



**LAGOS STATE GOVERNMENT**  
**MINISTRY OF EDUCATION**

Religion Studies (CRS/IRS)

**UNIFIED  
SCHEMES  
OF WORK**

**FOR**

**PRIMARY SCHOOLS**  
**(PRIMARY 4-6)**

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# Term 1 Primary 4



## LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS CHRISTIAN RELIGIOUS STUDIES PRIMARY FOUR FIRST TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	God speaks to us	By the end of the lesson, pupils should be able to: 1. Mention ways through which God speaks to us 2. Identify the purpose of God speaking to us 3. Narrate how God speaks to Jacob	Pupils in small groups take turn to read the bible passages.  Pupils as individual mention ways God speaks to us.  Pupils in small groups discuss how God speaks to Jacob and share with class.	Communication and collaboration  Creativity and imagination  Critical thinking and problem solving.	Holy bible Ex. 33:11 Num. 12:6-8 1 Sam 3:3-13 Gen. 32:22-32 Pictures of people in the bible receiving God's message e.g. Jacob. <a href="http://www.bibleub.com">www.bibleub.com</a> God speaks to us
2	Attitude to show when God speaks	By the end of the lesson, pupils should be able to: 1. Explain the word attitude 2. Discuss what should be our attitude when God speaks to us 3. State the reasons God speaking to us.	Pupils as individual explain the word attitude.  Pupils in small groups think about what should be our attitude when God speaks to us.  Pupils as a class discuss the reason why God speaking to us.	Communication and collaboration  Creativity and imagination  Critical thinking and problem solving.	Holy bible 1 Kings 19:11-13 <a href="http://www.bibleub.com">www.bibleub.com</a> Attitude to show when God speaks
3	We are all children of God	By the end of the lesson, pupils should be able to: 1. Explain how we are children of God. 2. Explain what it means to be in Christ. 3. Discuss what should be a model family	Pupils in small groups discuss how members of the same family should behave to one another e.g parent to children.  Pupils as individual memorize this passage Mk 12:29-31  Pupils in pairs dramatize a model family.	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Jn. 1:12-3 Matt 5:21-24 Acts 17:3-10 II Cor. 5:17 <a href="http://www.bibleub.com">www.bibleub.com</a> Pictures of model family. We are all children of God
4	We are children of one father	By the end of the lesson, pupils should be able to: i. Explain how we are all children of one father the creator of us all. ii. Describe what should be the right attitude to one another as member of one family iii. Discuss the importance of living in peace with one another irrespective of our religion.	Pupils as a class discuss the fatherhood god and the brotherhood of man.  Pupils in small groups figure out what should be the attitude of children on one father.  Pupils as a class discuss the importance of living in peace, irrespective of our religion, because we are from one father.	Communication and collaboration  Critical thinking and problem solving  Creativity and Imagination.	Holy bible Jn. 17:21 1 Jn. 4:7 Heb 12:14 Rom 12:18 <a href="http://www.bibleub.com">www.bibleub.com</a> We are children of one father
5	God calls His people	By the end of the lesson, pupils should be able to: 1. Explain why God calls his people 2. Give reasons for which God calls us 3. Narrate the story of the call of Abraham;	Pupils in small groups take turn to read the bible passage  Pupils in individual give reasons for which God calls us.  Pupils as a class explain the reason why God calls us.	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Gen 12:1-3 1 Sam 3:1-8 Picture of the call of Abraham. <a href="http://www.bibleub.com">www.bibleub.com</a> God calls His people
6	God calls for a purpose	By the end of the lesson, pupils should be able to: i. Explain the purpose why God calls us ii. Discuss ways we need to respond to God's call. iii. Mention the benefits of God's call.	Pupils as a small groups explain the purpose why God calls us and a leader present it to the class  Pupils as a class discuss ways we need to respond to God's call.  Pupils individually mention the benefits of God's call.	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Is. 6:8 Mk 1:19-20 Gen 12:1 Lk. 5:1-11 Picture showing the call of Samuel in the temple.

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
					<a href="http://www.bibleub.com">www.bibleub.com</a> God calls for a purpose
7	<b>MID TERM BREAK</b>				
8	God is the giver of law	By the end of the lesson, pupils should be able to: i. Explain the term "Law" ii. Discuss the different between law and rules and regulation. iii. Give reasons why the law was given	Pupils in small groups take turn to read the bible passages.  Pupils as a class differentiate between law and rules and regulation  Pupils as individual gives reasons why the law was given	Communication and collaboration  Creativity and imagination  Critical thinking and problem solving.	Holy bible Prov. 3:14 A copy of the school rules and regulations <a href="http://www.bibleub.com">www.bibleub.com</a> God is the giver of law
9	God gives His law to us	By the end of the lesson, pupils should be able to: i. Explain why God gives His law to us ii. Discuss the purpose of the law iii. List the Ten Commandments.	Pupils as a class discuss why God give His law to us  Pupils in small groups discuss the purpose of the law to us  Pupils as individual mention the Ten Commandments.	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Ex. 20:1-11 Deut. 5:6-22 A chart showing the ten commandments. <a href="http://www.bibleub.com">www.bibleub.com</a> God gives His law to us
10	God reveals Himself to us	By the end of the lesson, pupils should be able to: 1. Explain the purpose of God's revelation 2. Explain the call of Samuel	Pupils as a class explain the purpose of God's revelation to us.  Pupils in small groups take turn to read the bible passages.	Communication and collaboration  Creativity and imagination	Holy bible 1 Sam 3:10-13 Num 13:6-8 1 Sam 3:1-6 <a href="http://www.bibleub.com">www.bibleub.com</a> God reveals Himself to us
		3. Discuss how God reveals Himself to the people of old in various ways.	Pupils in pairs discuss how god reveals Himself to the people of old in various ways.	Critical thinking and problem solving.	
11		Revision			
12-13		Examination			

## ACHIEVEMENT STANDARD

At the end of the term, pupils are able to:

- explain why God gives His law to us
- describe the purpose why God calls us
- identify the purpose of God speaking to us

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# Term 2 Primary 4

## LAGOS STATE MINISTRY OF EDUCATION

### UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

#### CHRISTIAN RELIGIOUS STUDIES

#### PRIMARY FOUR SECOND TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Revision of last terms work / resumption test.	By the end of the lesson, pupils should be able to: Answer the questions correctly.	Pupil as a class answer all the questions given to them	Critical thinking and problem solving	
2	Right attitude to God's revelation	By the end of the lesson, pupils should be able to: i. Describe the right attitude to God's revelation; ii. Discuss the importance of being attentive. iii. Vigilant in order not miss the revelation iv. Narrates the story of the call of Samuel to pupils.	Pupils in small groups explain what should be the right attitude we must put up when God reveals Himself to us.  Pupils in small groups take turn to read the bible passages  Pupils in small groups think and discuss the importance of being vigilant in order not to miss God's revelation.	Communication and collaboration  creativity and imagination.  Creativity and imagination	Holy bible 1 King 19:11-13 1 Sam 3:1-6 Numbers 12:6-8 Film on the call of Samuel. <a href="http://www.bibleub.com">www.bibleub.com</a> Right attitude to God's revelation
3	Jesus has power to forgive sins	By the end of the lesson, pupils should be able to: i. Explain the meaning of sin. ii. Define forgiveness iii. Give examples to show that Jesus has power to forgive sins.	Pupils in groups take turn to read the bible passages.  Pupils in small groups explain the meaning of sin.  Pupils in pair tells a story explain Jesus power to forgive sins.	Communication and collaboration  creativity and imagination  Critical thinking and imagination	Holy bible Luke 15:11-32 Mk 2:1-12 Jn 8:1-11 Family picture showing a father welcoming the son. <a href="http://www.bibleub.com">www.bibleub.com</a> Jesus has power to forgive sins
4	Conditions necessary for the forgiveness of sins.	By the end of the lesson, pupils should be able to: Explain the conditions necessary for the forgiveness of sins.  Mention the importance of being forgiven  Discuss the importance of forgiving others.	Pupils as individual takes turn to read the bible passages  Pupils in groups discuss the conditions necessary for forgiving sins.  Pupils in pairs mention the importance of being forgiving.  Pupils in the same groups discuss how they feel when they are forgiven.	Communication and collaboration  Critical thinking and problem solving  Creativity and imagination.	Holy bible  Luke 15:11-32 Matt 18:21-35 Matt 6:12  <a href="http://www.biblehubsin.com">www.biblehubsin.com</a>
5	Jesus love all people	By the end of the lesson, pupils should be able to:  Identify various ways by which Jesus showed love to people.  Identify instances when Jesus demonstrated His love for mankind.  Explain the extent of Jesus love for man.	Pupils in individual take turn to read the bible passages.  Pupils as a class identify various ways Jesus showed love to people.  Pupils as a class mention instances of Jesus demonstrating love for mankind  Pupils in pairs explain the extent of Jesus love for mankind	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Matt 5:44-48 John 15:12 Mk 10:46-50 Luke 19:1-10 John 8:1-11 <a href="http://www.biblehub.com">www.biblehub.com</a> love of God.
6	Love for one another	By the end of the lesson, pupils should be able to:  Explain the importance of love to another  Identify the importance of showing love to one another.  Give examples of how one can show love for one another.	Pupils in individual take turn to read the bible passages.  Pupils in small groups discuss the importance of love to one another.  Pupils as individual gives examples of how one can show love for one another.	Communication and collaboration  Critical thinking and problem solving creativity and imagination.	Holy bible John 8:1-11 Mk 10:46-52 Picture of any event demonstrating the love for mankind. <a href="http://www.bibleub.com">www.bibleub.com</a> Love for one another
7	MID-TERM TEST (MID-TERM BREAK)				



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
8	Resumption test Jesus pray to the father	By the end of the lesson, pupils should be able to: explain the word prayer Explain why Jesus prayed List out the content of Jesus' prayer man.	Pupils as individual takes turn to read the bible passages Pupils as a class discuss Jesus prayer Pupils in pairs lists out content of Jesus' prayer Pupils as a class explain the word prayer	Communication and collaboration creativity and imagination Critical thinking and problem solving.	Holy bible 1 Tim. 2:8 Mk 1:35 Psalm 100:4 A chart listing the Lord's prayers <a href="http://www.biblehub.com">www.biblehub.com</a>
9	Importance of prayer	By the end of the lesson, pupils should be able to: State the importance of prayer by Jesus Mention instances when Jesus prayed Identify things to pray for.	Pupils as individual take turn to read the passages Pupils in small groups discuss the importance of prayer. Pupils in pairs mention instances when Jesus prayed.	Communication and collaboration creativity and imagination Critical thinking and problem solving.	Holy bible Luke 21:22 Mk 3:6 Luke 6:12 A chart wit drawings of praying hands <a href="http://www.biblehub.com">www.biblehub.com</a>
10-11		Revision			
12-3		Examination			

### ACHIEVEMENT STANDARDS

By the end of the term, pupils are able to:

- Explain what should be the right attitude to God's revelation
- Identify various ways by which Jesus showed love to people.
- Give examples of how one can show love for one another.

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# Term 3 Primary 4



## LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS CHRISTIAN RELIGIOUS STUDIES PRIMARY FOUR THIRD TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Resumption Test  Things to pray for	By the end of the lesson, pupils should be able to: -Identify things to pray for at all times. - explain the importance of prayer for our needs. - list the things we need to pray for.	Pupils in small groups should identify things we are to pray for.  Pupils as a class discuss the importance of praying for our needs at all times.  -Pupils as individual list the things we need to pray for.	Communication and collaboration creativity and imagination critical thinking and problem solving.	<a href="http://www.bibleind.prayer">www.bibleind.prayer</a>  a chart showing list of things we can pray for.
2	Jesus gives His life for us	By the end of the lesson, pupils should be able to: -explain the meaning of giving ones life. -discuss why Jesus gave His life for us.	Pupils as individual take turn to read the bible passages.  -Pupils in groups discuss why Jesus gave His life for us.  -Pupils as a class explain the meaning of giving ones life for another.	Communication and collaboration creativity and imagination critical thinking and problem solving.	Holy bible Jn 3:13  John 10:10 Bible pictures of the passion story.  <a href="http://www.biblehub.PassionforChrist.com">www.biblehub.PassionforChrist.com</a>
3	Jesus gives His life for us on the cross	By the end of the lesson, pupils should be able to: -state why Jesus gave His life for us. -explain the sacrifice involved in giving His life for us. -discuss the importance of Jesus laying down His life for us.	Pupils as individual takes turn to read the bible passages -Pupils as a class think about why Jesus gave His life for us on the cross. -Pupils as a class discuss the sacrifice involved in giving His life for us. -Pupils as small groups discuss the importance of Jesus laying down His life for us.	Communication and collaboration creativity and imagination critical thinking and problem solving.	Holy bible Jn 3:16 Jn 10:10 Jn 15:13-14 Matt 28:47-54 Lk 23:1-13 Lk 23:13-25  Audio and visual materials. Bible pictures on the passion story. <a href="http://www.biblehub.com">www.biblehub.com</a> Jesus gives His life for us on the cross
4	The Holy Spirit.	By the end of the lesson, pupils should be able to: -explain the person of the Holy spirit. -explain the promise of the Holy Spirit. -discuss the coming of the Holy Spirit.	Pupils as individual takes turn to read the bible passages. -Pupils as a class discuss the person of the Holy Spirit. -Pupils as groups discuss the coming of the Holy Spirit. -Pupils in the same groups explain the promise of the Holy Spirit.	Communication and collaboration creativity and imagination critical thinking and problem solving.	Holy bible Jn 15:26 Acts 2:1-20 Acts 8 Jn 14:25 Jn 6:12 <a href="http://www.biblehubDayofPentecost.com">www.biblehubDayofPentecost.com</a>
5	The Holy Spirit our Guide.	By the end of the lesson, pupils should be able to: -explain the gift of the Holy Spirit. -list some of the things Jesus promised the Holy Spirit would do for us. -mention the fruits of the Holy Spirit.	Pupils as individual takes turn to read the bible passages. -Pupils as individual list some of the things Jesus promised the Holy Spirit will do for us. -Pupils in pairs mention some of the fruits of the Holy spirit.	Communication and collaboration creativity and imagination critical thinking and problem solving.	Holy bible Acts 13:1 Jn 13:15 Acts 16:6-40 Jn 16:4-11 Gal 5:22-23  Pictures of Paul and Barnabas departing for the work which they were chosen to do. <a href="http://www.biblehubHolySpirit.com">www.biblehubHolySpirit.com</a>
6	Jesus gives us a new Life,	By the end of the lesson, pupils should be able to:	Pupils as individual take turn to read the bible passages.	Communication and collaboration creativity	Holy bible



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>-explain what new life means.</li> <li>-discuss the nature of new life.</li> <li>-list some of the evidences of a new life.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils in small groups discuss the nature of new life.</li> <li>-Pupils in pairs list the evidences of a new life.</li> </ul>	and imagination critical thinking and problem solving.	Col 3:1-5 Acts 16:31-35 Chart showing the nature of the new life. <a href="http://www.biblehub.com">www.biblehub.com</a> new life in Christ
7			MID-TERM TEST (MID-TERM BREAK)		
8	Jesus is the author of new life.	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>-describe new life.</li> <li>-enumerate the fruits of new life.</li> <li>-identify the characteristics of new life in Jesus.</li> </ul>	Pupils as individual take turns to read bible passages. -Pupils in small groups discuss what is new life. -Pupils in pairs enumerate the fruits of new life. -Pupils as a class list the characteristics of new life.	Communication and collaboration creativity and imagination critical thinking and problem solving.	The Holy bible Col 3:1-5 Gal 5:22-26 Col 3:1-17 <a href="mailto:www.biblehub@newlifeinchrist.com">www.biblehub@newlifeinchrist.com</a>
9	Jesus give His life for us.	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>-explain the meaning of giving ones life.</li> <li>-discuss why Jesus gave His life for us</li> <li>-state reasons why Jesus gave His life for us.</li> </ul>	Pupils as individual take turn read the bible passages. -Pupils in small groups discuss why Jesus gave His life for us. -Pupils as a class explain the meaning of giving one life for another.	Communication and collaboration creativity and imagination critical thinking and problem solving.	Holy bible Jn 3:16 Jn 10:10 Bible pictures of the passion story. <a href="http://www.biblehubpassionforchrist.com">www.biblehubpassionforchrist.com</a>
10	Jesus gives His life for us on the cross.	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>-state why Jesus gave His life for us.</li> <li>-explain the sacrifices involved in giving His life for us.</li> <li>-discuss the importance of Jesus laying down His life for us.</li> </ul>	Pupils as individual takes turn to read bible passages. -Pupils as a class think together about why Jesus gave His life for us on the cross. -Pupils as a class discuss the sacrifice involved in giving His life for us. -Pupils in small groups discuss the importance of Jesus laying down His life for us.	Communication and collaboration creativity and imagination critical thinking and problem solving.	Holy bible Jn 3:16 Jn 10:10 Jn 15:13-14 Matt 28:47-54 Lk 23:1-25 Bible pictures on the passion story. <a href="http://www.biblehubpassionforchrist.com">www.biblehubpassionforchrist.com</a>
11		Revision			
12-13		Examination			

### ACHIEVEMENT STANDARD

By the end of the term, pupils are able to:

explain the importance of prayer

list some of the things Jesus promised the Holy Spirit would do for us.

identify the characteristics of new life in Jesus.

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# Term 1 Primary 5

## LAGOS STATE MINISTRY OF EDUCATION

### UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

#### CHRISTIAN RELIGIOUS STUDIES

#### PRIMARY FIVE FIRST TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Resumption Test / God's Plan for us.  God Creates	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"><li>explain what it means to create.</li><li>List the things created by God.</li><li>Explain what it meant by "God created man in His own image".</li></ul>	Pupil's as individual takes turn to read the bible passages  Pupils in small groups list the things created by God.  Pupil's as a class explain what it meant God creating man in His own image	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Gen 1:1-31 Gen 2:1-3 Gen 1:26-28 Gen 2:7 Pictures of beautiful things around created map of the world. <a href="http://www.biblehub.com/god'splanforman">www.biblehub.com/god'splanforman</a>
2	God creates and want us to be creative	By the end of the lesson, pupils should be able to:  Explain what God means when He say he want us to be creative  List things made by man  Explain the significance of creation as a sign of God's love for man.	Pupil's as individual takes turn to read the bible passages  Pupil's as a class discuss what it means God want us to be creative  Pupils in pairs think together the significance creation as a sign of God's love for man.  Pupils as individual mention things made by man.	Communication and collaboration  creativity and imagination  Critical thinking problem solving.	Holy bible Gen 1:26-28 Gen 2:7 Film: The creation GSM phones Baskets tables chair e.t.c. <a href="http://www.biblehub.com">www.biblehub.com</a>
3	God's love saves man	By the end of the lesson, pupils should be able to:  Explain God's love  Mention various ways God show us His love.  Explain how God's love save.	Individual pupils takes turn to read the bible passages  Pupils as a class discuss God's love  Pupils in pairs discuss various ways God show us His love  Pupils in small groups discuss how God's love save.	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Ex. 14:10-22 1 John 4:8-19 Rom 3:10 <a href="http://www.biblehublove.com">www.biblehublove.com</a> 1 John 3:1 Gal 2:20 Jer. 29:11 Jer. 31:3
4	God save us from danger	By the end of the lesson, pupils should be able to:  Explain how God delivers all those who trust in Him from danger.  Discuss that God's deliverance is ever sure  Give examples to illustrate God's deliverance.	Pupils as individual take turns to read the bible passages  Pupil as a class discuss how God delivers all those who trust in Him from danger  Pupil's as individual give examples to illustrate God's deliverance.	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Gen 22:1-19 Dan. 3:3-10 Ex. 14:10-22 Photographs of a burnt house with some people in it without being hurt pictures of motorcycles car accidents. <a href="http://www.biblehub.com">www.biblehub.com</a> God save us from danger
5	God supplies our needs	By the end of the lesson, pupils should be able to:  Explain that God always supplies our needs.  Mention the ways God provides our needs  List things God provides for us.	Pupils as individual takes turn to read the bible passages.  Pupils as a class discuss that God always supplies our needs irrespective of the levels.  Pupils in pairs mention the ways God provides our needs  Pupils as individual list things God provides for us.	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Matt. 6:25-36 Matt. 7:7-11  Pictures of Israelites picking manna and quails in the desert. <a href="http://www.biblehub.com">www.biblehub.com</a> God's protection
6	God want us to work	By the end of the lesson, pupils should be able to:  Define what work is  Mention different types of work  Explain why people should work.	Pupils as individual takes turn to read the bible passages  Pupils in pairs take turn to define what works is.  Pupils as a class take turn to mention different types of works.  Pupils as groups think together to why people should work.	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Matt. 4:18-22 Prov. 31:13-19 Gen 1:28-30 Gen 3:17 II Thess. 3:3-13 Working implements e.g. hoe, fishing net e.t.c. <a href="http://www.biblehub.com">www.biblehub.com</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
7			MID-TERM BREAK		
8	God show us mercy	By the end of the lesson, pupils should be able to:  Explain what mercy means.  Explain God's mercy on us.  Discuss the need for us to be merciful to others..	Pupils as individual takes turn to read the bible passages  Pupils as a class discuss what mercy means to us  Pupils in small groups discuss the need for us to be merciful to others	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Luke 15:11-32 Matt. 9:9-13 Matt. 18:21-34 Matt 5:7 Picture or drawing of a prodigal son. Photographs and proper cuttings of armed robbers being shot. God's mercy
9	God's saves	By the end of the lesson, pupils should be able to:  Explain the word saves  Explain how God saves.  Discuss how God saves His people.	Pupils as individual takes turn to read the bible passages  Pupils as a class define the word "save" Pupil's in pairs explain how God saves and share with the class.  Pupils in a small groups discuss how God saves His people.	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Ex. 1:1-12 2:1-10 Ex 3:1-5 <a href="http://www.biblehubsave.com">www.biblehubsave.com</a>
10	God saves His people	By the end of the lesson, pupils should be able to:  explain how God save His people from trouble.  Give examples of how God uses people to save others.  Discuss how God saves them from trouble.	Pupils as individual takes turn to read the bible passages.  Pupils in small groups discuss how God saves His people  Pupils, in pairs, mention how God uses people to save others  Pupils as individual discuss how God saves them from trouble	Communication and collaboration  creativity and imagination  Critical thinking and problem solving.	Holy bible Ex. 3:1-5 Number 27:15-23 Josh 3 1 Sam 17:38-51 Judges 13 Judges 4 Film on the life of Moses David and Goliath. <a href="http://www.biblehub.com">www.biblehub.com</a>
11		Revision			
12-13		Examination			

### ACHIEVEMENT STANDARD

By the end of the term, pupils are able to:

- Explain that God always supplies our needs.
- Explain how God delivers all those who trust in Him from danger.
- Explain why people should work

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# Term 2 Primary 5



## LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS CHRISTIAN RELIGIOUS STUDIES PRIMARY FIVE SECOND TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Resumption Test				
2.	The Pentecost	By the end of the lesson, pupils should be able to: (i) Explain what Pentecost means. (ii) Describe the events of the day of Pentecost (iii) List the spiritual significance of the Pentecost.	Pupils as individual take turn to read the bible passages. - Pupil as a class define the meaning of Pentecost. - Pupils in pairs describe the event of the day of Pentecost. - Individual pupils list the spiritual significance of the day of Pentecost.	Communication and collaboration creativity and imagination. Critical thinking and problem solving.	The Holy Bible Acts 2:1 Acts 2:1-13 <a href="http://www.biblehub.com">www.biblehub.com</a> Pentecost
3.	The Holy Spirit	By the end of the lesson, pupils should be able to: - Explain who the Holy Spirit is. - Describe the purpose of the coming of the Holy Spirit. - Enumerate the significance of the Holy Spirit.	- Pupil as individual takes turn to read the bible passages. - Pupil in pairs explain the person of the Holy Spirit and share with the class. - Pupils in a small groups describe the purpose of the coming Holy Spirit. - Pupils in small groups discuss the significance of the Holy Spirit	Communication and collaboration creativity and imagination critical thinking and problem solving.	Film on the coming of the Holy Spirit. <a href="http://www.biblehub.com">www.biblehub.com</a> the Holy Spirit
4.	The Holy Spirit inspire us	By the end of the lesson, pupils should be able to: 1. Explain what inspiration means. 2. Explain how the Holy Spirit inspire us. 3. Describe the role of the Holy Spirit in spreading the gospel.	Pupil in small groups explain the word inspiration. - Pupil as individual discuss how the Holy Spirit inspire us as Christian. - Pupils in pairs describe the role of Holy Spirit in spreading the gospel	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Acts 4:27-32 <a href="http://www.biblehub.com">www.biblehub.com</a> the Holy Spirit
5.	The Holy Spirit Help us	By the end of the lesson, pupils should be able to: 1. Explain what help means. 2. Discuss how the Holy Spirit helps us in our daily activities 3. Explain how the Holy Spirit makes us live faithful	Pupil as an individual takes turn to read the bible passages. Pupil in pairs explain what it means to help. Pupils in small groups discuss how the Holy Spirit helps us in our daily activities. Pupil in the same groups discuss how the Holy Spirit makes us faithful.	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Acts 3:26 – 40 Acts 7 <a href="http://www.biblehub.com">www.biblehub.com</a> the Holy Spirit
6.	The Holy Spirit comfort us	By the end of the lesson, pupils should be able to: - Explain the word comfort - Discuss how the Holy Spirit comfort us. - Describe the various ways the Holy Spirit comfort us when we are hurt.	Pupil as individual take turn to read the bible passages. - Pupils in pairs discuss how the Holy Spirit comfort us pupil in small group describe various ways the Holy Spirit comfort us when we are in sorrow.	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Card board showing the gift of the Holy Spirit <a href="http://www.biblehub.com">www.biblehub.com</a> the Holy Spirit
7	MID-TERM BREAK				



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
8.	The Holy Spirit give us strength	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Explain the word strength</li> <li>- Discuss how the Holy Spirit strength us.</li> <li>- Describe various ways the Holy Spirit strengthens when we are weak</li> </ul>	Pupils as individual takes turn to read the bible passages. Pupils in pairs discuss how the holy Spirit strength. Pupils in small groups describe way the holy spirit strengthens when we are weak.	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible John 15:23-27 <a href="http://www.biblehub.com">www.biblehub.com</a> the Holy Spirit
9	The Holy Spirit guides us to the truth	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- explain the truth term</li> <li>- Explain how the Holy Spirit guides us to the truth.</li> <li>- Describe various ways the Holy Spirit guides us to the truth.</li> </ul>	Pupil as an individual takes turn to read the bible passages <ul style="list-style-type: none"> <li>- Pupils in pairs discuss how the Holy Spirit guides us to the truth.</li> <li>- Pupils in small groups describe various ways the Holy Spirit guide us to the truth.</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Jhn. 15:25-27 <a href="http://www.biblehub.com">www.biblehub.com</a> the Holy Spirit
10	The Holy Spirit make us love one another.	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Explain how the Holy Spirit teaches us to love one another.</li> <li>- discuss how we can demonstrate love to one another.</li> </ul> <p>Discuss the importance of loving one another.</p>	Pupils as individual take turn to read the bible passages. Pupils in small groups discuss how the Holy Spirit demonstrate His love to one another and share with class. Pupils in pairs discuss the importance of love one another.	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible John 4:8-10 3:16 Lk 10:25-27 1Jn 3:14 <a href="http://www.biblehub.com">www.biblehub.com</a> the Holy Spirit
11.	Revision				
12-13	Examination				

## ACHIEVEMENT STANDARD

By the end of the term, pupils are able to:

Describe the events of the day of Pentecost

Discuss how the Holy Spirit strength us.

Discuss how we can demonstrate love to one another.

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# Term 3 Primary 5



## LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS CHRISTIAN RELIGIOUS STUDIES PRIMARY FIVE THIRD TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Resumption Test /The Rewards of walking in the Holy Spirit	By the end of the lesson, pupils should be able to: - Explain the concept of reward; - Discuss the reward of walking in the Spirit. - Describe instances where, they are rewarded for walking in the Holy Spirit.	Pupils as individual takes turn to read the bible passages. -Pupils in pairs discuss the reward of walking in the spirit. -Pupils in small groups describe instances where they are rewarded from walking in the Holy Spirit.	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible. Acts 5:1-11 Acts 2:41-47 Acts 4:8 -12 <a href="http://www.biblehub.com">www.biblehub.com</a> the Holy Spirit
2.	God's promises and fulfilment.  The Birth of Isaac	By the end of the lesson, pupils should be able to: - State the things God promised Abraham. - Narrate the story of the birth of Isaac as a fulfilment of God's promise. - List the promises God made with Abraham.	Pupils as individual take turn to read the bible passages. - Pupils in small groups state the things God promise Abraham. - Pupils in pairs Narrate the story of the birth of Isaac as a fulfilment of God's promise	Communication and collaboration creativity and imagination.  Critical thinking and problem solving.	The Holy Bible Gen 17:15-27, 2: 11-17 <a href="http://www.biblehub.com">www.biblehub.com</a> the birth of Isaac
3.	Paul's Conversion cont.	By the end of the lesson, pupils should be able to: - Explain the baptism and mission of Paul - Discuss the importance of Paul's conversion. - Describe the conversion of Paul's and the effect of his conversion on the church in Rome.	Pupil as individual takes turn to read the bible passages - Pupils as a class discuss the baptism and mission of Paul - Small group discussion on the conversion of Paul and the effect on the church. - Pupils as a class dramatize the passage.	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Acts 9:31 Drama costumes <a href="http://www.biblehub.com">www.biblehub.com</a> Paul's conversion
4.	Paul's missionary journeys	By the end of the lesson, pupils should be able to: - Explain the word missionary. - Discuss how Paul and Barnabas were selected by the Holy Spirit for the missionary work, - List the various towns where Paul preached.	Pupil as an individual takes turn to read the bible passages. -Pupils as a class discuss how Paul and Barnabas were selected -Pupils in small groups discuss and list the various towns where Paul where preached.		The Holy Bible Acts 13:1-13 Acts 13:51 14:5 13:14 A map showing St Paul's missionary Journey <a href="http://www.biblehub.com">www.biblehub.com</a> Paul's missionary journey
5.	Paul's missionary journey contd.	By the end of the lesson, pupils should be able to: - Explain the word journey - Mention the two major groups of people to whom Paul preached. - Discuss the importance of missionary work.	Pupils as an individual takes turn to read the bible passages. Pupils as a class discuss the importance of missionary work. -Pupils as an individual mention the two major groups of people to whom Paul preached to.	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Acts 14:6-21 Acts 18:1-17 A map showing St Paul's missionary Journey <a href="http://www.biblehub.com">www.biblehub.com</a> Paul's missionary journey
6.	Paul in Europe	By the end of the lesson, pupils should be able to: - Discuss the story of conversion of Lydia. - Describe Paul's journey from Lustra to Macedonia	Pupils as individual take turn to read the bible passages. - Pupils as a class discuss the story of conversion of Lydia; - Pupils in small groups to describe Paul's journey from Lustra to Macedonia	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Acts 16: 11-15 Acts 16:6-11 <a href="http://www.biblehub.com">www.biblehub.com</a> Paul's missionary journey



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>- Explain the significance of the conversion of Lydia to Paul's mission any work.</li> </ul>			
7.	MID TERM BREAK				
8.	The Letters of St. Paul	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Explain the meaning of letter</li> <li>- List the letters of St Paul.</li> <li>- Discuss why Paul had to write to these communities.</li> </ul>	Pupils as an individual takes turn to read the bible passages - Pupil as a class discuss the meaning of letter and list the letters of St Paul. -Pupils in small groups discuss why Paul had to write to these communities.	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Acts 18: 19 18:6 Map of Europe indicating are as Paul visited. <a href="http://www.biblehub.com">www.biblehub.com</a> Paul's letters
9.	The Letters of St. Paul contd.	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Give reasons why Paul wrote letters to the communities.</li> <li>- Enumerate the major communities visited by Paul.</li> <li>- Explain the need for Paul to write letters to these communities.</li> </ul>	Pupils as an individual took turn to read the bible passage. Pupils as a class a discuss reason why Paul wrote letters to the communities. -Pupils in small groups mention the major communities visited by Paul.	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Acts 18:19 18:6 18:1 18:16 Charts containing showing the names of the letters. <a href="http://www.biblehub.com">www.biblehub.com</a> Paul's letters
10.	Revision				
11.	Examination				
12.	Examination				

## ACHIEVEMENT STANDARD

By the end of the term, pupils are able to:

Narrate the story of the birth of Isaac as a fulfilment of God's promise.

Explain the significance of the conversion of Lydia to Paul's mission any work.

Give reasons why Paul wrote letters to the communities.

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# Term 1 Primary 6



## LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS CHRISTIAN RELIGIOUS STUDIES PRIMARY SIX FIRST TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Resumption Test/Paul's Early	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Narrate the event of Paul's early life.</li> <li>- Discuss Paul's parentage and Education.</li> <li>- Describe Paul's anti-Christian activities</li> </ul>	Pupils as an individual take turn to read the bible passages. <ul style="list-style-type: none"> <li>- Pupils as a class discuss Paul's early life</li> <li>- Pupils in small groups discuss Paul's parentage and Education.</li> <li>- Pupils in pairs dramatize Paul's anti-Christian activities.</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Acts 22:3 23:6 18:3, 22:3 8:1-3 7:54-60,8 <a href="http://www.biblehub.com">www.biblehub.com</a> St. Paul
2.	Paul's conversion	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Explain the meaning of conversion.</li> <li>- Discuss reason for Paul's proposed mission.</li> <li>- Describe what happened to Paul on the way to Damascus.</li> </ul>	Pupils as an individual take turn to read the bible passages. <ul style="list-style-type: none"> <li>- Pupils as a class discuss reason for Paul's proposed mission.</li> <li>- Pupils in small groups describe what happen to Paul on the way to Damascus.</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Acts 9:1-2 9:3-9 Pictures illustrating Paul's on his way to Damascus. <a href="http://www.biblehub.com">www.biblehub.com</a> Paul's conversion
3.	Israel in Bondage. The birth of Moses	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Explain the word bondage</li> <li>- Narrate the story of Israelites in bondage</li> <li>- Narrate the birth story of the birth of Moses.</li> </ul>	Pupils as individual takes turn to read the bible passages <ul style="list-style-type: none"> <li>- Pupils as an individual explain the word bondage.</li> <li>- Pupils in small groups discuss the story of the birth of Moses</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving.	The Holy Bible Gen. 28:1-15 Ex. 2:1-10 2:11-22 <a href="http://www.biblehub.com">www.biblehub.com</a> Israel in bondage
		- Describe the suffering of the Israelite in bondage.			
4.	The call of Moses	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Explain the word "Call"</li> <li>- Narrate the story of the call of Moses</li> <li>- Mention the miracles performed by Moses in Egypt.</li> </ul>	Pupil as individual takes turn to read the bible passages. <ul style="list-style-type: none"> <li>- Pupils in small groups explain the call of Moses.</li> <li>- Pupils in pairs mention some of the miracles performed by Moses in Egypt</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Excl. 3:2-6 4:1-10 Chart with a list of the Ten plagues <a href="http://www.biblehub.com">www.biblehub.com</a> The call of Moses
5.	The crossing of the Red Sea	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Explain the word crossing</li> <li>- Narrate the story of the crossing of the Red Sea.</li> <li>- Explain how the Egyptians perished in the Red Sea.</li> </ul>	Pupil as an individual take turn to read the bible passages. <ul style="list-style-type: none"> <li>- Pupils in small groups discuss the story crossing of the Red Sea.</li> <li>- Pupils in as a class discuss how the Egyptians perished in the Red Sea.</li> </ul>	Communication and collaboration	The Holy Bible Exodus 14:1-31 Bible picture showing how the Israelite cross the Red Sea. <a href="http://www.biblehub.com">www.biblehub.com</a> Crossing the red sea
6.	Entry into the promise Land.	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Explain the word entry.</li> <li>- Narrate the crossing the River Jordan.</li> <li>- Describe the joy of crossing River Jordan.</li> </ul>	Pupil as an individual take turn to read the bible passages. <ul style="list-style-type: none"> <li>- Pupils in small groups narrate the crossing the River Jordan.</li> <li>- Pupils as a class describe the joy of crossing Rover Jordan.</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Exd. 14:1-31 Bible Picture showing the River Jordan <a href="http://www.biblehub.com">www.biblehub.com</a> Entry into promise land
7.	<b>MID TERM BREAK</b>				
8.	The Twelve Stones	By the end of the lesson, pupils should be able to:	- Pupils as an individual takes turn to read the bible passages	Communication and collaboration creativity and imagination critical	The Holy Bible <a href="http://www.biblehub.com">www.biblehub.com</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>- Explain the meaning of stones.</li> <li>- State the importance of the twelve stones placed at River Jordan.</li> <li>- Describe the meaning of the twelve's stones</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils in small groups discuss the importance of the twelve's stones placed at River Jordan.</li> <li>- Pupils as a class discuss the meaning of each stones.</li> </ul>	thinking and problem solving	Crossing river Jordan
9.	The Twelve tribes of Israel	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>- Explain the twelve's tribes of Israel.</li> <li>- -discuss the twelve tribes of Israel.</li> <li>- List the twelve tribes of Israel.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as an individual takes turn to read the bible passages</li> <li>- Pupil as a small group discuss the names of the twelve's tribe</li> <li>- Pupil as individual will list the twelve tribes of Israel.</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	<p>The Holy Bible</p> <p>A chart showing the list of the twelve tribe of Israel.</p> <p><a href="http://www.biblehub.com">www.biblehub.com</a></p> <p>The twelve tribe of Israel</p>
10.	Revision				
11-13	Examination				

## Christian Religious studies

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#### ACHIEVEMENT STANDARDS

By the end of the term, pupils are able to:

explain the meaning of conversion.

mention the miracles performed by Moses in Egypt.

describe the meaning of the twelve's stones

# Term 2 Primary 6



## LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS CHRISTIAN RELIGIOUS STUDIES PRIMARY SIX SECOND TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Resumption / Test Moderation in Christian	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Explain the word moderation</li> <li>- Explain why we should exercise</li> <li>- Moderation in whatever we do as a Christian.</li> <li>- Describe ways Christian should exercise</li> <li>- Moderation in all they do</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as an individual look turn to read the bible passage</li> <li>- Pupils as a class discuss why we should exercise.</li> <li>- Moderation in whatever they do as a Christian</li> <li>- Pupils in small groups mention ways Christian should exercise</li> <li>- Moderation in all they do.</li> </ul>	Communication and collaboration	The Holy Bible Dan 1:8-16 1 Tim 2:9, 10 1 Pet 3:3-5, Gal 5:21 1 Cor. 11:1-16 Pictures or illustration depicting indecent dressing smokers etc. <a href="http://www.biblehub.com">www.biblehub.com</a> Christian living
2.	Moderation in Christian way	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Define the word moderation.</li> <li>- Discuss the need to exercise moderation in everything we do.</li> <li>- Enumerate the dangers associated with lack of moderation in our dressing and other aspect.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as an individual take turn to read the bible passages.</li> <li>- Pupils in groups discuss the need to exercise</li> <li>- Moderation in everything we do.</li> <li>- Pupils in small groups mention some of the dangers associated with lack of moderation and over indulgence.</li> </ul>	Communication and collaboration creativity and Imagination critical thinking and problem solving	The Holy Bible James 3:2-12 1 Cor. 6:10 <a href="http://www.biblehub.com">www.biblehub.com</a> Christian living
3.	Lover of money	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- explain right attitude to money.</li> <li>- State the right use of money and wealth</li> <li>- List the dangers of excessive love of money</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as an individual takes turn to read the bible passages.</li> </ul> <p>Pupils as a class discuss what should be right attitude to money.</p> <p>Pupils in small group discuss the dangers of excessive love of money.</p>	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible 1 Tim 6:17-19 Matt 19:16-30 Lk 12:15 Naria note photographs or pictures of house cars Radio TV etc <a href="http://www.biblehub.com">www.biblehub.com</a> Christian living
4.	Showing love and unselfishness	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Define the term love</li> <li>- List the moral responsibility of showing unselfish love to others.</li> <li>- Discuss how we can show unselfish love to people and mention them</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as an individual take turn to read the bible passages</li> <li>- Pupils as a class discuss the moral responsibility of showing unselfish love to others.</li> <li>- Pupils in small groups mention ways we can show unselfish love to people</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Rom. 5:8 John 3:16 <a href="http://www.biblehub.com">www.biblehub.com</a> Christian living
5.	Love between Jonathan and David	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Narrate the story of Jonathan and David.</li> <li>- Describe the type of bond that existed between Jonathan and David.</li> <li>- State what true friends would do to their friend.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as an individual take turn to read the bible passages.</li> <li>- Pupils as a class discuss the story of Jonathan and David.</li> <li>- Pupils in small groups state what true friends would do to a their friend</li> </ul>	Communication and collaboration	The Holy Bible 1 Samuel 18:1-4 23, 3:15-18 <a href="http://www.biblehub.com">www.biblehub.com</a> David and Jonathan
6.	Selfishness	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Define selfishness</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as individual define selfishness.</li> <li>- Pupils as a class discuss why we should not be selfish.</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	Charts of a list of reward for being selfish. <a href="http://www.biblehub.com">www.biblehub.com</a> Christian living



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED SKILLS	LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>- Explain why should not be selfish because the consequences destroy relationship</li> <li>- List the reward for being selfish.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils in pairs mention some of the reward for being selfish.</li> </ul>		
7.	MID TERM BREAK				
8.	People who desires co-existence (1) Esau and Jacob	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>- narrate the stories of Jacob and Esau.</li> <li>- Define the word co-existence.</li> <li>- Discuss ways how people can co-exist without any trouble.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupil as an individual took turn to read the bible passages.</li> <li>-Pupils as a class discuss the story of Esau and Jacob.</li> <li>-Pupils in small groups explain how people can co-exist without any trouble.</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Gen 31:1-11 <a href="http://www.biblehub.com">www.biblehub.com</a> Esau and Jacob
9.	People who desires people co-existence. Abraham and Lot.	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Define the word co-existence.</li> <li>2. Narrate the story of Abraham and Lot.</li> <li>3. Discuss how people can co-exist without any disagreement</li> </ol>	<ul style="list-style-type: none"> <li>- Pupils as an individual took turn to read the bible passages.</li> <li>- Pupils as a class discuss the story of Abraham and Lot</li> <li>- Pupils in small groups discuss how people can co-exist without any disagreement</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Gen 13: 1-12 <a href="http://www.biblehub.com">www.biblehub.com</a> Abraham and Lot
10.	People who desired peaceful co-existence continue Isaac and Abimelech	<p>By the end of the lesson, pupils should be able to:</p>	<ul style="list-style-type: none"> <li>- Pupils as an individual took turn to read the bible passage.</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	The Holy Bible Gen: 26:2-29 <a href="http://www.biblehub.com">www.biblehub.com</a>
		<ul style="list-style-type: none"> <li>- Narrate the reconciliation between Isaac and Abimelech.</li> <li>- Discuss how Isaac reconcile with Abimelech</li> <li>- Explain the purpose of reconciliation in co-existing</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as a class discuss how Isaac reconcile with Abimelech</li> <li>- Pupils in small group discuss the purpose of reconciliation in co-existing</li> </ul>		Isaac and Abimelech
11.	Revision				
12-13	Examination				

## ACHIEVEMENT STANDARD

By the end of the term, pupils are able to:

explain the word moderation

discuss how we can show unselfish love to people and mention them

describe the type of bond that existed between Jonathan and David.

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# Term 3 Primary 6



## LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS CHRISTIAN RELIGIOUS STUDIES PRIMARY SIX THIRD TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Resumption Test/ Jesus's power over Natural forces	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Define natural forces</li> <li>- Discuss the various natural forces.</li> <li>- List the natural forces</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as an individual takes turn to read the bible passages.</li> <li>- Pupils in pairs define natural force and share their definition with the class.</li> <li>- Pupils as a class discuss various natural forces.</li> <li>- Pupils in pairs list natural forces</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving	Pictures of seas rivers etc <a href="http://www.biblehub.com">www.biblehub.com</a> Jesus' power over natural forces
2.	Healing of Peter's mother in-law	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Narrate the story of healing of Peter mother's-in-law</li> <li>- Define the word healing</li> <li>- Discuss the importance of healing in the ministry of Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as individual takes turn to read the bible passages</li> <li>- Pupils as a class discuss the healing of Peter's mother-in-law</li> <li>- Pupils in groups discuss the importance of healing in Jesus's ministry</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving.	Holy bible Matt 8:14-17 Picture showing a sick woman on the bed. <a href="http://www.biblehub.com">www.biblehub.com</a> Healing of Peter's mother in-law
3.	Jesus raised the dead e.g Jairus daughter and the widow's son at Nain	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Narrate the story raising of Jairus daughter and the widow's</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as individual takes turn to read the bible passages</li> <li>- Pupils as a class discuss the even that took place in the raising of the Jairus daughter from the dead</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving.	Holy Bible Lk 8:40-42 49-56, Lk 7:11-17 Pictures showing a dead man.
			<ul style="list-style-type: none"> <li>- Pupils in small groups describe the raising of Jairus daughter's from the dead</li> </ul>		<a href="http://www.biblehub.com">www.biblehub.com</a> Jesus raised the dead
4.	Jesus power over Evil people	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Narrate the story of how Jesus overcame those who want to hurt him.</li> <li>- Identify bad people in the society.</li> <li>- Describe the characteristics of bad people</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as individual takes turn to read the bible passage.</li> <li>- Pupils as a class take turn to narrate the story of how Jesus overcame those who want to hurt him</li> <li>- Pupils in small groups discuss how to identify bad people in the society and how to overcome them.</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving.	Holy bible Lk 4:16-20
5.	Identification of bad people in the society	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- State the characters of bad people in the society.</li> <li>- Describe the way of life of bad people.</li> <li>- Mention the bad people in the society</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils in groups discuss the character of bad people</li> <li>- Pupils as a class discuss the way of life of bad people in the society</li> <li>- Pupils as individual mention bad people they know in the society.</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving.	Pictures showing cultist <a href="http://www.biblehub.com">www.biblehub.com</a>
6.	How do we change bad people in the society to good people	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>- Define good people</li> <li>- Discuss ways of changing bad people to good</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils as a class discuss ways of changing bad people to good people.</li> <li>- Pupils in small groups discuss how a society with good people will look like.</li> </ul>	Communication and collaboration creativity and imagination critical thinking and problem solving.	Pictures of a society with bad people like cultist <a href="http://www.biblehub.com">www.biblehub.com</a> Jesus and Zaccheaeus



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>Mention characteristics of good people</li> <li>Describe how society with good people will look like</li> </ul>			
MID TERM BREAK					
7.					
8.	God is the giver of law	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>Explain the term "Law"</li> <li>Discuss the different between law and rules and regulation.</li> <li>Give reasons why the law was given</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small groups take turn to read the bible passages.</li> <li>Pupils as a class differentiate between law and rules and regulation</li> <li>Pupils as individual gives reasons why the law was given</li> </ul>	Communication and collaboration creativity and imagination Critical thinking and problem solving	Holy bible Prov. 3:14 A copy of the school rules and regulations <a href="http://www.biblehub.com">www.biblehub.com</a> The Law Giver
9.	God gives His law to us	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>Explain why God gives His law to us</li> <li>Discuss the purpose of the law</li> <li>List the Ten Commandments.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class discuss why God give His law to us.</li> <li>Pupils in small group discuss the purpose of the law to us.</li> <li>Pupils as individual mention the Ten Commandments.</li> </ul>	Communication and collaboration creativity and imagination Critical thinking and problem solving.	Holy bible Ex. 20:1-11 Deut. 5:6-22 A chart showing the ten commandments. <a href="http://www.biblehub.com">www.biblehub.com</a>
10.	God reveals Himself to us	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>Explain the purpose of God's revelation</li> <li>Explain the call of Samuel</li> <li>Discuss how God reveals Himself to the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class explain the purpose of God's revelation to us.</li> <li>Pupils in small groups take turn to read the bible passages.</li> <li>Pupils in pairs discuss how god reveals Himself</li> </ul>	Communication and collaboration creativity and imagination Critical thinking and problem solving.	Holy bible 1 Sam 3:10-13 Num 13:6-8 1 Sam 3:1-6 <a href="http://www.biblehub.com">www.biblehub.com</a>
		people of old in various ways.	to the people of old in various ways.		
11.	Revision				
12-13	Examination				

## ACHIEVEMENT STANDARDS

By the end of the term, pupils are able to:

define natural forces

explain the importance of healing in the ministry of Jesus.

discuss ways of changing bad people to good

Christian Religious studies  
 Plan Lesson Notes  
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**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**ISLAMIC STUDIES**  
**PRIMARY FOUR FIRST TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Readiness Test /Revision				
2	Belief in the Angels: ( <i>Jibril, Mikail, Israfil, Azrail</i> e.t.c.).  Definition, Characteristics, Names and Functions.	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"><li>Define the word Angels and discuss their characteristics;</li><li>list some Angels with their functions;</li><li>give illustration of their performed duties with reference to the Quran and Hadith;</li></ul>	<ul style="list-style-type: none"><li>Pupils in a class, describe Angels according to the Quran and Hadith</li><li>Pupils as a class, list some Angels with their functions;</li><li>Pupils in small groups, give illustration of Angels performed duties with reference to the Quran and Hadith; (Quran 2 verse 34, Quran 3 verses 123-124 etc.)</li></ul>	Collaboration, Communication, Critical Thinking, Creativity and Imagination Skills.	Audio/Visual Materials: <ul style="list-style-type: none"><li>- Chart of the Six Articles of the Islamic Faith.</li><li>- Flashcards of the key vocabulary words</li><li>- Chart of the list of the four popular Angels.</li><li>- Charts of the Quranic verses in Arabic/ Transliteration and English translation.</li></ul> Internet Materials: <a href="http://www.natais.edublog.org">www.natais.edublog.org</a>
3	<i>Sūratul-Fil</i> : ( <i>Qur'ān</i> 105) Recitation, Translation, Reasons for its Revelation and the Uses of the chapter.	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"><li>recite <i>Sūratul-Fil</i> in Arabic/Transliteration;</li><li>explain the English translation of the chapter;</li><li>imagine the reasons and uses for its revelation of the chapter.</li></ul>	<ul style="list-style-type: none"><li>Pupils as a class recite <i>Sūratul-Fil</i>.</li><li>Pupils in small groups, explain the English translation of the chapter.</li><li>Pupils in pairs, imagine the reasons for its revelation of the chapter (e.g. plots of the earlier people to demolish <i>Ka'bah</i>, Omnipotent attribute of Allah, reassurance of Allah's protective power, army of Allah can be in any form etc.)</li></ul>	Collaboration, Communication, Critical Thinking Personal Development and Social Skills.	Audio/Visual Materials: <ul style="list-style-type: none"><li>- Copies of the Holy <i>Qur'ān/Juz'-Ammā</i>.</li><li>- Chart/ Audio of Arabic Text of the chapter and English Translation</li><li>- Chart of an elephant with a person riding it/ clips of the story.</li><li>- Flashcards of the key vocabulary words.</li></ul> Internet Materials:
4	<i>Shirk</i> : Definition, examples of shirk, Allah's verdict on shirk	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"><li>describe the term <i>Shirk</i>:</li></ul>	<ul style="list-style-type: none"><li>Pupils as a class, describe the term <i>Shirk</i>; (i.e. the acts</li></ul>	Collaboration, Communication, Critical Thinking Personal	Audio/Visual Materials: <ul style="list-style-type: none"><li>- Chart/ Audio of</li></ul>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>illustrate the verdict of Allah towards the practice of <i>Shirk</i>;</li> <li>Analyse why Allah (SWT) cannot be compared with any creatures.</li> </ul>	<p>of associating other objects with Allah in worship);</p> <ul style="list-style-type: none"> <li>Pupils in small groups, illustrate the verdict of Allah towards the practice of <i>Shirk</i> with the aid of <i>Qur'ān</i> 4 verse 116</li> <li>Pupils in pairs, debate the reason Allah (SWT) cannot be compared with any creatures (with emphasizes on His indivisibility, all creations depend on Him, He cannot be compared with anything/anybody etc.)</li> </ul>	Development Skills.	<p>Arabic Text of the verse and English Translation</p> <p>- Flashcards of the key vocabulary words.</p> <p>Internet Material:</p> <p>- <a href="http://www.U-smart.com.ng">www.U-smart.com.ng</a></p>
5	<i>Sūratul-Qadr</i> : (Q97 v 1-5) (Chapter of Majesty): Recitation, Translation, Importance and Uses of the Chapter	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>recite <i>Sūratul-Qadr</i> in Arabic/Transliteration;</li> <li>explain the English translation of the chapter;</li> <li>state the importance and uses of the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite <i>Sūratul-Qadr</i> verse 1 - 5</li> <li>Pupils in small groups, explain the English translation of the chapter.</li> <li>Pupils in pairs, brainstorm to state the importance and uses of the chapter.</li> </ul>	Collaboration, Communication, Critical Thinking Personal, Social and Citizenship Skills.	<p>Audio/Visual Materials:</p> <p>- Copies of the Holy <i>Qur'ān/Juz'-Ammā</i>.</p> <p>- Chart/ Audio of Arabic Text of the chapter and English Translation</p> <p>- Flashcards of the key vocabulary words.</p>
6	Belief in the Revealed Books:  Definition,  Their List,  Reasons for believing in them by Muslims.	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>define the Revealed Books;</li> <li>identify the revealed Books with their corresponding Prophets (AS);</li> <li>justify why Muslims must believe in all the Revealed Books of Allah (SWT)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, define the Revealed Books.</li> <li>Pupils in small groups identify the revealed Books with their corresponding Prophets (AS); {i.e. <i>At-Tawrah</i> to <i>Musā</i> (AS), <i>Al-Injīl</i> to <i>Isā</i> (AS), <i>Az-Zaburāh</i> to <i>Da'ūd</i> and <i>Al-Quran</i> to <i>Muhammad</i> (SAW) }</li> <li>Pupils in pairs, justify the reasons why Muslims must believe in all the Revealed Books of Allah (SWT)</li> </ul>	Collaboration, Communication, Critical Thinking Personal Development and Social Skills.	<p>Audio/Visual Materials:</p> <p>- Chart of the Six Articles of the Islamic Faith.</p> <p>- Flashcards of the key vocabulary words</p> <p>- Chart of the list of the four Revealed Books and their Prophets (SAW).</p> <p>Internet Materials:</p> <p>- <a href="http://www.natais.edublogs.org">www.natais.edublogs.org</a></p>
7	MID TERM TESTS/OPEN DAY/MID TERM BREAK				

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
8	<i>Sūratut-Tīn</i> (Q95 v 1-8) (Chapter of Fig) Recitation, Translation, Importance and Uses of the Chapter	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recite <i>Sūratut-Tīn</i> in Arabic/Transliteration;</li> <li>explain the English translation of the chapter;</li> <li>state the importance and uses of the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite <i>Sūratut-Tīn</i>;</li> <li>Pupils in small groups, explain the English translation of the chapter;</li> <li>Pupils in pairs, state the importance and uses of the chapter.</li> </ul>	Collaboration, Communication, Critical Thinking, Life and Leadership Skills.	Audio/Visual Materials: <ul style="list-style-type: none"> <li>- Copies of the Holy <i>Qur'ān/Juz'-Amma</i>.</li> <li>- Chart/ Audio of Arabic Text of the chapter and English Translation</li> <li>- Chart of a Fig tree</li> </ul> Internet Materials: <ul style="list-style-type: none"> <li>- <a href="http://www.u-smart.com.ng">www.u-smart.com.ng</a></li> </ul>
9	The life of Prophet Muhammad ﷺ (SAW): His Qualities before Prophethood; his life from Prophethood to the Establishment of Islamic Ummah in Madinah	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>identify the qualities of Prophet Muhammad ﷺ (SAW);</li> <li>illustrate how the Prophet (SAW) received the first revelation at Cave of Hira and his encounter with the non-Believers;</li> <li>Imagine his establishment of Ummah in Madinah after <i>Hijrah</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class identify the quality of the Prophet ﷺ (SAW) (i.e. Al-Amin: the trustworthy).</li> <li>Pupils as a class, illustrate how the Prophet (SAW) reacted when he received the first revelation at Cave of <i>Hirāh</i> and examine his encounter with the non-Believers of <i>Makkah</i></li> <li>Pupils in small groups, imagine how the Prophet SAW and his followers embarked on <i>Hijrah</i> and establishment of Islamic Ummah in <i>Madinah</i>.</li> </ul>	Collaboration, Communication, Critical Thinking, Creative and imagination, Personal Development, Social and Citizenship Skills.	Audio/Visual Materials: <ul style="list-style-type: none"> <li>- Flashcards of some the key vocabulary words.</li> <li>- Chart of the important dates in Islam e.g. the year Muhammad (SAW) became the Prophet, His <i>Hijrah</i> to Madinah etc.</li> <li>- Chart of the Cave of <i>Hirā</i>.</li> <li>- Chart/ Video clips of how the earlier Believers were tortured and persecuted.</li> <li>- Chart of <i>Makkah</i></li> <li>- Chart of the <i>Masjidun-Nabbiyy</i> (the Mosque of the Prophet in Madinah)</li> </ul> Internet Materials: <ul style="list-style-type: none"> <li><a href="http://www.natais.edublogs.org">www.natais.edublogs.org</a></li> </ul>
10	<i>Sūratul-Inshirāh</i> (Q94 v 1-8) Recitation, Translation, Reasons for its revelation and Uses of the Chapter.	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>Recite the entire <i>Sūratul-Inshirāh</i> in Arabic / Transliteration;</li> <li>explain the English translation of the chapter;</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite <i>Sūratul-Inshirāh</i>.</li> <li>Pupils in small groups, explain the English translation of the chapter.</li> <li>Pupils in pairs,</li> </ul>	Collaboration, Communication, Critical Thinking, Social Life, Leadership and Citizenship Skills.	Audio/Visual Materials: <ul style="list-style-type: none"> <li>- Copies of the Holy <i>Qur'ān/Juz'-Amma</i>.</li> <li>- Chart/ Audio of Arabic Text of the chapter and English</li> </ul>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>state the reasons for its revelation and uses of the chapter.</li> </ul>	state the reasons for its revelation and uses of the chapter.		Translation - Flashcards of the key vocabulary words - Chart of a doctor performing surgery on a patient. Internet Materials:
11	Life history of Prophet Muhammad ﷺ (SAW) II: From the Establishment of Ummah till his Death:	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>recall how he established Islamic Ummah in Madinah and classify the earlier Believers i.e. Al ansar and Al muhajir</li> <li>Analyse the battles fought by the Prophet (SAW)</li> <li>write the roles of Prophet Muhammad (SAW) in Madinah</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, recall how he established Islamic Ummah in Madinah and classify the earlier Believers i.e. Al ansar (the Helper) and Al muhajirun (the Immigrants) and illustrate brotherhood among them.</li> <li>Pupils in small groups, analyse battles fought by the Prophet ﷺ (SAW) i.e. Badr, Uhud and Khandaq.</li> <li>Pupils in pairs, brainstorm to write the roles of Prophet Muhammad (SAW) in Madinah (i.e. i. Spiritual, Religious and Political)</li> </ul>	Collaboration, Communication, Critical Thinking, Creativity, Imagination, Social Life, Leadership and Citizenship Skills.	Audio/Visual Materials: <ul style="list-style-type: none"> <li>Flashcards of some the key vocabulary words like Muhajirun, Ansar, Immigrants, Helpers, Hijrah etc.,</li> <li>Chart of the important dates in Islam</li> <li>Charts/Clips of the battles fought by the Prophet (SAW)</li> <li>Chart of a religious, political, military, judicial leader and so on.</li> <li>Internet Materials:</li> </ul>
12	Moral Lessons from the Life and Teaching of Prophet Muhammad (SAW) (a) Explanation of his Qualities	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recall and explain the qualities of the Prophet (SAW)</li> <li>justify the moral qualities of the Prophet (SAW)</li> <li>Discussions on the relevance of his Qualities to Muslims.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in a whole, recall the qualities and practices of the Prophet (SAW) (i.e. truthfulness, honesty, tolerance, forgiveness etc.)</li> <li>Pupils in pairs, justify how the teachings above in the life of the Prophet could be emulated and applied in daily life of Muslims.</li> <li>Pupils individually discuss on the relevance of his Qualities to Muslims.</li> </ul>	Collaboration, Communication, Critical Thinking, Creativity, Imagination, Social Life, Leadership and Citizenship Skills.	Audio/Visual Materials: <ul style="list-style-type: none"> <li>Flashcards of some the key vocabulary words like truthfulness, honesty, business, tolerance, wrong doer, forgiveness, offenders, impartiality etc.,</li> <li>Chart of a religious, political, military, judicial leader and so on.</li> <li>Internet Materials:</li> </ul>
13	Revision/ Examination				



# Term 2 Primary 4

## LAGOS STATE MINISTRY OF EDUCATION

### UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

#### ISLAMIC STUDIES

#### PRIMARY FOUR SECOND TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<i>Sūratul-Fātihah</i> Recitation, Translation, Importance and the Uses	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>recall <i>Sūratul-Fātihah</i> in Arabic/Transliteration;</li> <li>explain the English translation of the <i>Sūrah</i>;</li> <li>illustrate the importance and the uses of the <i>Sūrah</i> in Muslims lives.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite <i>Sūratul-Fātihah</i>.</li> <li>Pupils in small groups, explain the English translation of the chapter.</li> <li>Pupils in pairs, illustrate the uses and importance of the chapter in observing <i>Salawāh</i> (prayers) and in the life of Muslims.</li> </ul>	Collaboration, Communication, Critical Thinking Personal Social Skills	Audio/Visual Materials: <ul style="list-style-type: none"> <li>- Copies of the Holy <i>Qur'ān/Juz'-Amma</i>.</li> <li>- Chart/ Audio of Arabic Text of the chapter and English Translation</li> <li>- Flashcards of the key vocabulary words</li> </ul> Internet Materials:
2	<i>'Asmā'ulLāhīl Husnā</i> : 21-35: Recitation, Meaning, Memorization	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>list the 21<sup>st</sup> to 35<sup>th</sup> of the beautiful Names of Allah in Arabic/Transliteration;</li> <li>describe the meaning of the Names</li> <li>arrange the Names in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class list and recite the Names of Allah from 21<sup>st</sup> to 35<sup>th</sup>.</li> <li>Pupils in small group, describe the meaning of each of the Names listed above in English</li> <li>Pupils in pairs, arrange the Arabic Text of the Names with their English meaning in chronological order and its importance</li> </ul>	Collaboration, Communication, Critical Thinking, Problems Solving Skills.	Audio/Visual Materials: <ul style="list-style-type: none"> <li>- Flashcards of the Names of Allah (SWT).</li> <li>- Chart /Audio of the Arabic text, Transliteration and English Translation of the Names.</li> </ul> Internet Materials: <ul style="list-style-type: none"> <li>- <a href="http://www.natais.edublogs.org">www.natais.edublogs.org</a></li> <li>- <a href="http://www.u-smart.com.ng">www.u-smart.com.ng</a></li> </ul>
3	<i>Sūratul-Humazah</i> (Q104 v 1-9): Recitation, Meaning, Importance	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>recite <i>Sūratul-Humazah</i> in Arabic/Transliteration;</li> <li>explain the English translation of the chapter;</li> <li>illustrate the importance of the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite <i>Sūratul-Humazah</i>.</li> <li>Pupils in small groups, explain the English translation of the chapter.</li> <li>Pupils in pairs, illustrate the importance and lessons of the chapter in the life of Muslims.</li> </ul>	Collaboration, Communication, Critical Thinking Personal Social and Citizenship Skills.	Audio/Visual Materials: <ul style="list-style-type: none"> <li>- Copies of the Holy <i>Qur'ān/Juz'-Amma</i>.</li> <li>- Chart/ Audio of Arabic Text of the chapter and English Translation</li> <li>- Flashcards of the key vocabulary words.</li> </ul> Internet Materials:



ISLAMIC RELIGIOUS STUDIES					
WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	<p><i>:Farā'id wa Sunnatul Wudū'</i></p> <p>(Obligatory and Tradition aspects of Ablution)</p> <p>(b) 5 ways of Correcting Mistakes in Wudū'</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Identify <i>Farā'id</i> of Wudū'</li> <li>illustrate <i>Sunnah</i> of Wudū'</li> <li>evaluate 5 ways of correcting mistakes in Wudū'</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small group, identify <i>Farā'id</i> (Obligatory aspects) of Wudū' (Ablution)</li> <li>Pupils in small group, illustrate <i>Sunnah</i> (Tradition aspects) of Wudū' (Ablution)</li> <li>Pupils in pairs, brainstorm on FIVE ways of correcting mistakes made while performing Wudū'</li> </ul>	Collaboration and personal development	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Chart of Muslim performing Ablution</li> <li>- Flashcards of the key vocabulary words</li> <li>- Chart of the list of <i>Farā'id</i> (Obligatory parts) of Wudū'</li> <li>- Chart of <i>Sunnah</i> (Tradition parts) of Wudū' (Ablution)</li> </ul> <p>Internet Materials:</p>
5	<p><i>Sūratut-Tawbah: (Q9 v 128-129) Recitation, Translation and Memorization</i></p>	<p>By the end of the lesson, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>Recite verses 128 to 129 of <i>Sūratut-Tawbah</i> in Arabic/Transliteration;</li> <li>explain the English translation of the chapter;</li> <li>state the importance of the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, recite verses 128 to 129 of <i>Sūratut-Tawbah</i> in both Arabic/Transliteration.</li> <li>Pupils in small groups, explain the English translation of the verses.</li> <li>Pupils in pairs, state the lessons of the verses in the life of Muslims</li> </ul>	Collaboration, Communication, Critical Thinking Personal, Social and Citizenship Skills.	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Copies of the Holy Qur'ān.</li> <li>- Chart/ Audio of Arabic Text of the verses and English Translation</li> <li>- Flashcards of the key vocabulary words.</li> <li>- Chart of the Arabic text/ Transliteration of verses 128 and 129 with the English translation.</li> </ul>
6	<p><i>Mustahabah of Wudū': Meritorious Parts of Ablution.</i></p> <p>(b) The Steps of Correcting Omission in Ablution</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>identify the <i>Mustahabah</i> of Wudū';</li> <li>assess the steps of correcting omission in Wudū'.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small group, identify the <i>Mustahabah</i> of Wudū': Meritorious Parts of Ablution.</li> <li>Pupils in pairs, assess the steps of correcting omissions made while performing Wudū'.</li> </ul>	Personal Development, Collaboration and Communication skills.	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Chart/visual of Muslim performing Ablution</li> <li>- Flashcards of the key vocabulary words</li> <li>- Chart of the list of <i>Mustahabah</i> (Meritorious) of ablution.</li> </ul> <p>Internet Materials:</p>

7	MID TERM TESTS/OPEN DAY/MID TERM HOLIDAY				
8	<i>Sūratud-Duhā</i> (Q 93 v 1-6) Recitation, Translation & Memorization	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>Recite <i>Sūratud-Duhā</i> verse 1 to 6 of in Arabic / Transliteration;</li> <li>explain the English translation of the chapter;</li> <li>state the importance of the verses.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, Recite <i>Sūratud-Duhā</i> verse 1 to 6 of in Arabic / Transliteration.</li> <li>Pupils in small groups, explain the English translation of the verses.</li> <li>Pupils in pairs, state the importance of the verses.</li> </ul>	Collaboration, Communication, Critical Thinking, Problems Solving Skills.	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Flashcards of some the key vocabulary words.</li> <li>- Chart /Audio of the Arabic text, Transliteration and English Translation of the verses.</li> </ul> <p>Internet Materials:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.natais.edublogs.org">www.natais.edublogs.org</a></li> </ul>
9	<i>Sūratud-Duhā</i> (Q 93 v 7-11) Recitation, Translation & Memorization	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>Recite the remaining verses of <i>Sūratud-Duhā</i> (v. 7 – 11) in Arabic/Transliteration;</li> <li>explain the English translation of the verses;</li> <li>state the importance of the Surah.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, recite the remaining verses of <i>Sūratud-Duhā</i> (v. 7 – 11) in Arabic / Transliteration</li> <li>Pupils in small groups, explain the English translation of the verses.</li> <li>Pupils in pairs, state the importance of the Surah</li> </ul>	Personal development, Critical Thinking and Collaboration Skills	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Flashcards of some the key vocabulary words.</li> <li>- Chart /Audio of the Arabic text, Transliteration and English Translation of the verses.</li> </ul> <p>Internet Materials:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.natais.edublogs.org">www.natais.edublogs.org</a></li> </ul>
10	Trustworthiness: Definition, Importance, (b) How Qualities of Trustworthiness could be Applied.	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>Discuss trustworthiness;</li> <li>illustrate the importance of keeping promises;</li> <li>infer how the quality of trustworthiness could be applied;</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, describe trustworthiness.</li> <li>Pupils in small group illustrate the importance of keeping promises made to people with aid of Islamic stories</li> <li>Pupils in pairs, infer how the quality of trustworthiness could be applied in daily life activities.</li> </ul>	Collaboration, Communication, Critical Thinking, Creativity, Imagination, Social Life and Citizenship Skills.	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Flashcards of some the key vocabulary words.</li> <li>- Chart/Clips of a Muslim interaction with other people.</li> </ul> <p>Internet Materials:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.natais.edublogs.org">www.natais.edublogs.org</a></li> </ul>

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
11	<p>Islamic Rules on Conduct, Brotherhood,</p> <p>(b) Views of Islam on Intoxicants and Addiction: Q5 v 90-91</p> <p>(c) Duties of a Muslim to Fellow Muslims (Q3 v 103, Q49v 10)</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>describe good conducts in Islam;</li> <li>classify the position of Islam on intoxicants and drug addiction;</li> <li>discuss the duties of Muslims to other Muslims.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, describe good conduct with adequate examples.</li> <li>Pupils in small group classify the position of Islam on intoxicants and drug addiction with the aid of Quran 5 verses 90-91</li> <li>Pupils in pairs, discuss the duties of Muslims to other Muslims (eg. greeting, mutual respect, honour invitation, visiting the sick) using the meaning of Quran 3 verse 103 and Quran 49 verse 10 as guide.</li> </ul>	<p>Collaboration, Communication, Critical Thinking, Creativity, Imagination, Social Life and Citizenship Skills.</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Flashcards of some the key vocabulary words.</li> <li>- Chart/Clips of a Muslim celebrating with and greeting other Muslims</li> <li>- Chart of Muslima attending funeral activities of their fellow Muslim.</li> </ul> <p>Internet Materials:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.natais.edublogs.org">www.natais.edublogs.org</a></li> <li>- <a href="http://www.u-smart.com.ng">www.u-smart.com.ng</a></li> </ul>
12	Revision				
13	Examination				

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# Term 3 Primary 4

## LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS ISLAMIC STUDIES PRIMARY FOUR THIRD TERM



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<i>Sūratul-Ikhlās</i> : (Q112 v 1-4) Recitation, Translation and Memorization	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>Recite <i>Sūratul-Ikhlās</i> in Arabic/Transliteration;</li> <li>explain the English translation of the <i>Sūrah</i>;</li> <li>Memorise the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, recite <i>Sūratul-Ikhlās</i>;</li> <li>Pupils in small groups, explain the English translation of the chapter;</li> <li>Pupils in pairs, memorise the verses of the chapter</li> </ul>	Collaboration, Communication, Critical Thinking, Personal Social Skills.	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Copies of the Holy <i>Qur'ān/Juz'</i>-<i>Amma</i>.</li> <li>- Chart/ Audio of Arabic Text of the chapter and English Translation</li> <li>- Flashcards of the key vocabulary words</li> </ul> <p>Internet Materials:</p>
2	<i>Farā'id wa Sunnanu Salāh</i>  (Prayer: Obligatory and Prophetic Traditions Parts of Prayer)  (b) Ways of Correcting Mistakes in <i>Salāh</i>	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>identify <i>Farā'id</i> of <i>Salāh</i></li> <li>illustrate <i>Sunnan</i> of <i>Salāh</i></li> <li>evaluate ways of correcting mistakes in <i>Salāh</i></li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small group, identify <i>Farā'id</i> (Obligatory parts) of <i>Salāh</i> (Prayer)</li> <li>Pupils in small group, illustrate <i>Sunnah</i> (Prophetic Tradition parts) of <i>Salāh</i> (Prayer)</li> <li>Pupils in pairs, brainstorm on ways of correcting mistakes made while observing <i>Salāh</i> (Prayer)</li> </ul>	Collaboration, Communication, Critical Thinking, Creativity and Imagination and Problems Solving Skills.	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Chart of Muslim observing <i>Salāh</i></li> <li>- Flashcards of the key vocabulary words</li> <li>- Chart of the list of <i>Farā'id</i> (Obligatory parts) of <i>Salāh</i></li> <li>- Chart of <i>Sunnah</i> (Tradition parts) of <i>Salāh</i> (Prayer)</li> </ul> <p>Internet Materials:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.natais.edublog.org">www.natais.edublog.org</a></li> </ul>
3	<i>Mustahābatus-Salāh</i> : (Meritorious Parts of Prayer)  Steps to Take in Performing <i>Mustahābatus</i>	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>identify the <i>Mustahābatus-Salāh</i>;</li> <li>assess the steps taking in performance of Meritorious Parts of <i>Salāh</i></li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small group, identify the <i>Mustahābatus-Salāh</i>: Meritorious Parts of Prayer.</li> <li>Pupils in pairs, assess the steps of performing Meritorious Parts of Prayer <i>Salāh</i></li> </ul>	Collaboration, Communication, Critical Thinking Personal Development and Social Skills.	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Chart/visual of Muslim performing Ablution</li> <li>- Flashcards of the key vocabulary words</li> <li>- Chart/list of <i>Mustahābah</i> (Meritorious parts)</li> </ul>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
					of Prayer.  Internet Materials:
4	<i>Sūratul-'Asr</i> (Q103 v 1-3): Recitation, Meaning and Memorization	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>Recite <i>Sūratul-'Asr</i> in Arabic/Transliteration;</li> <li>explain the English translation of the chapter;</li> <li>memorise the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite <i>Sūratul-'Asr</i>.</li> <li>Pupils in small groups, explain the English translation of the chapter.</li> <li>Pupils in pairs, memorise the verses of the chapter</li> </ul>	Collaboration, Communication, Critical Thinking Personal, Social and Citizenship Skills.	Audio/Visual Materials:  - Copies of the Holy <i>Qur'ān/Juz'-Ammā</i> .  - Chart/ Audio of Arabic Text of the chapter and English Translation  - Flashcards of the key vocabulary words.
5	<i>Sūratul-Takāthur</i> : (Q102 v 1-8: Recitation, Translation and Memorization	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recite <i>Sūratul-Takāthur</i> in Arabic/Transliteration;</li> <li>explain the English translation of the chapter;</li> <li>memorise the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite <i>Sūratul-Takāthur</i></li> <li>Pupils in small groups, explain the English translation of the chapter.</li> <li>Pupils in pairs, revise and memorise verses of the chapter</li> </ul>	Collaboration, Communication, Critical Thinking Personal, Social and Citizenship Skills.	Audio/Visual Materials:  - Copies of the Holy <i>Qur'ān/Juz'-Ammā</i> .  - Chart/ Audio of Arabic Text of the chapter and English Translation  - Flashcards of the key vocabulary words.
6	<i>As-Sawm</i> : (Fasting) Definition, Various Types of Voluntary and Importance. Ref: Q2 v 183-185	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>describe <i>Sawm</i>;</li> <li>identify the various types of fasting (Compulsory, voluntary);</li> <li>evaluate the importance of fasting.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, describe <i>Sawm</i>.</li> <li>Pupils in small group identify the various types of fasting (Compulsory, voluntary);</li> <li>Pupils in pairs, evaluate the social and religious importance of fasting with the aid of <i>Qur'ān</i> 2 verses 183 – 185.</li> </ul>	Personal and Social Life Development, Collaboration and Communication, Critical Thinking skills.	Audio/Visual Materials:  - Chart of depicting <i>Sawm</i>  - Flashcards of the key vocabulary words  - Chart of <i>Qur'ān</i> 2 verses 183 – 185 in both Arabic text/ Transliteration and English Translation.
7	MID TERM TESTS/OPEN DAY/MID TERM BREAK				
8	<i>Khulafā'ur-Rāshidūn I</i> : Life History of Four Rightly Guided	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>describe the term <i>Khalīfah</i> and</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in a whole class discussion, describe the term <i>Khalīfah</i> and <i>Khulafā'ur-</i></li> </ul>	Collaboration, Communication, Critical Thinking, Life and Leadership	Audio/Visual Materials:  - Flashcards of some the key

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Caliphs I (a) <i>Abubakr bn Quafah (RA)</i> : His Life History and Achievements on the Throne as <i>Khalīfah</i>	<i>Khulafā'ur-Rāshidūn</i> ; and state the names of the four rightly caliphs; <ul style="list-style-type: none"><li>examine the life history of <i>Abubakr (RA)</i>;</li><li>evaluate his achievements as caliph.</li></ul>	<i>Rāshidūn and state</i> names of the four rightly caliphs <ul style="list-style-type: none"><li>Pupils in small groups, examine the life history of <i>Abubakr (RA)</i>;</li><li>Pupils in pairs, brainstorm on the achievements / contributions of <i>Abubakr</i> as caliph</li></ul>	Skills.	vocabulary words.  - Chart of the important dates in Islam e.g. Prophet Muhammad's (SAW) death, date of <i>Abubakr</i> appointment, his death etc.  Internet Materials:  - <a href="http://www.u-smart.com.ng">www.u-smart.com.ng</a>
9	<i>Khulafā'ur-Rāshidūn</i> II:  <i>'Umar bn Al Khattab (RA)</i> : His Life History and Achievements as <i>Khalīfah</i>	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"><li>identify the name of the second caliph of the four rightly guided caliphs;</li><li>examine the life history of <i>'Umar (RA)</i>;</li><li>evaluate his achievements as caliph</li></ul>	<ul style="list-style-type: none"><li>Pupils in small groups, identify the name of the second caliph of the four rightly guided caliphs;</li><li>Pupils in small groups, examine the life history of <i>'Umar (RA)</i>;</li><li>Pupils in pairs, brainstorm on the achievements / contributions of <i>Umar (RA)</i> as caliph</li></ul>	Collaboration, Communication, Critical Thinking, Life and Leadership Skills.	Audio/Visual Materials:  - Flashcards of some the key vocabulary words.  - Chart of the important dates in Islam e.g. <i>Abubakr (AS)</i> death, date of <i>'Umar</i> appointment, his death etc.  Internet Materials:  <a href="http://www.natais.edublogs.org">www.natais.edublogs.org</a>
10	<i>Khulafā'ur-Rāshidūn</i> III:  Life History of <i>'Uthmān bn Affan: (RA)</i> : His Life History and Achievements as <i>Khalīfah</i>	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"><li>identify the name of the third caliph of the four rightly guided caliphs;</li><li>examine the life history of <i>'Uthmān (RA)</i>;</li><li>evaluate his achievements as caliph</li></ul>	<ul style="list-style-type: none"><li>Pupils in small groups, identify the name of the third caliph of the four rightly guided caliphs;</li><li>Pupils in small groups, examine the life history of <i>'Uthmān (RA)</i>;</li><li>Pupils in pairs, brainstorm on the achievements / contributions of <i>'Uthmān (RA)</i> as caliph</li></ul>	Collaboration, Communication, Critical Thinking, Creativity, Imagination, Social Life and Citizenship Skills.	Audio/Visual Materials:  - Flashcards of some the key vocabulary words.  - Chart of the important dates in Islam e.g. <i>'Umar (AS)</i> death, date of <i>'Uthmān's</i> appointment, his death etc.  Internet Materials:
11	<i>Khulafā'ur-Rāshidūn</i> IV  Life History of <i>'Aliy bn Abi Talib (RA)</i> : His Life History and Achievements on the Throne as <i>Khalīfah</i>	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"><li>identify the name of the fourth caliph of the four rightly guided caliphs;</li><li>examine the life history of <i>'Aliy (RA)</i>;</li><li>evaluate his achievements as caliph</li></ul>	<ul style="list-style-type: none"><li>Pupils in small groups, identify the name of the fourth caliph of the four rightly guided caliphs;</li><li>Pupils in small groups, examine the life history of <i>'Aliy (RA)</i>;</li><li>Pupils in pairs,</li></ul>	Collaboration, Communication, Critical Thinking, Creativity, Imagination, Social Life and Citizenship Skills.	Audio/Visual Materials:  - Flashcards of some the key vocabulary words.  - Chart of the important dates in Islam e.g. <i>'Uthmān's (AS)</i>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	ISLAMIC RELIGIOUS STUDIES	
				EMBEDDED CORE SKILLS	LEARNING RESOURCES
			brainstorm on the achievements/ contributions of 'Aliy (RA) as caliph		death, date of 'Aliy appointment, his death etc.
12	Revision				
13	Examination				

# Islamic Religious Studies

## Plan Lesson Notes

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# Term 1 Primary 5



## LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS ISLAMIC STUDIES PRIMARY FIVE FIRST TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Readiness test / Revision				
2	Sūratu-'Alaq Chapter 96 v 1-10	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recite and memorize the Arabic text correctly;</li> <li>read the translation;</li> <li>relate purpose / importance of the Sūrah revelation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class will recite and memorize the Arabic text.</li> <li>Pupils as a class will read the translation.</li> <li>Pupils in small groups relate the purpose / importance of the Sūrah.</li> </ul>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>	<p>Audio/Visual Materials:</p> <p>A copy of glorious Qur'ān</p> <p>Cardboard with the inscription of the Arabic text.</p> <p>Audio device of the text.</p> <p>Copy of the Holy Qur'ān</p> <p>Internet Materials:</p>
3	Asmā'ul-Lāhīl-Husnā (Attributes of Allah) 36-50	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>pronounce the Names correctly in Arabic;</li> <li>state their meaning and memorize them;</li> <li>relate their significance to our existence.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class will recite the Names in Arabic and their meaning.</li> <li>Pupils in small groups rehearse the Names.</li> <li>Pupils as a class discuss the significance of the Names to our existence.</li> </ul>	<p>Communication, Collaboration</p> <p>Critical thinking and problem solving</p> <p>Digital Literacy</p>	<p>Audio/Visual Materials:</p> <p>A copy of glorious Qur'ān</p> <p>Cardboard showing the meaning of Asmā'ul-Lāhīl-Husnā</p> <p>Flash cards of the Names.</p> <p>Internet Materials: <a href="https://99namesofallah.name">https://99namesofallah.name</a></p>
4	Sūratu-'Alaq Chapter 96 v 11-19	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>recall, recite and memorize the Arabic text correctly;</li> <li>read the translation;</li> <li>relate the purpose and importance of the Sūrah's revelation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recall, recite and memorize the Arabic text.</li> <li>Pupils as a class read the translation.</li> <li>Pupils in small groups relate the purpose and importance of the Sūrah's revelation.</li> </ul>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>	<p>Audio/Visual Materials:</p> <p>A copy of glorious Qur'ān</p> <p>Cardboard with the inscription of the Arabic text.</p> <p>Audio device of the</p>



ISLAMIC RELIGIOUS STUDIES					
WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
					text.  Copy of the Holy Qur'ān  Internet Materials:
5	Asmā'ul-Lāhīl-Husnā (Attributes of Allah) 51-66	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>pronounce the Names correctly in Arabic;</li> <li>state their meaning and memorize them;</li> <li>relate their significance to our existence.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite the Names in Arabic and their meaning.</li> <li>Pupils in small groups rehearse the Names.</li> <li>Pupils as a class discuss the significance of the Names to our existence.</li> </ul>	Communication and collaboration  Critical thinking and problem solving  Digital Literacy	Audio/Visual Materials:  A copy of glorious Qur'ān  Cardboard showing the meaning of Asmā'ul-Lāhīl-Husnā  Flash cards of the Names.  Internet Materials:  <a href="https://99namesofallah.name">https://99namesofallah.name</a>
6	Belief in the life after death (Yāwmal-Qiyaamah)	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recall the Articles of Faith and relate death to sleeping;</li> <li>discuss how man will be resurrected;</li> <li>relate death with resurrection and judgement</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recall the Articles of Faith and relate death to sleeping.</li> <li>Pupils in small groups discuss the resurrection of man.</li> <li>Pupils as a class relate death with resurrection and judgement</li> </ul>	Communication and collaboration  Creativity and imagination  Digital Literacy	Audio/Visual Materials:  A copy of glorious Qur'ān  Chart showing the six  Articles of Faith  Picture of a burial procession  Internet Materials:  <a href="https://www.bbc.co.uk/bitesize/guide/z6mhgk7">https://www.bbc.co.uk/bitesize/guide/z6mhgk7</a>  <a href="#">/revision/3</a>
7	MID TERM TESTS/OPEN DAY/MID TERM BREAK				

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UNIFIED SCHEMES OF WORK FOR PRIMARY 4-6

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
8	Sūratu Luqmān Chapter 31 v 12-15	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recite the Arabic text correctly;</li> <li>read the translation;</li> <li>relate the purpose and significance of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite the Arabic text.</li> <li>Pupils as a class read the translation.</li> <li>Pupils in small groups relate the purpose and significance of the text.</li> </ul>	Communication and collaboration Critical thinking and problem solving	Audio/Visual Materials: A copy of glorious Qur'ān Cardboard with the inscription of the Arabic text. Audio device of the text. Copy of the Holy Qur'ān Internet Materials:
9	Concept of Tawbah (Repentance and Forgiveness)	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>define Tawbah;</li> <li>explain the concept of Tawbah;</li> <li>differentiate between repentance and forgiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class define Tawbah.</li> <li>Pupils in small groups explain the concept of Tawbah.</li> <li>Pupils as pairs differentiate between repentance and forgiveness.</li> </ul>	Communication and collaboration Critical thinking and problem solving Digital Literacy	Audio/Visual Materials: A copy of glorious Qur'ān Flash cards of key words Dictionary Internet Materials: <a href="https://blog.dawntravels.com/conceptrepentance-islam">https://blog.dawntravels.com/conceptrepentance-islam</a>
10	Sūratu-Luqmaan Chapter 31 v 16-19	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>Recall and recite the Arabic text correctly;</li> <li>read the translation;</li> <li>relate purpose and significance of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recall and recite the Arabic text.</li> <li>Pupils as a class read and discuss the translation</li> <li>Pupils in small groups relate the purpose and significance of the text.</li> </ul>	Communication and Collaboration Critical thinking and problem solving	Audio/Visual Materials: A copy of glorious Qur'ān Cardboard with the inscription of the Arabic text. Audio device of the text. Copy of the Holy Qur'ān
11	The role of some women mentioned in the Qur'ān Chapter 66 v 10-12	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>name the women;</li> <li>state their roles;</li> <li>relate their importance and influence.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class name the women.</li> <li>Pupils in small groups state their roles.</li> <li>Pairing pupils to relate their importance and influence.</li> </ul>	Communication, Collaboration Leadership and Personal Development	Audio/Visual Materials: A copy of glorious Qur'ān Copy of the Glorious Qur'ān Flash cards of the names of the women mentioned.
12	Revision				
13	Examination				





**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**ISLAMIC STUDIES**  
**PRIMARY FIVE SECOND TERM**

## Term 2 Primary 5

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Readiness test / Revision				
2	Sūratul-Qān'ah Chapter 101 v 1-11	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recite and memorize the Arabic text correctly;</li> <li>read the translation;</li> <li>relate the purpose and importance of the Sūrah's revelation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite and memorize the Arabic text.</li> <li>Pupils as a class read and discuss the translation.</li> <li>Pupils in small groups relate the purpose and importance of the Sūrah.</li> </ul>	Communication and Collaboration Critical thinking and problem solving	Cardboard with the inscription of the Arabic text. Audio device of the text. Copy of the Holy Qur'ān
3	Role of some women in early Islām	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>name the women;</li> <li>state their roles;</li> <li>relate their importance and influence.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class name the women.</li> <li>Pupils in small groups state their roles.</li> <li>Pairing pupils to relate their importance and influence.</li> </ul>	Communication and collaboration Leadership and personal development	Audio/Visual Materials:  A copy of glorious Qur'ān  Chart showing the names of the women mentioned.  Flash cards of key words.
4	Sūratul-Jum'ah Chapter 62 v 9-11	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recite and memorize the Arabic text correctly;</li> <li>read the translation;</li> <li>relate the purpose and importance of the Sūrah's revelation</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite and memorize the Arabic text.</li> <li>Pupils as a class read and discuss the translation.</li> <li>Pupils in small groups relate the purpose and importance of the Sūrah</li> </ul>	Communication and collaboration Critical thinking and problem solving	Audio/Visual Materials:  A copy of glorious Qur'ān  Cardboard with the inscription of the Arabic text.  Audio device of the text. A copy of glorious Qur'ān  Copy of the Holy Qur'ān

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
5	Shirk (Associating partner with Allah)	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>define shirk;</li> <li>cite acts that amount to shirk;</li> <li>tell why none should be worshipped except Allah.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class define shirk.</li> <li>Pupils in small group discuss and cite acts that lead to shirk.</li> <li>Pupils in small groups give reasons for not associating partner with Allah.</li> </ul>	Communication, Collaboration Critical thinking and problem solving  Digital Literacy	Pictures of idols and other objects Flash cards of key words  Internet Materials: <a href="https://www.newageisl.com/islamicideology">https://www.newageisl.com/islamicideology</a>
6	<i>Asmā'ul-Lāhīl-Husnā</i> (Attributes of Allah) 66-80	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>pronounce the Names correctly in Arabic;</li> <li>state their meaning and memorize them;</li> <li>relate their significance to our existence and faith.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite the Names in Arabic and their meaning.</li> <li>Pupils in small groups rehearse the Names for memorise.</li> <li>Pupils as a class discuss the significance of the Names to our existence and faith.</li> </ul>	Communication and collaboration  Critical thinking and problem solving  Digital Literacy	Audio/Visual Materials:  A copy of glorious Qur'ān  Cardboard showing the meaning of <i>Asmā'ul-Lāhīl-Husnā</i>  Flash cards of the Names. Internet Materials: <a href="https://99namesofallah.name">https://99namesofallah.name</a>
7	MID TERM TESTS/OPEN DAY/MID TERM BREAK				
8	Virtuous acts in Islām	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>list some behaviours that are virtuous for Muslims;</li> <li>justify the listed behaviours with the aid of some Quranic verses;</li> <li>explain the benefits to individuals and community.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite listed virtuous acts. i.e. selflessness, moderation, modesty, punctuality, encouraging good and refraining evils;</li> <li>Pupils in small groups will discuss to justify the listed virtuous acts;</li> <li>Pupils as a class discuss the benefits of virtuous acts to individuals and community.</li> </ul>	Communication and collaboration  Critical Thinking and Problem solving  Leadership and Personal development  Citizenship	Audio/Visual Materials:  A copy of glorious Qur'ān  Chart with the inscription of virtuous acts. Flash cards of key words.

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
9	Aayāt in the contents; Q2v285 Q3v95 Q3v18	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recite and memorize the Arabic text correctly;</li> <li>read the translation;</li> <li>relate the purpose and importance of the verses.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite and memorize the Arabic text.</li> <li>Pupils as a class read and discuss the meaning.</li> <li>Pupils in small groups relate the purpose and importance of the verses.</li> </ul>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>	<p>Audio/Visual Materials:</p> <p>A copy of glorious Qur'ān</p> <p>Cardboard with the inscription of the Arabic text.</p> <p>Audio device of the text.</p> <p>Copy of the Holy Qur'ān</p>
10	Effect of intoxicant and Drug Abuse	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>define intoxicant and drug abuse;</li> <li>explain the effect of intoxicant and drug abuse;</li> <li>consider the effect of intoxicant and drug abuse in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class say the meaning of intoxicant and drug abuse.</li> <li>Pupils in small groups discuss the effect of intoxicant and drug abuse.</li> <li>Pupils in small groups consider the effect on the community.</li> </ul>	<p>Communication and collaboration</p> <p>Critical thinking and Problem Solving</p> <p>Leadership and Personal Development</p> <p>Citizenship</p> <p>Digital Literacy</p>	<p>Audio/Visual Materials:</p> <p>A copy of Holy Qur'ān</p> <p>Charts, posters, pictures on intoxicant and drug abuse</p> <p>Flash cards of key words.</p> <p>Internet Materials:</p> <p><a href="https://drugabuse.com/">https://drugabuse.com/</a></p> <p><a href="https://drugabuse.com/drug-alcohol-effects/">drug-alcohol-effects/</a></p>
11	Asmā'ul-Lāhīl-Husnā (Attributes of Allah) 81-100	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>pronounce the Names correctly in Arabic;</li> <li>state their meaning and memorize them;</li> <li>relate their significance to our existence.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite the Names in Arabic and their meaning.</li> <li>Pupils in small groups rehearse the Names for memorisation.</li> <li>Pupils as a class discuss the significance of the Names to our existence.</li> </ul>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Digital Literacy</p>	<p>Audio/Visual Materials:</p> <p>A copy of glorious Qur'ān</p> <p>Cardboard showing the meaning of Asmā'ul-Lāhīl-Husnā</p> <p>Flash cards of the Names.</p> <p>Internet Materials:</p> <p><a href="https://99namesofallah.name">https://99namesofallah.name</a></p>
12	Revision				
13	Examination				

# Term 3 Primary 5



## LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS ISLAMIC STUDIES PRIMARY FIVE THIRD TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Readiness test / Revision				
2	<b>Ayyatul-Kursiy (the Verse of the Throne)</b> (Quran 2 v 255) Recitation, Translation and importance.	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>Recite <i>Ayyatul-Kursiy</i> in Arabic / Transliteration;</li> <li>explain the English translation of the verse;</li> <li>memorise the verse and discuss the importance.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, recite the verse;</li> <li>Pupils in small groups, explain the English translation of the verse;</li> <li>Pupils in pairs, memorise the verse and discuss the importance.</li> </ul>	<p>Communication, Collaboration</p> <p>Critical thinking and Problem solving.</p> <p>Leadership and Personal development.</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Copies of the Holy <i>Qur'ān</i></li> <li>- Chart/ Audio of Arabic Text of the verse and English Translation</li> <li>- Flashcards of the key vocabulary words</li> </ul> <p>Internet Materials:</p>
3	Al-Ghusl (Ritual Bath)	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>state the meaning and types of Ghusl;</li> <li>tell why Ghusl is performed;</li> <li>demonstrate how Ghusl is performed.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class say the meaning of Ghusl and mention types.</li> <li>Pupils in small groups discuss and give reasons for performing Ghusl.</li> <li>Pupils in small groups demonstrate how Ghusl is performed.</li> </ul>	<p>Communication, Collaboration</p> <p>Critical thinking and problem solving</p> <p>Leadership and Personal Development</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>Chart with the inscription of Ghusl and its types.</li> <li>Clean water</li> <li>Container e.g kettle, bowl, plastic bottle, small bucket etc.</li> </ul>
4	The four founders of Islamic Law (Imām Mālik)	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>list the contribution of Imām Mālik in Islām;</li> <li>relate his life history;</li> <li>cite moral lessons from his life</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class list the contribution of Imām Mālik in Islām.</li> <li>Pupils in small groups discuss to relate his life history and Pupils mention moral lessons from his life</li> </ul>	<p>Communication, Collaboration</p> <p>Critical thinking and problem solving</p> <p>Leadership and Personal Development</p> <p>Digital Literacy</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>A copy of glorious <i>Qur'ān</i></li> <li>Chart showing the names of the four reformers.</li> </ul> <p>Internet Materials:</p> <p><a href="https://free-islamiccourse.org/stageonemodule-4/four-schoolslaw-islam.html">https://free-islamiccourse.org/stageonemodule-4/four-schoolslaw-islam.html</a></p>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
5	Sūratul-Alaq Chapter 96 v 11-19	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recall, recite and memorize the Arabic text correctly;</li> <li>read and discuss the translation;</li> <li>relate the purpose and importance of the Sūrah's revelation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recall, recite and memorize the Arabic text.</li> <li>Pupils as a class read and discuss the translation.</li> <li>Pupils in small groups relate the purpose and importance of the Sūrah.</li> </ul>	<p>Communication, Collaboration</p> <p>Critical thinking and Problem Solving</p>	<p>Audio/Visual Materials:</p> <p>A copy of glorious Qur'an</p> <p>Cardboard with the inscription of the Arabic text.</p> <p>Audio device of the text.</p> <p>Copy of the Holy Qur'an</p>
6	Zakāh and its significance	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>explain Zakāt and its significance;</li> <li>identify items on which Zakāt is paid;</li> <li>relate its significance to societal growth.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class explain Zakāt and its significance.</li> <li>Pupils as a class identify items on which it is paid.</li> <li>Pupils in small groups discuss how Zakāt can be used for the wellbeing of the society.</li> </ul>	<p>Communication, Collaboration</p> <p>Critical thinking and problem solving</p> <p>Leadership and Personal Development</p> <p>Digital Literacy</p>	<p>Audio/Visual Materials:</p> <p>A copy of glorious Qur'an</p> <p>Chart with the inscription of the five pillars of Islām.</p> <p>Chart showing items that can be used in paying Zakāt.</p> <p>Internet Materials:</p> <p><a href="https://www.quora.com/What-is-the-significance-of-zakat">https://www.quora.com/What-is-the-significance-of-zakat</a></p>
7	<b>MID-TERM TEST / OPEN DAY &amp; BREAK</b>				
8	The four founders of Islamic Law (Imām Shafi'i)	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>list the contribution of Imām Shafi'i in Islām;</li> <li>relate his life history;</li> <li>cite moral lessons from his life.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class list the contribution of Imām Shafi'i in Islām.</li> <li>Pupils in small groups discuss to relate his life history</li> <li>Pupils as a class mention moral lessons from his life.</li> </ul>	<p>Communication, Collaboration</p> <p>Critical thinking and problem solving</p> <p>Leadership and Personal Development</p> <p>Digital Literacy</p>	<p>Audio/Visual Materials:</p> <p>A copy of glorious Qur'an</p> <p>Chart showing the names of the four reformers.</p> <p>Internet Materials:</p> <p><a href="https://free-islamiccourse.org/stageonemodule-4/four-schoolslaw-islam.html">https://free-islamiccourse.org/stageonemodule-4/four-schoolslaw-islam.html</a></p>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
9	The four founders of Islamic Law (Imām Hanbal)	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>list the contribution of Imām Hanbal in Islām;</li> <li>relate his life history;</li> <li>cite moral lessons from his life.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class list the contribution of Imām Hanbal in Islām.</li> <li>Pupils in small groups discuss to relate his life history</li> <li>Pupils as a class mention moral lessons from his life.</li> </ul>	Communication, Collaboration  Critical thinking and problem solving  Leadership and Personal Development  Digital Literacy	Audio/Visual Materials:  A copy of glorious Qur'an  Chart showing the names of the four reformers.  Internet Materials:  <a href="https://free-islamiccourse.org/stageonemodule-4/four-schoolslaw-islam.html">https://free-islamiccourse.org/stageonemodule-4/four-schoolslaw-islam.html</a>
10	The four founders of Islamic Law (Imām Hanaf)	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>list the contribution of Imām Hanaf in Islām;</li> <li>relate his life history;</li> <li>cite moral lessons from his life.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class list the contribution of Imām Hanaf in Islām.</li> <li>Pupils in small groups discuss to relate his life history,</li> <li>Pupils as a class mention moral lessons from his life.</li> </ul>	Communication, Collaboration  Critical thinking and problem solving  Leadership and personal development  Digital Literacy	Audio/Visual Materials:  A copy of glorious Qur'an  Chart showing the names of the four reformers. Internet Materials:  <a href="https://free-islamiccourse.org/stageonemodule-4/four-schoolslaw-islam.html">https://free-islamiccourse.org/stageonemodule-4/four-schoolslaw-islam.html</a>
11	Sūratul-'Ādiyah Chapter 100 v 1-11	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recite and memorize the Arabic text correctly;</li> <li>read and discuss the translation;</li> <li>relate the purpose and importance of the Sūrah</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite and memorize the Arabic text.</li> <li>Pupils as a class read and discuss the translation.</li> <li>Pupils in small groups relate the purpose and importance of the Sūrah.</li> </ul>	Communication, Collaboration  Critical thinking and problem solving	Audio/Visual Materials:  A copy of glorious Qur'an  Cardboard with the inscription of the Arabic text.  Audio device of the text. Copy of the Holy Qur'an
12	Revision				
13	Examination				

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**Term 1 Primary 6**  
**LAGOS STATE MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**ISLAMIC STUDIES**  
**PRIMARY SIX FIRST TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Readiness test / Revision				
2	Sūratul-Mulk Chapter 67 v 1-10	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>recite and memorize the Arabic text correctly;</li> <li>read the translation;</li> <li>relate the purpose and importance of the Sūrah's revelation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite and memorize the Arabic text.</li> <li>Pupils as a class read and discuss the translation.</li> <li>Pupils in small groups relate the purpose / importance of the Sūrah.</li> </ul>	Communication, Collaboration Critical thinking and problem solving	Audio/Visual Materials:  A copy of glorious Qur'ān  Cardboard with the inscription of the Arabic text.  Audio device of the text.  Copy of the Holy Qur'ān
3	Sūratun-Nūr Chapter 24 v 27-28	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recite and memorize the Arabic text correctly;</li> <li>read the translation;</li> <li>relate the purpose and importance of the Sūrah revelation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, recite and memorize the Arabic text.</li> <li>Pupils as a class read and discuss the translation.</li> <li>Pupils in small groups, relate the purpose and importance of the Sūrah.</li> </ul>	Communication, Collaboration  Critical thinking and problem solving	Audio/Visual Materials:  A copy of glorious Qur'ān  Cardboard with the inscription of the Arabic text.  Audio device of the text. Copy of the Holy Qur'ān
4	Sūratuz-Zilzalah & Sūratul-Adiyāt (Chapters 99 & 100)	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>recite and memorize the Arabic text correctly;</li> <li>read the translation;</li> <li>relate the purpose importance of the Chapters revelation</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite and memorize the Arabic text.</li> <li>Pupils as a class read and appreciate the translation.</li> <li>Pupils in small groups relate the purpose and importance of the Chapters.</li> </ul>	Communication, Collaboration  Critical thinking and problem solving	Audio/Visual Materials:  A copy of glorious Qur'ān  Cardboard with the inscription of the Arabic text.  Audio device of the text.  Copy of the Glorious Qur'ān

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
5	Difference between Zakāh and Sadaqah	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>explain the meaning of Zakāt and Sadaqah;</li> <li>list the importance of Zakāt and Sadaqah;</li> <li>compare and contrast Zakāt and Sadaqah.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recall the meaning of Zakāt and Sadaqah.</li> <li>Pupils in small groups discuss the importance of Zakāt and Sadaqah.</li> <li>Pupils as a class, compare and contrast Zakāt and Sadaqah.</li> </ul>	Communication, Collaboration Critical thinking and problem solving Leadership and Personal Development Digital Literacy	Audio/Visual Materials: A copy of glorious Qur'ān Chart with the inscription of the five pillars of Islām. Chart showing items that can be used in paying Zakāt and Sadaqah Internet Materials: <a href="http://www.differencebetween.net/miscellaneous/difference-betweenzakat-and-sadaqah/">http://www.differencebetween.net/miscellaneous/difference-betweenzakat-and-sadaqah/</a>
6	Sujūdus-Sahw (Prostration of Forgetfulness)	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>explain the meaning of Sujūdus-Sahw;</li> <li>tell why it is important;</li> <li>demonstrate its observance.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class say the meaning of Sujūdus-Sahw.</li> <li>Pupils in small groups, discuss and give reasons for performing it.</li> <li>Pupils, in small groups, demonstrate how it is performed.</li> </ul>	Communication, Collaboration Critical thinking and problem solving Leadership and Personal Development	Audio/Visual Materials: A copy of glorious Qur'ān Chart showing the five daily obligatory prayers cum Rak'ah. Flash cards of key words. Praying mat / neat carton.
7	<b>MID-TERM TEST / OPEN DAY &amp; BREAK</b>				
8	Salātul-Qasr (Shortened Salāh)	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>explain the meaning of Salātul-Qasr;</li> <li>list conditions for its performance, mention Salāh to be shortened;</li> <li>justify why it is important to observe it.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, say the meaning of Salātul-Qasr.</li> <li>Pupils in small groups, discuss and list conditions for performing it and Salāh to be shortened.</li> <li>Pupils individually justify why it is important to be performed.</li> </ul>	Communication, Collaboration Critical thinking and problem solving Leadership and personal development	Audio/Visual Materials: A copy of glorious Qur'ān Chart showing the five daily obligatory prayers cum Rak'ah. Flash cards of key words



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
9	Hijrah Calendar and its importance	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>explain the meaning of Hijrah;</li> <li>list the importance of Hijrah Calendar;</li> <li>distinguish between the Hijrah and Gregorian Calendars.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class say the meaning of Hijrah.</li> <li>Pupils in small groups list the importance of the Hijrah Calendar.</li> <li>Pupils in pairs to distinguish between Hijrah and Gregorian Calendars.</li> </ul>	Communication, Collaboration  Critical thinking and problem solving  Leadership and Personal Development  Digital Literacy	Audio/Visual Materials: A copy of glorious Qur'an Chart showing days of the week in tabular form (Gregorian / Hijrah). Chart with the inscription of the Hijrah months. Calendars Internet Materials: <a href="https://www.islamicfinder.org/news/thehistory-andimportance-of-islamiccalendar/amp/">https://www.islamicfinder.org/news/thehistory-andimportance-of-islamiccalendar/amp/</a>
10	History of Prophet Muhammad ﷺ (S.A.W); his farewell message	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>illustrate how the Prophet returned to Makkah;</li> <li>list lessons from his farewell message;</li> <li>relate derivable lessons from his farewell message.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class narrate how Prophet Muhammad ﷺ (S.A.W) returned to Makkah.</li> <li>Pupils in small groups list lessons from his farewell message.</li> <li>Pupils as a class relate derivable lessons from the message.</li> </ul>	Communication, Collaboration  Critical thinking and problem solving  Citizenship  Digital Literacy	Audio/Visual Materials: A copy of glorious Qur'an Pictures of pilgrims in Mount Arafah and Ka'abah. Internet Materials: <a href="https://quranacademy.io/blog/last-sermon-prophet-muhammadsaw/">https://quranacademy.io/blog/last-sermon-prophet-muhammadsaw/</a>
11	Moral lessons from the life and teachings of Prophet Muhammad ﷺ (S.A.W)	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>summarize the life history of Prophet Muhammad (S.A.W);</li> <li>discuss lessons from his teachings;</li> <li>Justify following the Prophet's footsteps/ lessons from his teachings.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class summarize the life history of Prophet Muhammad (S.A.W) ﷺ.</li> <li>Pupils in small groups list and discuss lessons from his teachings.</li> <li>Pupils as a class justify adhering to Prophet's teachings.</li> </ul>	Communication, Collaboration  Critical thinking and problem solving  Citizenship  Digital Literacy	Audio/Visual Materials: A copy of glorious Qur'an Pictures of the Holy Masjid in Makkah and the Prophet's Masjid in Madeenah. Internet Materials: <a href="https://themuslimvibe.com/faith-islam/10lessons-from-the-holyprophet">https://themuslimvibe.com/faith-islam/10lessons-from-the-holyprophet</a>
12	Revision				
13	Examination				

# Term 2 Primary 6



## LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS ISLAMIC STUDIES PRIMARY SIX SECOND TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<i>Al-Qur'ān: Qur'ān 3 (Sūratul-Imrān)</i> verses 103-105:  Recitation, Translation and Explanation.	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recite the text of <i>Al-Qur'ān 3 verses 103-105</i> in Arabic/Transliteration;</li> <li>explain the English translation of the verses;</li> <li>highlight lessons of the verses.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, recite the verses;</li> <li>Pupils in small groups, explain the English translation of the verses;</li> <li>Pupils in pairs, highlight the lessons of the verse.</li> </ul>	Collaboration, Communication, Critical Thinking, Personal Social Skills.	Audio/Visual Materials:  - Copies of the Holy <i>Qur'ān</i>  - Chart/ Audio of Arabic Text of the verse and English Translation  - Flashcards of the key vocabulary words from the verses.
2	<i>Tawhīd and Fiqh: Salātul-Janāzah</i> (Funeral Prayer) Meaning, When and how is it performed	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>describe <i>Salātul-Janāzah</i> (Funeral Prayer);</li> <li>Identify when and how it is performed;</li> <li>evaluate the essential parts of it.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, discuss the meaning of <i>Salātul-Janāzah</i> (Funeral Prayer)</li> <li>Pupils in small groups, identify when and how it is performed (i.e. performed on dead Muslims. It is performed in standing only and preferably in congregation)</li> <li>Pupils in pairs, brainstorm to evaluate the essential parts of it.</li> </ul>	Collaboration, Communication, Critical Thinking, Creativity and Imagination Skills.	Audio/Visual Materials:  - Chart of the special / occasional prayers in Islam.  - Flashcards of the key vocabulary words  - Chart of the Muslims performing <i>Salātul-Janāzah</i> .  Internet Materials:  - <a href="http://www.natais.edublogs.org">www.natais.edublogs.org</a>
3	<i>Tawhīd &amp; Fiqh: Good Manners:</i> Consideration for others, Spirit of loving, Cooperation, Reasons for Muslim to assist his fellow Muslims and Slandering.	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>describe the meanings of: consideration for others, and cooperating with one another;</li> <li>identify reasons why a Muslim should assist his fellow Muslims and others;</li> <li>analysing the lessons in Quran 68 verses 11-12</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, discuss the meanings of: consideration for others, and cooperating with one another</li> <li>Pupils in small groups, identify and explain reasons why a Muslim should assist his fellow Muslims and others.</li> <li>Pupils in pairs, brainstorm to analyse the lessons and</li> </ul>	Collaboration, Communication  Critical thinking and Problem solving  Leadership and Personal Development.	Audio/Visual Materials:  - Copies of the Holy <i>Qur'ān</i>  - Chart/ Audio of Arabic Text of the verses and English Translation  - Flashcards of the key vocabulary words.



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			teaching contained in Quran 68 verses 11-12		
4	Sīrah/Ta'dīb: child's right in Islam: Child's right in Islam from the parents and Society.	<p>By the end of the lesson, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>describe the child's right in Islam;</li> <li>illustrate the rights of child in Islam from the parents;</li> <li>Justify the rights of child in Islam from the society.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in a class, describe the child's right in Islām</li> <li>Pupils in small groups, illustrate the rights of child in Islam towards acquiring education (i.e. formal, informal and non-formal) and other basic rights/needs.</li> <li>Pupils in pairs, critique the rights of child in Islam compare to other religion or ideology.</li> </ul>	<p>Collaboration, Communication, Critical Thinking</p> <p>Leadership and Personal Development</p> <p>Citizenship.</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Chart of a Muslim family.</li> <li>- Chart of some basic rights of a child in Islam.</li> <li>- Flashcards of the key vocabulary words.</li> <li>- Quranic Refs on the duties of Parents on their Children</li> </ul> <p>Internet Material:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.u-smart.com.ng">www.u-smart.com.ng</a></li> </ul>
5	<p>Islām and Science I:</p> <ul style="list-style-type: none"> <li>-Meaning of Islam and Science,</li> <li>-Some early Muslim Scientists,</li> <li>- Importance of Science,</li> <li>- Advantages/ Disadvantages of Science in Islām.</li> </ul>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>describe Islam and Science;</li> <li>identify some of the early Muslim scientists/ inventors;</li> <li>justify the importance of science in Islām, discuss the abuse of science in Islam</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, describe the literal and technical meanings of Islam and Science.</li> <li>Pupils in small groups, identify some of the early Muslim scientists/ inventors and their discoveries/ inventions (i.e. names and their inventions/ discoveries).</li> <li>Pupils in pairs, brainstorm to justify the importance of science in Islam (with the aid of some Quranic verses and Ahadith) and discuss the abuse of Science</li> </ul>	<p>Collaboration, Communication</p> <p>Critical thinking</p> <p>Leadership and Personal development</p> <p>Creativity and Imagination</p> <p>Citizenship Skills.</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Copies of the Holy Qur'ān.</li> <li>- Chart of the Muslim scientists/ inventors &amp; their discoveries/ inventions.</li> <li>- Arabic Text and English Translation of Refs.</li> <li>- Flashcards of the key vocabulary words.</li> <li>- Chart of some of the un-Islamic Scientific theories e.g. Evolution of Man for ape by Darwin etc.</li> </ul> <p>Internet Material:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.u-smart.com.ng">www.u-smart.com.ng</a></li> </ul>
6	Suratul Adiyat Quran chapter 100.	<p>By the end of the lesson, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>recite and memorise the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, recite and memorise the Arabic text.</li> </ul>	<p>Collaboration, Communication</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Chart of Suratul</li> </ul>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		<p>Arabic text correctly,</p> <ul style="list-style-type: none"> <li>read and appreciate the translation,</li> <li>relate the purpose and importance of the Chapter's revelation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small groups, read and appreciate the meaning,</li> <li>Pupils in pairs, relate the purpose and importance of the chapter.</li> </ul>	<p>Critical thinking</p> <p>Leadership and Personal development</p> <p>Creativity and Imagination</p> <p>Citizenship Skills.</p>	Adiyat.
7	MID TERM TESTS/OPEN DAY/MID TERM BREAK				
8	<i>Sūratut-Tīn</i> (Q95 v 1-8) (Chapter of Fig) Recitation, Translation, Importance and Uses of the Chapter	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>recite <i>Sūratut-Tīn</i> in Arabic/Transliteration;</li> <li>explain the English translation of the chapter;</li> <li>highlight the importance and uses of the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite <i>Sūratut-Tīn</i>;</li> <li>Pupils in small groups, explain the English translation of the chapter;</li> <li>Pupils in pairs, highlight the importance and uses of the chapter.</li> </ul>	<p>Collaboration, Communication</p> <p>Critical thinking</p> <p>Leadership and Personal development</p> <p>Creativity and Imagination</p> <p>Citizenship Skills.</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Copies of the Holy <i>Qur'ān/Juz'-Ammā</i>.</li> <li>- Chart/ Audio of Arabic Text of the chapter and English Translation</li> <li>- Chart of a Fig tree</li> </ul> <p>Internet Materials:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.u-smart.com.ng">www.u-smart.com.ng</a></li> </ul>
9	<p>The life of Prophet Muhammad ﷺ (SAW) I: From Prophethood to the Establishment of <i>Ummah</i> in <i>Madinah</i></p> <p>(a) His Qualities before Prophethood, (b) Description of his First Revelation, (c) His Earlier Encounter with non-Believers, (e) Hijrah to <i>Madinah</i></p> <p>(f) Establishment of <i>Ummah</i>.</p>	<p>By the end of the lesson, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>identify the qualities of Prophet Muhammad (SAW);</li> <li>illustrate how the Prophet (SAW) received the first revelation at Cave of Hira</li> <li>examine his encounter with the non-Believers; discuss establishment of <i>Ummah</i> in <i>Madinah</i> after <i>Hijrah</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, identify the quality of the Prophet (SAW) (i.e. Al-Amin: the trustworthy).</li> <li>Pupils in a whole class discussion, illustrate how the Prophet (SAW) reacted when received the first revelation at Cave of <i>Hirā</i>.</li> <li>Pupils in small groups, examine the encounter of the Prophet (SAW) with the non-Believers of <i>Makkah</i></li> </ul> <p>Pupils in small groups, imagine how the Prophet SAW and his followers embarked on <i>Hijrah</i> and establishment of <i>Ummah</i>; Islamic Community in <i>Madinah</i>.</p>	<p>Collaboration, Communication</p> <p>Critical thinking</p> <p>Leadership and Personal development</p> <p>Creativity and Imagination</p> <p>Citizenship Skills.</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Flashcards of some the key vocabulary words.</li> <li>- Chart of the important dates in Islam e.g. the year Muhammad (SAW) became the Prophet, His <i>Hijrah</i> to <i>Mac</i>.</li> <li>- Chart of the Cave of <i>Hirā</i>.</li> <li>- Chart/ Video clips of how the earlier Believers were tortured and persecuted.</li> <li>- Chart of <i>Makkah</i></li> <li>- Chart of the <i>Masjidun-Nabbiyy</i> (the Mosque of the Prophet in <i>Madinah</i>)</li> </ul> <p>Internet Materials:</p>



ISLAMIC RELIGIOUS STUDIES					
WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
10	<i>Sūratul-Inshrah</i> (Q94 v 1-8) Recitation, Translation,  Reasons for its revelation and Uses of the Chapter.	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>recall <i>Sūratul-Inshrah</i> in Arabic/Transliteration;</li> <li>explain the English translation of the chapter;</li> <li>highlight the reasons and uses for its revelation of the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite <i>Sūratul-Inshrah</i>.</li> <li>Pupils in small groups, explain the English translation of the chapter.</li> <li>Pupils in pairs, highlight the reasons for its revelation and uses of the chapter.</li> </ul>	Collaboration, Communication  Critical thinking  Leadership and Personal development  Creativity and Imagination  Citizenship Skills.	<a href="http://www.natais.edublogs.org">www.natais.edublogs.org</a>  Audio/Visual Materials:- Copies of the Holy <i>Qur'ān/Juz'-Ammā</i> .- Chart/ Audio of Arabic Text of the chapter and English Translation- Flashcards of the key vocabulary words- Chart of a doctor performing surgery on a patient.
11	Life history of Prophet Muhammad (SAW) II:  From the Establishment of Ummah to his Death:  (a) His Activities in Madinah: i. building of mosque,  ii- establishment of brotherhood between the Muhājirūn and Ansār  iii. The battles Fought  (B) His Roles in Madinah	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recall how he established of Ummah in Madinah after <i>Hijrah</i></li> <li>classify the earlier Believers after <i>Hijrah</i></li> <li>criticize the battles fought the Prophet (SAW) and Prophet Muhammad's role in Madinah</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in a whole discussion, recall how the Prophet established Ummah after <i>Hijrah</i>.</li> <li>Pupils in groups, classify the earlier Believers after <i>Hijrah</i> as Muhajirun (the Immigrants) and Ansar (the Helpers) and illustrate the brotherhood among them.</li> <li>Pupils in small groups, criticize the battles fought the Prophet (SAW) i.e. Badr, Uhud and Khandaq and brainstorm on Prophet Muhammad's (SAW) in Madinah (i.e. i. Spiritual Roles: leading Salah, Hajj, ii. Political Roles: head of Islamic State, iii. Military Role: Commander In Chief of the Muslim Armed Forces, iv. Judicial Role: Arbitrator between warring tribes/family etc.).</li> </ul>	Collaboration, Communication  Critical thinking  Leadership and Personal development  Creativity and Imagination  Citizenship Skills.	Audio/Visual Materials:  - Flashcards of some the key vocabulary words like Muhajirun, Ansar, Immigrants, Helpers, <i>Hijrah</i> etc.,  - Chart of the important dates in Islam  - Charts/Clips of the battles fought by the Prophet (SAW)  - Chart of a religious, political, military, judicial leader and so on.
12	Moral Lessons from the Life and Teaching of Prophet	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recall and explain the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in a whole discussion, recall the qualities and practices of the</li> </ul>	Collaboration, Communication	Audio/Visual Materials:  - Flashcards of

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Muhammad (SAW) (a) Explanation of his Qualities b) Discussions on the relevance of his Qualities to Muslims.	<ul style="list-style-type: none"> <li>qualities of the Prophet (SAW)</li> <li>justify the moral qualities of the Prophet (SAW) highlight reasons for his achievements.</li> </ul>	Prophet (SAW) (i.e. truthfulness and honesty in dealing in business and with people, tolerance to his wrong doer, forgiveness of his offenders, impartiality while judging among people etc.) <ul style="list-style-type: none"> <li>Pupils in pairs, justify how the teachings of /lessons above in the life of the Prophet could be emulated and applied in daily life of Muslims.</li> </ul>	Critical thinking Leadership and Personal development Creativity and Imagination Citizenship Skills.	some the key vocabulary words like truthfulness, honesty, business, tolerance, wrong doer, forgiveness, offenders, impartiality etc., - Chart of a religious, political, military, judicial leader and so on.
13	Revision Examination				

# Islamic Religious Studies

## Plan Lesson Notes

### @ClassRoomNotes



ISLAMIC RELIGIOUS STUDIES					
WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	Sirah Ta'dib: child's right in Islam: Child's right in Islam from the parents and Society.	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>describe the child's right in Islam;</li> <li>illustrate the rights of child in Islam from the parents;</li> <li>Justify the rights of child in Islam from the society.</li> </ul>	<p>teaching contained in Quran 68 verses 11-12</p> <ul style="list-style-type: none"> <li>Pupils in a class, describe the child's right in Islam</li> <li>Pupils in small groups, illustrate the rights of child in Islam towards acquiring education (i.e. formal, informal and non-formal) and other basic rights/needs.</li> <li>Pupils in pairs, critique the rights of child in Islam compare to other religion or ideology.</li> </ul>	<p>Collaboration, Communication, Critical Thinking</p> <p>Leadership and Personal Development</p> <p>Citizenship.</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Chart of a Muslim family.</li> <li>- Chart of some basic rights of a child in Islam.</li> <li>- Flashcards of the key vocabulary words.</li> <li>- Quranic Refs on the duties of Parents on their Children</li> </ul> <p>Internet Material:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.u-smart.com.ng">www.u-smart.com.ng</a></li> </ul>
5	<p>Islām and Science I:</p> <ul style="list-style-type: none"> <li>-Meaning of Islam and Science,</li> <li>-Some early Muslim Scientists,</li> <li>- Importance of Science,</li> <li>- Advantages/ Disadvantages of Science in Islām.</li> </ul>	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>describe Islam and Science;</li> <li>identify some of the early Muslim scientists/ inventors;</li> <li>justify the importance of science in Islām, discuss the abuse of science in Islam</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, describe the literal and technical meanings of Islam and Science.</li> <li>Pupils in small groups, identify some of the early Muslim scientists/ inventors and their discoveries/ inventions (i.e. names and their inventions/ discoveries).</li> <li>Pupils in pairs, brainstorm to justify the importance of science in Islam (with the aid of some Quranic verses and Ahadith) and discuss the abuse of Science</li> </ul>	<p>Collaboration, Communication</p> <p>Critical thinking</p> <p>Leadership and Personal development</p> <p>Creativity and Imagination</p> <p>Citizenship Skills.</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Copies of the Holy Qur'ān.</li> <li>- Chart of the Muslim scientists/ inventors &amp; their discoveries/ inventions.</li> <li>- Arabic Text and English Translation of Refs.</li> <li>- Flashcards of the key vocabulary words.</li> <li>- Chart of some of the un-Islamic Scientific theories e.g. Evolution of Man for ape by Darwin etc.</li> </ul> <p>Internet Material:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.u-smart.com.ng">www.u-smart.com.ng</a></li> </ul>
6	Suratul Adiyat Quran chapter 100.	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>recite and memorise the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, recite and memorise the Arabic text.</li> </ul>	Collaboration, Communication	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Chart of Suratul</li> </ul>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		<p>Arabic text correctly,</p> <ul style="list-style-type: none"> <li>read and appreciate the translation,</li> <li>relate the purpose and importance of the Chapter's revelation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in small groups, read and appreciate the meaning,</li> <li>Pupils in pairs, relate the purpose and importance of the chapter.</li> </ul>	<p>Critical thinking</p> <p>Leadership and Personal development</p> <p>Creativity and Imagination</p> <p>Citizenship Skills.</p>	Adiyat.
7	MID TERM TESTS/OPEN DAY/MID TERM BREAK				
8	<i>Sūratut-Tīn</i> (Q95 v 1-8) (Chapter of Fig) Recitation, Translation, Importance and Uses of the Chapter	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>recite <i>Sūratut-Tīn</i> in Arabic/Transliteration;</li> <li>explain the English translation of the chapter;</li> <li>highlight the importance and uses of the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite <i>Sūratut-Tīn</i>;</li> <li>Pupils in small groups, explain the English translation of the chapter;</li> <li>Pupils in pairs, highlight the importance and uses of the chapter.</li> </ul>	<p>Collaboration, Communication</p> <p>Critical thinking</p> <p>Leadership and Personal development</p> <p>Creativity and Imagination</p> <p>Citizenship Skills.</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Copies of the Holy Qur'an/Juz'-Amma.</li> <li>- Chart/ Audio of Arabic Text of the chapter and English Translation</li> <li>- Chart of a Fig tree</li> </ul> <p>Internet Materials:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.u-smart.com.ng">www.u-smart.com.ng</a></li> </ul>
9	<p>The life of Prophet Muhammad ﷺ (SAW) I: From Prophethood to the Establishment of Ummah in Madinah</p> <p>(a) His Qualities before Prophethood, (b) Description of his First Revelation, (c) His Earlier Encounter with non-Believers, (e) Hijrah to Madinah (f) Establishment of Ummah.</p>	<p>By the end of the lesson, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>identify the qualities of Prophet Muhammad (SAW);</li> <li>illustrate how the Prophet (SAW) received the first revelation at Cave of Hira</li> <li>examine his encounter with the non-Believers; discuss establishment of Ummah in Madinah after Hijrah.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class, identify the quality of the Prophet (SAW) (i.e. Al-Amin: the trustworthy).</li> <li>Pupils in a whole class discussion, illustrate how the Prophet (SAW) reacted when received the first revelation at Cave of Hira.</li> <li>Pupils in small groups, examine the encounter of the Prophet (SAW) with the non-Believers of Makkah</li> <li>Pupils in small groups, imagine how the Prophet SAW and his followers embarked on Hijrah and establishment of Ummah; Islamic Community in Madinah.</li> </ul>	<p>Collaboration, Communication</p> <p>Critical thinking</p> <p>Leadership and Personal development</p> <p>Creativity and Imagination</p> <p>Citizenship Skills.</p>	<p>Audio/Visual Materials:</p> <ul style="list-style-type: none"> <li>- Flashcards of some of the key vocabulary words.</li> <li>- Chart of the important dates in Islam e.g. the year Muhammad (SAW) became the Prophet, His Hijrah to Mac.</li> <li>- Chart of the Cave of Hira.</li> <li>- Chart/ Video clips of how the earlier Believers were tortured and persecuted.</li> <li>- Chart of Makkah</li> <li>- Chart of the Masjidun-Nabbiyy (the Mosque of the Prophet in Madinah)</li> </ul> <p>Internet Materials:</p>



ISLAMIC RELIGIOUS STUDIES					
WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
10	<i>Sūratul-Inshrah</i> (Q94 v 1-8) Recitation, Translation,  Reasons for its revelation and Uses of the Chapter.	By the end of the lesson, the pupils should be able to: <ul style="list-style-type: none"> <li>recall <i>Sūratul-Inshrah</i> in Arabic/Transliteration;</li> <li>explain the English translation of the chapter;</li> <li>highlight the reasons and uses for its revelation of the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils as a class recite <i>Sūratul-Inshrah</i>.</li> <li>Pupils in small groups, explain the English translation of the chapter.</li> <li>Pupils in pairs, highlight the reasons for its revelation and uses of the chapter.</li> </ul>	Collaboration, Communication  Critical thinking  Leadership and Personal development  Creativity and Imagination  Citizenship Skills.	<a href="http://www.natais.edublogs.org">www.natais.edublogs.org</a>  Audio/Visual Materials:- Copies of the Holy <i>Qur'ān/Juz'-Ammā</i> . - Chart/ Audio of Arabic Text of the chapter and English Translation- Flashcards of the key vocabulary words- Chart of a doctor performing surgery on a patient.
11	Life history of Prophet Muhammad (SAW) II:  From the Establishment of Ummah to his Death:  (a) His Activities in Madinah: i. building of mosque,  ii- establishment of brotherhood between the Muhājirūn and Ansār  iii. The battles Fought  (B) His Roles in Madinah	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recall how he established of Ummah in Madinah after Hijrah</li> <li>classify the earlier Believers after Hijrah</li> <li>criticize the battles fought the Prophet (SAW) and Prophet Muhammad's role in Madinah</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in a whole discussion, recall how the Prophet established Ummah after Hijrah.</li> <li>Pupils in groups, classify the earlier Believers after Hijrah as Muhajirun (the Immigrants) and Ansar (the Helpers) and illustrate the brotherhood among them.</li> <li>Pupils in small groups, criticize the battles fought the Prophet (SAW) i.e. Badr, Uhud and Khandaq and brainstorm on Prophet Muhammad's (SAW) in Madinah (i.e. i. Spiritual Roles: leading Salah, Hajj, ii. Political Roles: head of Islamic State, iii. Military Role: Commander In Chief of the Muslim Armed Forces, iv. Judicial Role: Arbitrator between warring tribes/family etc.).</li> </ul>	Collaboration, Communication  Critical thinking  Leadership and Personal development  Creativity and Imagination  Citizenship Skills.	Audio/Visual Materials:  - Flashcards of some the key vocabulary words like Muhajirun, Ansar, Immigrants, Helpers, Hijrah etc.,  - Chart of the important dates in Islam  - Charts/Clips of the battles fought by the Prophet (SAW)  - Chart of a religious, political, military, judicial leader and so on.
12	Moral Lessons from the Life and Teaching of Prophet	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>recall and explain the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in a whole discussion, recall the qualities and practices of the</li> </ul>	Collaboration, Communication	Audio/Visual Materials:  - Flashcards of

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Muhammad (SAW) (a) Explanation of his Qualities b) Discussions on the relevance of his Qualities to Muslims.	<ul style="list-style-type: none"> <li>qualities of the Prophet (SAW)</li> <li>justify the moral qualities of the Prophet (SAW) highlight reasons for his achievements.</li> </ul>	Prophet (SAW) (i.e. truthfulness and honesty in dealing in business and with people, tolerance to his wrong doer, forgiveness of his offenders, impartiality while judging among people etc.) <ul style="list-style-type: none"> <li>Pupils in pairs, justify how the teachings of /lessons above in the life of the Prophet could be emulated and applied in daily life of Muslims.</li> </ul>	Critical thinking Leadership and Personal development Creativity and Imagination Citizenship Skills.	some the key vocabulary words like truthfulness, honesty, business, tolerance, wrong doer, forgiveness, offenders, impartiality etc., - Chart of a religious, political, military, judicial leader and so on.
13	Revision Examination				