

ISLAMIC STUDIES CURRICULUM FOR PRIMARY THREE

1ST TERM

WEEK	PERIOD	MODULE/TOPIC	OBJECTIVES	Contents	Tr's ACTIVITIES	PUPILS ACTIVITIES	TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
1	2	Revision of Arabic Letters with <i>fathah</i>	By the end of the lesson, Pupils should be able to: (i) Pronounce the letters of the alphabet with the vowel " <i>fathah</i> " from أ to ض . (ii) Identify each letters from أ to P (iii) Write the letter with <i>fathah</i> from أ to ض. (iv) Pronounce the two-letter words		(i) Teacher writes the letters boldly on the chalkboard. (ii) He pronounces the letters with <i>fathah</i> aloud and asks pupils to do so after him. (iii) Uses flash cards to guide pupils to recognise and identify the letters. (iv) Guides pupils as they write the letters with <i>fathah</i> on the board/in their exercise books	(1) Pupils listen to teacher's pronunciation attentively. (2) Pronounce the letters with <i>fathah</i> as correctly as their teacher pronounces them. (3) Identify the letters with <i>fathah</i> (4) Write the letters with <i>fathah</i> correctly as they were taught. (5) Form two-letter words. (6) Pronounce the two-letter words	(1) A Cardboard that displays the letter with <i>fathah</i> boldly. (2) Flash cards on which the letters with <i>fathah</i> are written boldly. (3) Information Technology Devices. (4) Flash cards which contain two-letter words.	By the end of the lesson, Pupils should: (1) Pronounce the letters with <i>fathah</i> from أ to ض (2) Identify the letters with the vowel " <i>fathah</i> " (3) Write the letters with <i>fathah</i> correctly on the chalkboard. (4) Write and pronounce two-letter words with <i>fathah</i> .
2	2	Revision of Arabic Letters with <i>fathah</i>	(i) Pronounce the letters with <i>fathah</i> vowel from ط to و (ii) Identify the letters with <i>fathah</i> from		As in the previous week.	As in the previous week.	As in the previous week.	(1) Pronounce the letters with <i>fathah</i> from ط to و (2) Identify the letters with the

			(iii) Write the letters with <i>fathah</i> from ط to و					vowel " <i>fathah</i> ". (3) Write the letters with <i>fathah</i> correctly on the chalkboard.
3	2	<i>Sūrah al-Kawthar</i>	Pupils should be able to: (1) Recite the <i>Sūrah</i> correctly. (2) Identify the difficult words and repeat their pronunciation correctly	Transliteration Version <i>Sūrah al-Kawthar</i> (1) Bismillahi al-Rah-man al-Rahim. <i>Inna a'ataynaka al-Kauthar.</i> (2) <i>Fasal LiRabbika Wanhar.</i> (3) <i>Inna shaniaka huwa al-abtar.</i>	(1) Recites <i>Sūrah al-Kawthar</i> slowly word by word. (2) Asks the pupils to read it the way he does. (3) Points out the difficult words and pronounces them word by word. (4) Recites the <i>sūrah āyah</i> (verse) by <i>āyah</i> .	(1) Listen to the teacher's recitation attentively. (2) Recite after the teacher collectively. (3) Recite after the teacher individually. (4) Pronounce the difficult words repeatedly.	(1) A copy of the Glorious Quran (2) Recorded CD, Cassette etc. (3) Cardboard that contains transliteration version of the <i>sūrah</i> . (4) Flash cards that contains difficult words from the <i>sūrah</i> .	Pupils to: (1) Recite the <i>Sūrah</i> . (2) Identify some words of the <i>Sūrah</i> on the flashcard and chalkboard.
4	2	<i>Sūrah al-Kawthar.</i>	Pupils should be able to: (i) Memorize <i>Sūrah al-Kawthar</i> . (ii) Recite <i>Sūrah al-Kawthar</i> correctly off-hand. (iii) Identify the chapter <i>Sūrah al-Kawthar</i> in the Holy Quran.	<i>Sūrah al-kauthar</i> chapter 108 of Holy Quran. It consists of three verses. As in the previous week.	(1) Teacher writes the transliteration <i>Sūrah al-Kawthar</i> on the chalkboard. (2) Recites <i>Sūrah al-Kawthar</i> slowly word by word. (3) Asks the pupils to recite the <i>Sūrah</i> after him the way he does.	(1) Listen to the teacher's recitation attentively (2) Recite after the teacher collectively. (3) Recite the <i>sūrah</i> one after the other. (4) Mention the chapter's number in Holy Qur'an and its verses	As in the previous week.	Pupils to: (i) Identify the chapter's number in Holy Quran (ii) Recite the <i>sūrah</i> by heart.

					(4) Guides the pupils in memorising the <i>sūrah- " Sūrah al-Kawthar"</i> .			
5	2	<i>Asmaullahi al-husna</i> . (No 11-15)	Pupils should be able to: (1) Recite the five names of Allāh listed under content. (2) Read the meanings of the names of Allāh (11-15) in English. (3) Commit the names into memory	(i) Al-Mutakabbir - (The Majesty) (ii) Al-Khāliq – (The creator) (iii) Al-Barr- (The Evolver) (iv) Al-Muṣawwir- (The Fashioner) (v) Al-Ghaffār (The Forgiver).	(1) Write the five names of Allāh as listed under content in transliterate on the chalkboard. (ii) Writes the meaning of the names in front of the transliteration text. (iii) Explains the meaning and importance of the each of the names. (4) Guides pupils through repeated recitation to learn them by heart.	(1) Listen attentively to how each name is pronounced. (2) Recite the names after the teacher. (3) Recite the names individually or in group. (4) Repeatedly recite the names to memorise them.	(1) Cardboard on which the names are written in transliteration with their English Meanings (2) an audio clip of the names in Cassette, CD MP etc.	Pupils to: (1) Recite the fire <i>asmaullahi al-husna</i> under content. (2) Read the meanings of these names in English (3) Commit the names into memory.
6	2	<i>Asmaullah al-husnā</i> (16-20)	Pupils should be able to: (1) Recite the five names of Allāh listed under content. (2) Read the meaning of the names of Allāh	(i) Al-Qahhāār- (The Subduer) (ii) Al-Wahhāab – (The Bestower) (iii) Al-Fattāh (The Opener) (iv) Ar – Razzāaq (The Enricher)	As in the previous week	As in the previous week	As in the previous week	As in the previous week

			in English as listed under content. (3) Commit the names to memory.	(v) Al – ‘Alīm (The All-knowing)				
7		Mid – Term Examination and Break						
8	2	Things that spoil <i>ṣalāh</i> (Prayer)	Pupils should be able to: (1) Mention things that spoil <i>ṣalāh</i> . (2) Give the reasons why they spoil <i>al-ṣalāh</i> . (3) State the need for full concentration in prayer.	Things that spoil <i>ṣalāh</i> . (1) Abandoning of any of the conditions’ governing performance of prayer. (2) Omission of any of the obligation steps of prayer (3) Omission of any emphatic sunnah steps deliberately. (4) Deliberate eating or drinking. (5) Unnecessary utterances or actions deliberately done. (6) Adding deliberately any of the prayer actions or utterances, which are not required to be	(1) Explains to pupils that one’s salat can spoil. (2) Lists things that could spoil salat as contained in the content. (3) Asks the pupils to mention those things that spoil salat. (4) Asks the pupils to copy the things into their exercise books	(1) Listen attentively to the explanation of the teacher on those things that could spoil prayer. (2) Read the things that spoil <i>ṣalāh</i> . (3) Write the things as contained in their exercise books. (4) Explain how lack of concentration can be identified in prayer.	(1) A cardboard or chart - Containing the picture shows the acts of things that spoil <i>al-ṣalāh</i> . (2) A cardboard containing the list of what could spoil <i>ṣalāh</i> .	Pupils to: (1) Mention things that spoil <i>ṣalāh</i> . (2) State the need for concentration in prayer.

				added. (7) Abandoning the <i>Qiblah</i> . (8) When ablution is vitiated.				
9	2	Life of Prophet Muhammad (SAW) and His prophet-hood.	(1) Explain why people loved and respected the Prophet before his call to prophet-hood. (2) Explain why the Prophet went to the cave of Hira and his experience when the first revelation came to him.	(1) Prophet Muhammad's honesty earned him respect among people. (2) The Prophet avoided bad company and he was always in search of the truth. (3) Allāh gave the prophet the qualities of good human relation. (4) Prophet Muhammad's research for truth led him to engaging in the Cave <i>Hira</i> where he received the first revelation.	(1) Guides the pupils through discussion or lecture to know that Allāh gave the Prophet qualities of good human relations. (2) Recalls the Prophet's judgement over the placing of <i>Hajar al-Aswad</i> . (3) Tells pupils how the Prophet searched for the truth in the Cave of <i>Hira</i> for the meditation, where he received the first revelation (4) Explains how the first revelation came using Qur'an 96:1-5.	(1) Listen attentively (2) Ask questions to clarify ideas. (3) Name the places where Cave <i>Hira</i> and Abbysinia are located today.	(1) Picture of Cave <i>Hira</i> . (2) Picture of the <i>Ka'bah</i> (3) Picture of <i>Hajar al-Aswad</i> . (4) A copy of the Glorious Qur'an.	Pupils to: (1) Explain why people loved and respected the Prophet before his prophet-hood (2) Explain why the Prophet went to the Cave <i>Hira</i> and his experience when the first revelation came to him.
10	2	Importance of Human relation and mutual co-	Pupils should be able to: (1) Explain the	(1) Meaning of obedience to parents	(1) Explains to Pupils Obedience to	(1) Listen attentively to the teacher	(1) Copy of Glorious Qur'an (2) Information	Pupils to: (1) Explain the ways to obey

		operation in Islām	term “obedience” to parents (2) Mention reasons for obedience to parents. (3) State the acts of obedience to parents.	(2) Reasons for obedience to parents. (3) How to show obedience to parents in line with Qur’an injunction Q17.23. (4) Some acts of obedience to parents mentioned Q17.23. (i) Kindness to parents. (ii) Good utterances (iii) Respect to parents (iv) Taking care of them during their old age (v) Praying for them during their life time and after their departure.	parents (2) Highlights to pupils reasons for obedience to parents (Q31Vs13) (3) Reads the content6 of Q17vs23 on how to show obedience to parents. (4) Identifies some acts of obedience to parents in Quranic verses (Q17vs23).	explanation on obedience to parents. (2) Mention reasons for obedience to parents. (3) Read the Qur’an verse that illustrates obedience to parents. (4) State some acts of obedience to parents.	Technology Devices etc.	their parents. (2) State reasons for obedience to their parents (3) Point out some acts of obedience to parents.
11	REVISION							
12	EXAMINATION							

ISLAMIC STUDIES CURRICULUM FOR PRIMARY THREE

2ND TERM

WEEK	PERIOD	MODULE/TOPIC	OBJECTIVES	Contents	Tr's ACTIVITIES	PUPILS ACTIVITIES	TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
1	2	Introduction of (I) <i>Alif</i> as consonant and prolongation of vowel	By the end of the lesson pupils should be able to: (1) Identify and pronounce the letters in their different forms. (2) Identify and pronounce (I) <i>alif</i> as prolongation of vowel " <i>fathah</i> " (--) (3) pronounce (I) <i>alif</i> with other consonants and the vowel <i>fathah</i> (-). (4) Form meaningful words with prolongation letter (I) <i>alif</i> and pronounce.	Form of letters: (1) (2) Prolongation letters are three, These are: <i>Alif</i> , <i>wā'w</i> and <i>yā'u</i> while <i>alif</i> goes with <i>fathah</i> , <i>wā'u</i> goes with <i>dummah</i> and <i>Yaw</i> goes with <i>Kasrah</i> . (3) Prolongation letter <i>alif</i> (i) with other consonant letters and vowel <i>fathah</i> Thus: (4) Formation of meaningful words with prolongation letter <i>Alif</i> (I) <i>Bābun</i>	(1) Writes some letters in different forms for identification and recognition. (2) Explains the three prolongation letters with their vowels. (3) Forms the consonant letters with prolongation letter <i>alif</i> and vowel. (4) Introduces some words with prolongation letter.	(1) Identify the letters in different forms. (2) Pronounce the three letters of prolongation and their vowels. (3) Identify the two letters in their different forms (4) Write and pronounce the meaningful words with prolongation letter.	(1) The two letters written boldly on cardboard as consonant and prolongation of vowel (2) The chalkboard.	(1) Identify and pronounce letters in their different forms. (2) Mention the three prolongation letters (3) Pronounce the two-letter words (4) Pronounce the meaning words

				<i>Tājun</i>				
2	2	Introduction of <i>wā'u</i> as consonant and prolongation of vowel.	Pupils should be able to: (1) Identify and pronounce the letters in their different forms (2) Identify <i>wā'u</i> as prolongation letter with vowel <i>dammah</i> (3) Pronounce <i>wā'u</i> with other consonant letters and vowel <i>dammah</i> (4) Form meaningful words with prolongation letter <i>wā'u</i> .	(1) Prolongation of letter <i>wā'u</i> and other consonant with vowel <i>dummah</i> (2) Formation of words with prolongation letter <i>wā'u</i> e.g <i>Jū'un</i> (3) Form of letters in different ways: (4) Prolongation letter " <i>wā'u</i> " goes with vowel " <i>dummah</i> "	As in the previous week	As in the previous week	As in the previous week	(1) Identify and pronounce letters in their different forms. (2) Identify and pronounce the prolongation <i>wā'u</i> with vowel. (3) Pronounce two-letter words with prolongation letter <i>wā'u</i> (4) Write and pronounce words with prolongation letter <i>wā'u</i> .
3	2	Introduction of <i>yā'u</i> as consonant and prolongation of vowel.	Pupils should be able to: (1) identify letters in different forms. (2) Identify and pronounce " <i>yā'u</i> " as prolongation of vowel <i>kasrah</i> . (3) Pronounce " <i>yā'u</i> " with other consonant letters and <i>Kasrah</i> vowel.	(1) Forms of letters: (2) Prolongation letter " <i>yā'u</i> " goes with vowel " <i>kasrah</i> ". (3) Prolongation letter with other consonant letters. (4) Formation of meaningful	As in the previous week.	As in the previous week.	As in the previous week.	(1) Identify the letter in different forms. (2) Pronounce prolongation with vowel. (3) Pronounce two letters words with prolongation letter <i>yā'u</i> . (4) Write and pronounce three letter words with

			(4) From meaningful words with prolongation letter “yā’u”.	words.				prolongation letter.
4	2	<i>Sūrah al-Mā’ūn</i> (Recitation)	Pupils should be able to: (1) Recite the <i>Sūrah</i> correctly. (2) Pronounce the difficult words in the <i>sūrah</i> correctly.	(1) Transliteration of <i>Sūrah al-Mā’ūn</i> : Bismillah al-Rahmān al-Rahīm. 1) Ara’ayta al-ladhi yukadhdhibu bi al-dīn. (2) Fadhālika al-ladhi yadu’u al-yatīma. (3) Wa la yahuddu ‘alā ta ‘āmi al-miskīn. (4) Fawaylun li al-muswalin. (5) Al-ladhina hum an salati-him sāhūn. (6) Wa a l-ladhina num yurā’ūn. (7) Wa yamna’ū na al-Mā’ūn.	Introduces the <i>sūrah</i> to the pupils by explaining the revelation of the <i>Sūrah</i> and its application. (1) Writes the transliteration of the <i>sūrah</i> on the chalkboard (2) Recites the <i>sūrah</i> slowly (3) Writes the difficult words in <i>sūrah</i> on the cardboard and fix it on the board. (4) Listens to pupils’ recitation and identifies the mispronounced words.	Ask questions on significance of the <i>Sūrah</i> to human activities. (1) Listen attentively to the teacher’s recitation. (2) Repeat the <i>sūrah</i> after the teacher. (3) Recite the <i>sūrah</i> in group and individually (4) Repeat the mispronounced words after the teacher	(1) Cardboard on which the transliteration of <i>Sūrah al-Mā’ūn</i> is written (2) Teacher’s copy of the Glorious Qur’an. (3) An audio clip of the <i>sūrah</i> in cassette, CD, MP etc.	Pupils to: (1) Recite the <i>sūrah</i> correctly. (2) Pronounce the difficult words in the <i>sūrah</i> correctly.
5	2	Memorization of <i>Sūrah- al-Mā’ūn</i> .	Pupils should be able to: (1) Mention the number of verses in <i>Sūrah al-Mā’ūn</i> (2) Recite correctly <i>Sūrah- al-Mā’ūn</i>	As in the previous week	(1) Writes the <i>sūrah</i> in transliteration on the cardboard and fix it on the chalkboard (2) Recites the <i>sūrah</i> slowly.	(1) Listen attentively to the teacher’s recitation (2) Recite the <i>sūrah</i> repeatedly in group. (3) Recite the	As in the previous week.	Pupils to: (1) Mention the verses of <i>Sūrah al-Mā’ūn</i> (2) Recite <i>Sūrah al-Mā’ūn</i> by heart.

			verse after the verse. (3) Commit the Sūrah to memory.		(3) Asks the pupils to read after the teacher. (4) Listens to pupils recitation in group and individually.	<i>sūrah</i> individually by heart.		
6	2	Belief in Angels.	Pupils should be able to: (1) Explain that Angels are creatures of Allāh, created from light. (2) Recall the names of the Angels learnt. (3) Point out the specific duties of the Angels.	(1) Angels are creatures of Allāh made up of light. Some of the Angels are: Jubril Mikail, Ridwan Atid, Malak al-Maut (Asrail). Munkar, Naklr and Asrafil. (2) Their functions and specific duties e.g. Carrying messages to prophets and messengers of Allāh. - Discharging other duties as maybe assigned to them by Allāh, etc.	(1) Mentions the articles of faith (2) Calls pupils' attention to believe in Angels (3) Mentions the names of some Angels. (4) Writes these names on the chalkboard. (5) Explains the major and specific functions or duties of Angels.	(1) Mention the articles of faith. (2) Mention the names of some Angels. (3) Mention their duties.	(1) Chalkboard. (2) Flash card containing the names of the Angels. (3) Likely pictures of Angels.	Pupils to: (1) Explain the Angels are creatures of Allāh, created from light (2) Recall the name of the Angels learnt. (3) Point out the specific duties of the Angels.
7	Mid Term Examination and Break							
8	2	<i>Tayammam</i> (Dry Ablution)	Pupils should be able to: (1) State the meaning of <i>tayammam</i> . (2) Explain the circumstances	(1) Meaning of <i>tayammam</i> . (2) Purpose of <i>tayammam</i> . (3) Circumstances under which <i>tayammam</i> is	(1) Explains the meaning of <i>tayammam</i> . (2) Explains why <i>tayammam</i> is performed e.g: When there is no	(1) Listen attentively to the explanation of the teacher on what <i>Tayammum</i> is performed. (2) Watch the	- Sand - Stone - Soil Etc	Ask the pupils to: (1) State the meaning of <i>Tayammam</i> (2) Explain the circumstance

			<p>under which <i>tayammam</i> is performed.</p> <p>(3) Demonstrate how <i>tayammam</i> is performed.</p> <p>(4) Mention what spoils <i>tayammam</i>.</p> <p>(5) State items with which <i>Tayammam</i> can be performed.</p>	<p>performed.</p> <p>(4) Practical demonstration on the performance of <i>tayammam</i>.</p> <p>(5) What spoils <i>tayammam</i>.</p>	<p>water or when one cannot use water.</p> <p>(3) Takes pupils outside the classroom to show them how to perform <i>tayammam</i>.</p> <p>(4) Lists the things that spoil <i>tayammam</i>.</p>	<p>practical demonstration how <i>tayammam</i> is done.</p> <p>(3) Perform <i>tayammam</i> in turn.</p> <p>(4) Read what spoils <i>tayammam</i> one after the other.</p> <p>(5) List the item with which <i>Tayammam</i> can be performed</p>		<p>under which <i>tayammam</i> is performed</p> <p>(3) Demonstrate how <i>Tayammam</i> is performed</p> <p>(4) Mention what spoils <i>Tayammam</i>.</p> <p>(5) List item with which <i>Tayammam</i> can be performed</p>
9	2	Life of Prophet Muhammad (S AW): Factors that led to his Hijrah	<p>Pupils should be able to:</p> <p>(1) Explain the opposition of the unbelievers of Makkah to the message sent by Allāh to Prophet Muhammad.</p> <p>(2) Recall some of the ways the Prophet and the Muslims were persecuted by the unbelievers of Makkah.</p> <p>(5) Mention the circumstances that led to Migration to Abbyssinia, how they were</p>	<p>(1) Opposition by the Makkan unbelievers.</p> <p>(2) Forms of persecutions from Makkah unbelievers.</p> <p>(3) Muslims' patience and endurance.</p> <p>(4) Flight to Abbyssinia</p> <p>(5) Migration to Yathrib (Madinah).</p>	<p>(1) Discusses the stages followed by the Prophet to deliver the divine message</p> <ul style="list-style-type: none"> - Among his family - Among the public and people close to him. <p>(2) Informs the pupils of how the Muslims were persecuted.</p> <p>(3) Discusses the various forms of persecution met by the Muslims, especially what happened to Bilal and the family of Yasir.</p> <p>(4) discusses the</p>	<p>(1) Identify the ways Muslims are persecuted today.</p> <p>(2) Mention the ways Muslims can promote the teachings of Prophet Muhammad (SAW)</p> <p>(3) Mention some important places in Madinah.</p> <p>(4) Participate in class discussion.</p>	<p>(1) Map of Saudi Arabia; showing Makkah, Madinah and Abbyssinia (Ethiopia)</p> <p>(2) Mobile phone with video show of the message by the Prophet (Muhammad – SAW).</p>	<p>Pupils to:</p> <p>(1) Explain the opposition of the unbelievers of Makkah to the message sent by Allāh to Prophet Muhammad.</p> <p>(2) Recall some of the ways the Prophet and the Muslims were persecuted by the Unbelievers of Makkah.</p> <p>(3) Mention the circumstances that led to migration to Abbyssinia and how they were received and</p>

			received and their patience in the face of persecution.		migration to Abbysinia (5) Describes the migration to Yathrib. Explain how Ummah was established in Madinah (Yathrib)			their patience in the face of persecution
10	2	Importance of Human Relation and Mutual cooperation in Islam.	Pupils should be able to: (1) Explain why they should cooperate with people. (2) Identify the people they should co-operate with. (3) Mention the people they should be obedient to. (4) State acts of kindness to people.	(1) Kindness to: - Parents - Elders - Fellow children - Other Creatures. (2) Illustration on how to co-operate with the people around us. (3) Explain obedience to the people. (4) Some acts of kindness to the people.	(1) Explains the importance of human relation. (2) Narrates examples of punctuality and obedience. (3) Discusses the ways through which obedience can be shown i.e through love and respect. (4) Enumerates the acts of kindness; - Greeting - Cheerfulness - doing things that will make people happy.	(1) Listen to the teacher's explanation. (2) Mention why they should cooperate with people like parents, teachers, elders and leaders. (3) Demonstrate acts of kindness in a play.	Holy Qur'an Q2 vs /77 (2) Information Technology Device etc.	Pupils to: (1) Explain why they should co-operate with the people. (2) Identify the people they should be obedient to. (3) Point out an act of kindness.
11	2		Revision					
12			Examination					

ISLAMIC STUDIES CURRICULUM FOR PRIMARY THREE

3RD TERM

WEEK	PERIOD	MODULE/TOPIC	OBJECTIVES	Contents	Tr's ACTIVITIES	PUPILS ACTIVITIES	TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
1	2	Introduction to <i>Tanwin</i> .	By the end of the lesson pupils should be able to: (1) Pronounce <i>Tanwin</i> with vowel "Fathatāni". (2) Identify Tanwin with vowel "Fathatāni" (3) Copy letters with Tanwin vowel "Fathatāni" (َ) (4) Use Tanwin in words and pronounce them correctly.	(1) At-tanwin with vowel "Fathatani" (2) Letters with Tanwin (3) Use of Tanwin in words <i>Baytan</i> (4) Tanwin with vowel fathatāni sound is pronounced as /an/.	(1) Explains Tanwin as in the content. (2) Writes three words on the chalkboard with tanwin. (3) Pronounces the Tanwin. (4) Guides the pupils to pronounce the tanwin many times. (5) Guides pupils to pronounce similar words they could generate.	(1) Listen to the Pronunciation of the tanwin. (2) Pronounce words with Tanwin after the teacher. (3) Repeat the pronunciation many times. (4) Copy the words with Tanwin.	Cardboard containing various combinations with Tanwin. (2) Flash card with different vowels of Tanwin.	(1) Identify Tanwin with vowel in the content. (2) Pronounce Tanwin with vowels in the content. (3) Pronounce words with Tanwin correctly. (4) Copy letters with tanwin.
2	2	Introduction to Tanwin	Pupils should be able to: (1) Pronounce Tanwin with vowel "Kasratāni" (2) Identify Tanwin with vowel	(1) Al-Tanwin with vowel "Kasrah" that is: (2) Letters with Tanwin:	As in the previous week.	As in the previous week	As in the previous week	As in the previous week.

			<p>Kasratāni (ُ)</p> <p>(3) Copy letters with Tanwin vowel "Kasratāni"</p> <p>(4) Use Tanwin in words and pronounce them correctly.</p>	<p>(3) Use of Tanwin in words: <u>Birin</u></p> <p><u>Basin</u></p> <p>(4) Tanwin with Kasratāni vowel is pronounced as: /in/</p>				
3	2	Introduction to Tanwin	<p>Pupils should be able to:</p> <p>1. pronounce Tanwin with vowel "dummatāni"</p> <p>ُ</p> <p>(2) Identify Tanwin with vowel "dummatāni"</p> <p>(3) Copy letter with Tanwin vowel "dummatāni"</p> <p>(4) Use Tanwin in words and pronounce correctly.</p>	<p>(1) At-tanwin with vowel "dummatāni"</p> <p>(2) Letter with Tanwin vowel "dummatāni"</p> <p>(3) Uses of Tanwin in words: <u>Marun</u></p> <p><u>Babun</u></p> <p>(4) Tanwin with <u>dummahtāni</u> It is pronounced as: /un/</p>	As in the previous week	As in the previous week	As in the previous week	As in the previous week
4	2	<i>Sūrah Quraysh.</i>	<p>Pupils should be able to:</p> <p>(1) Recite The <i>Sūrah</i> correctly.</p> <p>(2) Write the</p>	<p>Transliteration version of <i>Sūrah Quraysh</i>: Bismillah al-Rahman al-Rahim.</p>	<p>(1) Recites <i>Sūrah Quraysh</i> slowly word by word to pupils' hearings.</p> <p>(2) Asks the pupils to read it the way he does.</p> <p>(3) Writes the <i>sūrah</i> in</p>	<p>(1) Listen to the recitation of the teacher attentively.</p> <p>(2) Recite the <i>sūrah</i> in groups</p>	<p>(1) Teacher's copy of the Glorious Quran.</p> <p>(2) A cardboard with text of <i>Sūrah Quraysh</i> on it.</p> <p>(3) An audio clip of the</p>	<p>(1) Identify the verses of <i>Sūrah Quraysh</i></p> <p>(2) Recite the <i>Sūrah</i> correctly</p> <p>(3) Write the</p>

			transliteration of the <i>sūrah</i> legibly. (3) Identify the number of verses in <i>Sūrah Quraysh</i> . (4) Mention the circumstances that one can read the <i>sūrah</i> .	(1) <i>Li ilāfi Quraysh</i> (2) <i>ilāfihim rihlata al-shitā'i wa al-sayfi.</i> (3) <i>Fali-ya'abdū rabba hādha al-bayti.</i> (4) <i>Al-ladhi at'amahum min jū'in wa āma nahum min Khawfi.</i>	transliteration on the chalkboard or fixed an already prepared cardboard with the transliteration of the <i>Sūrah</i> on the chalkboard	and individually (3) Write the transliteration of the <i>sūrah</i> into their exercise books.	<i>sūrah</i> in cassette, CD, MP etc.	<i>Sūrah Quraysh</i> legibly.
5	2	<i>Sūrah-Quraysh</i>	Pupils should be able to: (1) Recite the <i>sūrah</i> correctly (2) Commit the <i>sūrah</i> into their memory. (3) Pronounce the difficult words in the <i>sūrah</i> correctly.	As in the previous week	(1) Recites <i>Sūrah al-Quraysh</i> to the pupils hearings several times (2) Asks them to read after him as he does (3) Guides the pupils in memorizing the <i>sūrah</i> verse by verse.	(1) Listen to the teacher recitation attentively (2) Recite the <i>sūrah</i> in group and individually (3) Commit the <i>sūrah</i> into their memory verse by verse.	As in the previous week.	Pupils to: (1) Recite the <i>sūrah</i> correctly. (2) Commit the <i>sūrah</i> into their memory (3) Pronounce the difficult words in the <i>sūrah</i> correctly.
6	2	Jinn and Shayṭān	Pupils should be able to: (1) Explain that Jirin is a kind of supernatural creature of Allāh. (2) Say that Allāh created Jinn from fire. (3) Mention the likeness and differences	(1) Jinn is another kind of supernatural creature of Allāh. (2) They were created from fire (Qur'an 15:27) (3) They receive revelation through Allāh's messengers	(1) Lead the pupils through discussion to know who Jirin are, what they are created from, similarities/differences between them and human beings. (2) Discusses Shayṭān and his link with Jinn, his position among the Angels before his disobedience to Allāh.	(1) Listen attentively to teachers discussion on the topic. (2) Learn to say "Audhubillahi-Mina-Shayṭānir-Rajim. (3) Identify some Shayṭānic	(1) Cardboard showing picture of a man or woman being used by Shayṭān (2) Cardboard showing how people are being manipulated by Shayṭān such as: Fighting, drinking alcohol etc.	Pupils to: (1) Explain that jinn is a kind of supernatural creature of Allāh. (2) Say that Allāh created Jinn from fire. (3) Mention the likeness and differences

			<p>between human beings and Jinn. (4) Explain that Shayṭān is of Jinn: (5) Explain the position of Shayṭān before the creation of Adam and why Shayṭān became accursed.</p>	<p>(Qur'an 46:29-31) (4) Shayṭān of the Jinn was created from fire (5) Shayṭān of the Jinn held an important position among the angels before the creation of Adam (AS) (6) He disobeyed Allāh by refusing to prostrate before Adam as ordered by Allāh. (7) Became accursed and driven out of Al-Jannah.</p>	(3) Explains the fate of Shayṭān	behaviours of today.		<p>between human beings and Jinn (4) Explain that Shayṭān is of Jinn. (5) Explain the position of Shayṭān before the creation of Adam and why Shayṭān became accursed.</p>
7		Mid – Term Examination and Break						
8	2	Ṣalāh al-Jum'ah (Friday Prayer)	<p>Pupils should be able to: (1) Explain the meaning of Ṣalāh -al-Jum'ah (2) Mention the conditions governing its obligation. (3) State when and how it is</p>	<p>(1) Meaning of Ṣalāh al-Jum'ah. (2) Differences between Ṣalāh al-Jum'ah and others prayers (3) Number of it raka'ah (4) How it is performed. (5) Conditions governing its</p>	<p>(1) Explains to the pupils that Ṣalāh al-Jum'ah is an obligatory prayer and that it has two raka'ah. (2) Tells the pupils what differentiate if from other prayers. (3) Mention the conditions governing its obligation. (4) Quotes relevant verses from the Qur'an.</p>	<p>(1) Listen attentively to the teacher's presentation (2) Ask questions to clear any issue not understood. (3) Mention where your Jum'ah</p>	<p>(1) Video clip of how Ṣalāh al-Jum'ah is performed. (2) The picture of a mosque</p>	<p>Pupils to: (1) Explain the meaning of Ṣalāh al-Jum'ah. (2) Mention the conditions governing its obligation. (3) Show how it is performed and when.</p>

			<p>performed.</p> <p>(4) Mention the number of its <i>raka'ah</i></p> <p>(5) Those eligible to perform it.</p> <p>(6) State the importance of Jumu'ah prayer as a unifying factor.</p>	<p>obligation (Q62:9-11)</p> <p>(6) Reading of <i>khutbah</i> (sermon) by the Imam</p>	<p>(5) Tells them that anyone who could not attend <i>Ṣalāh al-Jum'ah</i> should observe Zuhr.</p> <p>(6) State the importance of <i>Jum'ah</i> prayer</p>	<p>Mosque is located.</p> <p>(4) Explain how prayer is performed at Jumu'ah mosque.</p> <p>(5) Dramatize how the Imam leads the prayer.</p>		<p>(4) State the number of its <i>raka'ah</i></p> <p>(5) State the importance of Jumu'ah prayer</p>
9	2	<p><i>Hijrah</i> of the Prophet Muhammad (SAW) to Madinah and the establishment of the Ummah</p>	<p>Pupils should be able to:</p> <p>(1) Explain the circumstances that led to migration to Abyssinia and how they were received</p> <p>(2) Recall the Muslims patient in the face of persecution.</p> <p>(3) State what led the Hijrah of Muslim to Yathrib.</p> <p>(4) Explain how <i>Ummah</i> (Muslim community) was established in Madinah (Yathrib)</p>	<p>(1) Prophet Muhammad's honesty earned him respect among people</p> <p>(2) The Prophet avoided bad company and he was always in search of the truth</p> <p>(3) Allāh gave the Prophet the qualities of good human relation.</p> <p>(4) Prophet Muhammad's search for truth led him to engaging in meditation in the cave of Hira where he received the first revelation.</p>	<p>(1) Guides the pupils through discussion to know that Allāh gave the Prophet qualities of good human relations.</p> <p>(2) Recalls Prophet's Judgment over the placing of <i>Hajar al – Aswad</i>.</p> <p>(3) Tells the Pupils how the Prophet's search for the cave of Hira for meditation, where he received the first revelation.</p> <p>(4) Explain how the first revelation came using Q96:1-5</p>	<p>(1) Listen attentively</p> <p>(2) Ask questions to clarify ideas.</p> <p>(3) Name the place where Cave Hira' and Abyssinia are located today.</p> <p>(4) Identify the ways Muslims are persecuted today.</p> <p>(5) Mention the ways Muslims can promote the teachings of Prophet Muhammad (SAW).</p>	<p>(1) Pictures of the cave of Hira'.</p> <p>(2) Pictures of the <i>Ka'bah</i></p> <p>(3) Pictures of <i>Hajar al-Aswad</i></p> <p>(4) A copy of Glorious Qur'an</p> <p>(5) Map of Saudi Arabia, showing Makkah, Madinah and Abyssinia (Ethiopia)</p>	<p>Pupils to:</p> <p>(1) Explain why people love and respect the Prophet before his call to Prophethood.</p> <p>(2) Explain why the Prophet vent to the cave of Hira' and his experience when the first revelation came to him.</p> <p>(3) Describe his experience when the first revelation came to him</p> <p>(4) Explain the opposition of the Unbelievers of</p>

								Makkah to the message sent by Allāh to Prophet Muhammad (5) State some of the ways the Prophet and the Muslims were persecuted by the Unbelievers of Makkah.
10	2	Importance of Human Relation and Mutual co-operation in Islam. (Modesty)	Pupils should be able to: (1) Explain the term modesty in Islam. (2) Highlight the acts of modesty (3) State the significance of modesty acts (4) Recite Qur'anic verses on modesty.	(1) Meaning of modesty: This is the act of not showing off the body or not boasting about oneself. (2) Some acts of modesty: (i) By keeping chastity (ii) By dressing moderately (iii) By shunning adultery and fornication. (2) Significance (i) It earns respect (ii) It makes people love you (iii) It makes one a pious before God.	(1) Explains the term-modesty. (2) Illustrate the acts of modesty (3) Explains the importance of modesty in the society. (4) Recites and explains the Qur'an verses on modesty. Q24:30-32	(1) Listen to the teacher's explanation attentively. (2) Mention why they live a modesty life in the society. (3) Demonstrate acts of modesty in role-playing. (4) Recite Qur'an verses on modesty (5) Identify the lessons of modesty in the verses.	(1) Copy of Glorious Qur'an. (2) Picture of Immorality dressing. (3) Information Technology Device etc.	Pupils to: (1) Explain the term modesty. (2) Mention act of modesty (3) Identify the importance of modesty (4) Recite Qur'an verses on modesty acts.

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