before and during <i>Jum'ah</i> prayers (for example, cutting the nails, <i>ghusl</i>, wearing clean clothes, early attendance to the mosque, extending salutations of the Prophet (S.A.W.)), ● sing <i>qasida</i> on the activities performed by Muslims before <i>Jum'ah</i> prayers, 	Why is <i>Jum'ah</i> an important day among Muslims?

		(S.W.T.), c) appreciate <i>Jum'ah</i> as the <i>Eid</i> of the week.	<ul style="list-style-type: none"> ● role play the activities performed by Muslims before <i>Jum'ah</i> prayers, ● draw and colour a mosque. 	
Core Competencies to be developed:				
Learning to learn: develops relationship as learners role play activities of <i>Jum'ah</i> prayer.				
Values:				
Love: sharing as they share available resources when drawing and colouring the mosque.				
Link to PCIs: life skills:				
Interpersonal relation- as learners engage in group activities				
Link to other Learning Activities: as learners learn about <i>Eid</i> of the week, it can be related to concepts in Environmental Activities on holidays.				

Suggested Assessment Rubric

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to mention the activities performed by Muslims before <i>Jum'ah</i> prayers	Mentions six activities performed by Muslims before <i>Jum'ah</i> prayers with relevant example.	Mentions six activities performed by Muslims before <i>Jum'ah</i> prayers.	Mentions three - five activities performed by Muslims before <i>Jum'ah</i> prayers.	Mentions less than three activities performed by Muslims before <i>Jum'ah</i> prayers.

COMMUNITY SERVICE LEARNING (CSL)

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	Arabic Alphabets Selected Surahs	Oral questions, Portfolio, and Observation Written assessment, oral assessment, observation, portfolio	Flash cards, charts, The Qur'an/Juzuu, pocket boards and digital devices, resource persons/online sources The Qur'an, flash cards, pocket boards, charts, course books, digital devices, reference materials/online source.	Invite a resource person to guide on writing of Arabic alphabets. Attending madrasa after school to learn the Arabic alphabets. Recite Qur'an to parents/guardians, siblings for confirmation and memorization. Recite the selected surahs during

				AGMs, clubs and societies meetings, assembly etc.
Hadith	Selected Hadith	Checklist, Oral questions, Written assessment, Portfolio and observation	Pocket board, charts, Clock, books on Hadith, course books, digital devices, online sources	attend madrasa after school to learn and memorise the selected hadith. Practice sharing with peers in the school.
Pillars of Iman	Belief in His Books	Written assessment, oral assessments, portfolio and observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, flash cards, Pocket Boards	Sing qasida at home on the revealed Books to siblings and parents/guardians.
	Belief in His Prophets	Written assessment, oral assessment, portfolio assessment, observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, flash cards, Pocket Boards	Listen to the stories of the Prophets from elder siblings and friends out of school.
Devotional Acts	Five Daily Prayers	written assessment, oral assessment, observation, portfolio	Quran, charts, course books, digital devices, reference materials/online sources	Perform prayer at home and in the mosque
	Postures of Swalah	Checklist, written assessment, oral assessment, observation, Portfolio	Charts, a resource person, course books, digital devices, reference materials/online sources, praying mat, video clips, photographs.	Visit a nearby mosque and perform Swalah in congregation.
	Rakaat Akhlaq Dua before sleeping and after	Written assessment, oral assessment, portfolio assessment, observation Written assessment and oral	Course books, charts, flash cards, digital devices, reference materials/online sources, resource person	Sing poem/qasida on the number of <i>rakaat</i> for each of the five daily prayers. Attend madrasa after school to

	waking up	assessment, portfolio assessment, observation	Charts, Flashcards, Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	learn Duas.
	Love and Care for neighbours Love and care for people with special needs	Written assessment and oral assessment, portfolio assessment, observation, Checklist	Resource person, Qur'an, books on Hadith, course books, digital devices, reference materials/online sources, crutches, wheel chair, photos/pictures of audio-visual aids	Join the neighbours in cleaning the neighbourhood environment. Learners help people with disabilities outside the school environment.
	Caring for the school environment	Written assessment and oral assessments, observation, portfolio	Quran, books of Hadith, course books, digital devices, reference materials/online sources	Planting trees and caring for them in the school compound. Coloring posters/charts on discouraging littering in classes, school transport and display in class and school transport

Siirah (Life of the Prophet)	Guardians of the Prophet (SAW)	Written assessment oral assessments, observation, portfolio	Resource person, flash cards, charts, Books of <i>siirah</i> , course books, digital devices, reference materials/online sources	Narrating the event of the birth of the Prophet (S.A.W) to other siblings and family members
Islamic Festivals	Jum'ah	Written assessment and oral assessment, portfolio assessment, observation	Resource person, Course books, digital devices, reference materials/online sources, Colour, crayons, manila, papers, brooms, water	Participating in congregational <i>Jum'ah</i> prayers

