

REPUBLIC OF KENYA

LOWER PRIMARY LEVEL DESIGNS

VOLUME THREE

SUBJECTS:

**CHRISTIAN RELIGIOUS EDUCATION, HINDU RELIGIOUS EDUCATION AND ISLAMIC
RELIGIOUS EDUCATION ACTIVITIES**

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

AUGUST 2017

First Published in 2017

All rights reserves. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN:978-9966-31-716-2

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “An engaged, an empowered and ethical citizen “while the mission is to “To nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contain the National Goals of Education and outline the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other activity areas.

It is my hope that all educators in Early Years Education level will anchor their delivery to these Curriculum Designs.

Fred Matiang’i, PhD, EGH
CABINET SECRETARY
MINISTRY OF EDUCATION

TABLE OF CONTENTS

| | |
|--|-------------|
| Foreword..... | i |
| Introduction..... | iii |
| Learning Areas Time Allocation | v |
| National Goals of Education | vi |
| General Learning Outcomes for Early Years Education | viii |
| | |
| CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES | 1 |
| Grade One | 3 |
| Grade Two | 22 |
| Grade Three | 47 |
| HINDU RELIGIOUS ACTIVITIES | 74 |
| Grade One | 76 |
| Grade Two | 89 |
| Grade Three | 101 |
| ISLAMIC RELIGIOUS EDUCATION ACTIVITIES..... | 114 |
| Grade One | 116 |
| Grade Two | 132 |
| Grade Three | 149 |

INTRODUCTION

The Lower Primary designs are meant for learners in Grade 1 to 3. They have taken cognizance of the various aspects of development of learners of that age cohort. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum.

The teacher must understand the learning outcomes and be able to use the suggested learning experiences to achieve the outcomes. The teacher can also design own learning experiences as long as they achieve the designed learning outcomes. A variety of learning experiences will ensure that learners are engaged in the learning experience. Practical experiences will allow learners to retain more in the learning process. The designs allow the teachers to use a variety of assessment methods but in the end they must evaluate the achievement of the learning outcomes.

The curriculum designs are very critical and teachers must make reference to them consistently.

The Curriculum Designs for Lower Primary are in four volumes:

Volume One

- Kiswahili Activities
- Literacy Activities
- English Activities

Volume Two

- Mathematics Activities
- Environmental Activities
- Hygiene and Nutrition Activities

Volume Three

- Christian Religious Education
- Hindu Religious Education
- Islamic Religious Education

Volume Four

- Movement and Creative Activities

LEARNING AREAS TIME ALLOCATION

| | Learning Area | Lessons Per Week |
|---|---|-------------------------|
| 1 | Literacy Activities | 5 |
| 2 | Kiswahili Language Activities/Kenya Sign Language | 3 |
| 3 | English Language Activities | 3 |
| 4 | Mathematical Activities | 5 |
| 5 | Environmental Activities | 5 |
| 6 | Hygiene and Nutrition Activities | 2 |
| 7 | Religious Activities | 3 |
| 8 | Movement and Creative Activities | 8(*** 5 for PE) |
| 9 | Pastoral Programme of Instruction | 1 |
| | Total Lesson Per Week | 35 |

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfillment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

By the end of early years' education, the learner should be able to:

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.

CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES

Essence Statement

This learning area builds on the competencies introduced at pre-primary level concerning God's self-revelation to man through Jesus Christ. The learners will be equipped with moral values, life skills and attitudes that assist them to live with self and others peacefully. This will be guided by the greatest and the most important commandment in Mathew 22:37, which states, 'Love the Lord your God with all your heart, with all your soul, and with all your mind. The second most important commandment in Mathew 22:39 states, 'Love your neighbour as you love yourself.'

The curriculum will therefore, inculcate values and attitudes which the learner needs to uphold in daily life based on the teachings of the Holy Bible. These values include obedience, sharing, responsibility, honesty and respect for self and others to mention but a few. These values will foster harmonious living and formation of healthy relationships amongst the learners and their communities

The learner will also acquire basic principles for Christian living through the Holy Bible. In line with constructivist theory, some of the essential principles include making links between learners' own experiences, needs, interests, questions and beliefs. Hence the life approach method will be used this implies that the teacher begins the lesson by exploring the experiences of the learner and guiding him/her to discover the religious significance of his/her experiences in relation to the Christian faith.

General Learning Outcomes

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

- a) demonstrate an awareness of the love of God as their sole creator and heavenly father
- b) appreciate the Holy Bible as the word of God and apply it in their daily life for holistic living
- c) appreciate the life of Jesus Christ by applying His teachings in their relationships with others
- d) apply Christian values in their interaction with others from diverse backgrounds to form healthy relationships
- e) appreciate the Church as a place of serving God and instilling a sense of responsibility in the learner.

GRADE ONE

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---------------------------|--|---|--|
| 1.0 Creation | 1.1 Self-Awareness | By the end of the Sub strand, the learner should be able to: a) recognize themselves as uniquely created in the image and likeness of God for His glory b) mention their names for identification and self-awareness c) recognize that God knows them by their names as part of His creation d) appreciate themselves as unique and special creation before God. | <ul style="list-style-type: none"> • Learners to read Genesis 1:27 • Learners to write their names on flash cards and display them • Learners to sing songs related to their names • Learners to say why they are special before God • Learners to watch a clip of a palm of a hand with a name on it • Learners to draw the palm of their hand and write their names • Learners to read a verse in Isaiah 43:1 • Learners to recite Isaiah 49:16 | <ol style="list-style-type: none"> 1. Who created you? 2. What is your name? 3. How important are you before God? |
| | 8 lessons | | | |
| Core-Competences to be developed: Self-efficacy; children will engage in activities involving appreciating themselves, communication and collaboration; group and pair up as they mention their names and sing songs, imagination and creativity; draw and write their names | | | | |
| Link to PCIs : Life skills; Self-awareness, self-esteem and effective communication | | | Link to Values: Cooperation and love | |
| Link to other learning activity areas: Language Activities as they learn new vocabulary, Movement and Creative Activities as they sing and draw | | | Suggested Community Service Learning activities: Involve parents to affirm the learners in order to enhance their self –esteem | |
| Suggested Non-formal activities to support learning: Children participate in church ceremonies such as baptism, sing songs on their uniqueness | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes ,sorting and grouping, matching | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Accurate understanding of self in terms of name and uniqueness and consistently traces their identity to God | Good understanding of self in terms of name and uniqueness and traces their identity to God | Fair understanding of self in terms of name and uniqueness and sometimes traces their identity to God | Hardly understands self in terms of name and uniqueness and seldom traces their identity to God |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---------------------------------------|--|--|--|
| 1.0 Creation | 1.2 My Family 6 lessons | By the end of the Sub strand, the learner should be able to: a) name members of their nuclear family for a sense of belonging b) pray with their family members to promote unity c) desire to participate in family prayers in order to grow in faith d) identify items they share at home to enhance togetherness e) appreciate the importance of sharing at home for family unity | <ul style="list-style-type: none"> • Learners to name members of their nuclear family • Learners to mention the person who leads prayer at home • Learners to demonstrate how they pray at home • Learners to be given a task to record the number of times they pray at home as a family • In groups or pairs, learners to identify items they share at home. • Learners to observe and discuss a chart/picture/photograph of a family sharing a meal. • Learners to sing the song, '<i>Read your Bible pray every day.....</i>' | <ol style="list-style-type: none"> 1. Who are the members of your nuclear family? 2. Who leads prayers at home? 3. When do you pray at home? 4. What do you share at home? |
| Core-Competences to be developed: Communication and collaboration as they share meals, learning to learn as they read and recite the Bible | | | | |
| Link to PCIs : Life Skill; effective communication, Citizenship; cohesion | | | Links to values: Sharing ,love, respect | |
| Link to other learning activity areas: Mathematical Activities; on number of times they pray, Language Activities as they read the Bible | | | Suggested Community Service Activities: Learners count and record the number of times they pray as they share meals in the family | |

| | |
|---|---|
| Suggested Non formal Activity to support learning: Singing songs | Suggested assessment : Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists ,project |
|---|---|

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|---|
| Accurately and consistently identifies members of the nuclear family, what they share and always pray with them | Accurately identifies members of the nuclear family, what they share and pray with them | Can only identify a few members of the nuclear family, occasionally mention what they share and sometimes pray with them | Hardly identifies members of the nuclear family neither mentions what they share nor pray with them |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|---|---|---|
| 1.0 Creation | 1.3 Creation of Plants and Animals 6 lessons | By the end of the Sub strand, the learner should be able to: a) mention some plants and animals that God created as part of the environment b) care for plants and animals as part of God's creation. c) appreciate plants and animals as part of God's creation | <ul style="list-style-type: none"> ● Learners to name various plants and animals created by God. ● Learners to be taken on a nature walk to identify different plants and animals ● Learners to draw and colour some plants that God created ● Learners to give reasons for taking care of plants and animals ● Learners to model some animals | <ol style="list-style-type: none"> 1. Who created plants and animals? 2. Why do you take care of plants? 3. Why do you take care of animals? |
| Core-Competences to be developed: Learning to learn; learners will develop the desire to explore and discover more about plants and animals in the surrounding, imagination and creativity; modelling and drawing animals and plants, communication and collaboration; nature walk | | | | |
| Link to PCIs : Animals welfare and animal safety | | | Link to Values: Responsibility and respect | |
| Link to other learning activity areas: Environmental Activities as they take care of plants and animals | | | Suggested Community Service Learning activities: Planting trees and watering them | |

| | |
|---|---|
| Non-formal activity to support learning: Take a nature walk to explore plants and animals in the community | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists and puzzles |
|---|---|

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|---|
| Accurately describes creation of plants and animals and consistently takes care of them | Describes creation of plants and animals and takes care of them | Fairly describes creation of plants and animals and sometimes takes care of them | Hardly describes creation of plants and animals and barely takes care of them |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------------------------|--|--|--|--|
| 2.0The Holy Bible | 2.1Physical Handling of the Holy Bible 8 lessons | By the end of the Sub strand, the learner should be able to: a) identify ways of handling the Holy Bible with respect as the word of God b) recognise the Holy Bible as the word of God by naming the first two Gospel books c) appreciate the Holy Bible by stating its two divisions that is, the Old and the New Testament | <ul style="list-style-type: none"> ● Learners to state how to take care of the Holy Bible ● Learners to list why they should respect the Holy Bible ● Learners to role play; handling the Holy Bible with care and respect ● Learners to name the first two Gospel books (Mathew and Mark) ● In small groups learners to state the two divisions of the Holy Bible (Old and New Testament) ● Learners to sing a song on ‘<i>My Bible and I.....</i>’ | <ol style="list-style-type: none"> 1. Why should you handle the Bible with respect and care? 2. Which are the first two Gospel books? 3. What are the two divisions of the Bible? |

Core Competences: Communication and collaboration as they discuss the major divisions of the Holy Bible, imagination and creativity as they sing, learning to learn; how to handle the Holy Bible

Link to PCIs: Life skills; effective communication

Link to Values: Cooperation ,respect , care

Link to other learning activity areas: Mathematical Activities through the aspect of division and number of books in the Holy Bible, Movement and

Suggested Community Service Learning activities: Attend Sunday school in their churches so as to learn more about the Holy Bible

| | |
|---|---|
| Creative Activities as they role play | |
| Non-formal activities to support learning: Singing, participate in Bible clubs, participate in Pastoral activities | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, filling in blank spaces |

Assessment Rubrics

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectations |
|---|---|--|---|
| Perfectly and consistently handles the Holy Bible with care | Accurately handles the Bible with care | Fairly handles the Bible with care | Hardly handles the Bible with care |
| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectations |
| Consistently identifies the divisions of the Holy Bible and names the first two Gospel books accurately | Correctly identifies the two divisions of the Holy Bible and names the first two Gospel books | Occasionally identifies the two divisions of the Holy Bible but names only the first Gospel book | hardly identifies the two divisions of the Holy Bible |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question (s) |
|---|--|---|--|---|
| 2.0 The Holy Bible | 2.2Bible Story: David and Goliath 6 lessons | By the end of the Sub strand, the learner should be able to: a) narrate the story of David and Goliath and desire to depend on God in their day to day lives b) appreciate the story of David and Goliath in their lives by having faith in God | <ul style="list-style-type: none"> • Learners to read 1 Samuel 17:48-51 • Learners to watch a video on David and Goliath • Learners to sing a song about David and Goliath • Learners to draw, colour and share pictures of David and Goliath • Learners to recite 1 Samuel 17:50 | <ol style="list-style-type: none"> 1. Who was David? 2. How did David kill Goliath? 3. Whom did David depend on to kill Goliath? |
| Core Competences: Imagination and creativity as they draw David and Goliath, communication and collaboration as they discuss and share their drawings, learning to learn as they recite the verse, digital literacy as they watch the videos | | | | |

| | |
|---|---|
| Link to PCIs: Life skills: Self-esteem, assertiveness, creativity, decision making, Citizenship; leadership skills, patriotism | Link to Values: loyalty, obedience, responsibility, trust, courage |
| Link to other learning activity areas: Language Activities through reciting verses, Movement and Creative Activities as they draw and colour | Suggested Community Service Learning activities: Visit a senior citizen in the company of a parent or guardian who will enlighten them on the consequences of fighting between communities |
| Suggested Non-formal Activity to support learning: Learners engage in sports where a winner is declared | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|--|
| Appropriately and accurately narrates and applies values acquired from the Bible story in their lives | Appropriately narrates and applies values acquired from the Bible story in their lives | Periodically narrates and applies values acquired from the Bible story in their lives | Rarely narrates the Bible story nor applies the values acquired in their day to day lives. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------------|---|---|--|---|
| 2.0 The Holy Bible | 2.3 The Bible Story: Joseph and his Coat of Many Colours 6 lessons | By the end of the Sub strand, the learner should be able to: a) narrate the story of Joseph and relate it to their daily lives b) discuss Joseph's brothers' reaction to his dreams and desire to love their siblings c) apply lessons learnt from the story of Joseph in their relationship with others | <ul style="list-style-type: none"> ● Learners to read Genesis 37:3-10 ● Learners to watch a video about Joseph and his brothers ● In groups, learners to list the qualities of Joseph ● In pairs, learners to say why Joseph's brothers hated him. ● Learners to list in groups why they should love their brothers and sisters ● Learners to watch a video clip on Joseph's coat of many colours ● Learners to draw a coat and colour it | <ol style="list-style-type: none"> 1. Who had a coat of many colours? 2. Why did Joseph's brothers hate him? 3. What did the brothers say about Joseph's dreams? |

| | | | | |
|---|--|--|--|--|
| | | | <ul style="list-style-type: none"> • Learners to role play what Joseph’s brothers said when he told them about his dream • Learners to sing a song about Joseph and his brothers | |
| Core Competences to be developed : Digital literacy as they watch the video about Joseph and his brothers, communication and collaboration as learners discuss, sing and role play, imagination and creativity as learners sing and draw | | | | |
| Link to PCIs: Life skills; Effective communication, assertiveness, self-esteem, interpersonal relationship, Citizenship; leadership. | | | Link to Values: Love, respect, responsibility, tolerance | |
| Link to other learning activity areas: Language Activities through reading, Movement and Creative Activities through drawing and colouring, role play | | | Suggested Community Service Learning activities: Observe parents and family members as they demonstrate love in the family | |
| Suggested Non formal Activity to support learning: Dramatize Joseph and his brothers | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Accurately and appropriately narrates the story of Joseph and his coat of many colours and applies the values acquired in their daily interactions | Appropriately narrates the story of Joseph and his coat of many colours and applies the values acquired in their daily interactions | Periodically narrates and applies the values acquired from the story the story of Joseph and his coat of many colours in their daily interactions | Rarely narrates the story of Joseph and his coat of many colours and does not apply the values acquired in their daily interactions |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------------|--|---|--|--|
| 2.0 The Holy Bible | 2.4 The Bible Story; Elijah and the chariot of fire 3 lessons | By the end of the Sub strand, the learner should be able to: a) narrate the story of Elijah and the chariot and apply it in their relationship | <ul style="list-style-type: none"> • Learners to read 2 kings 2:11-12 • Learners to list in pairs ways of pleasing God • Learners to role play Elijah and Elisha walking and talking until the chariot appeared | 1. What appeared between Elijah and Elisha as they were walking and talking? |

| | | | | |
|--|--|--|--|---|
| | | with God b) appreciate the father-son relationship between Elijah and Elisha and desire to honour their parents | <ul style="list-style-type: none"> • Learners to sing a song about Elijah being taken up to heaven by a whirlwind. • Learners to recite 2 Kings 2:12 • Learners to watch a video clip on Elijah and the chariot of fire • Learners to draw a chariot of fire | 2. What did Elisha say when he saw Elijah taken up to heaven? |
| Core Competence to be developed: Imagination and creativity as they role play and sing, communication and collaboration as they discuss and read the Bible verses. | | | | |
| Link to PCIs: Citizenship; mentorship, service learning and parental empowerment and engagement as shown by the father son relationship between Elijah and Elisha Life skills; effective communication, self –awareness, self esteem | | | Link to Values: Holiness, unity, love | |
| Link to other learning activity areas: Language Activities as they learn the term chariot, Movement and Creative activities as the learners sing | | | Suggested Community Service Learning Activities: Learners go to church to be mentored by church leaders | |
| Suggested Non formal Activity to support learning: Talks during school assemblies by teachers and peer educators to sensitize learners on the importance of mentorship, participate in Bible club activities | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Accurately and precisely describes the Bible story and applies the values acquired in their day to day life | Accurately describes the Bible story and applies the values acquired in their day to day life | Periodically describes the Bible story and sometimes applies the values acquired in their day to day life | Rarely describes the Bible story nor applies the values acquired in their day to day life |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|---|--|---|
| 3.0 The early life of Jesus Christ | 3.1 The birth of Jesus Christ 8 lessons | By the end of the Sub strand, the learner should be able to: | <ul style="list-style-type: none"> • Learners to read Matthew 2:1 • Learners to role play the birth of Jesus Christ • Learners to read Luke 2:15-18 • Learners to listen to the recorded carol ‘Jingle bells’ • Learners to sing a song related to Luke 2:13-14 • Learners to observe pictures of Jesus Christ with His parents and name each of them as they point at the picture • Learners to observe pictures of shepherds worshipping baby Jesus • Learners to read Luke 2: 22-24 • Learners to role play the dedication of baby Jesus • Learners to sing the song the angels sang when Jesus Christ was born | <ol style="list-style-type: none"> 1. In which city was Jesus Christ born? 2. What are the names of the parents of Jesus Christ? 3. How did the shepherds express joy at the birth of Jesus Christ? 4. Which song did the angels sing? 5. Which rituals were performed after Jesus’ birth? |
| | | a) identify the city of Jesus’ Birth to develop a sense of belonging | | |
| | | b) mention the parents of Jesus Christ to identify with their own parents | | |
| | | c) analyze the joy of the shepherds and relate it to Christmas celebrations | | |
| | | d) explain the naming and dedication of Jesus Christ and relate it to their own life experience | | |
| Core Competences to be developed: Communication and collaboration through group discussions and role play, imagination and creativity through role play , digital literacy as they watch videos | | | | |
| Link to PCIs: Citizenship; children’s rights to name and parental care, patriotism, Service learning, Parental empowerment and engagement, Life skills; creative thinking and decision making ,self-awareness and self esteem | | | Link to Values: Humility and thanksgiving | |
| Link to other learning activity areas: Movement and Creative Activities reinforced through singing and role play Language Activities through reading the Bible | | | Suggested Community Service Learning activities: Attend church dedication ceremonies and ask their parents when and where they were born | |
| Suggested Non formal activity to support learning: Singing Christmas carols | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Very good understanding of the Birth of Jesus Christ and consistently relates it to their daily lives | Good understanding of the Birth of Jesus Christ and relates it to their daily lives | Fair understanding of the birth of Jesus Christ and sometimes relates it to their daily lives | Minimal understanding of the Birth of Jesus Christ and hardly relates it to their daily lives |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|---|--|--|
| 3.0 The Early Life of Jesus Christ | 3.2 Jesus Christ in the Temple 4 lessons | By the end of the Sub strand, the learner should be able to: a) emulate Jesus Christ's example by obeying parents in day to day life b) desire to follow Jesus Christ's example by accompanying their parents to church | <ul style="list-style-type: none"> • Learners to read Luke 2: 42-49 • Learners to tell how Jesus Christ obeyed his parents • Learners to role play how Jesus Christ showed assertiveness when questioned by His parents • Learners to sequentially arrange flash cards on the events that took place when Jesus was left in the temple • Learners to draw and colour a church | <ol style="list-style-type: none"> 1. Why did Jesus go to the temple? 2. In which ways do you obey your parents? 3. How did Jesus respond to His parent's question? |
| Core Competences to be developed: Imagination and creativity as they draw and role play, communication and collaboration as they discuss | | | | |
| Link to PCIs : Life skills; assertiveness, critical thinking, effective communication, Parental empowerment; parents went to look for Jesus | | | Link to Value: Respect, responsibility, obedience, love | |
| Link to other learning activity areas: Movement and Creative Activities; drawing, colouring and role play | | | Suggested Community Service Learning activities: Learners accompany their parents to church | |
| Suggested Non formal activity to support learning: Participating in Pastoral Programmes, Bible Clubs | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|---|
| Accurately and consistently describes events in the early life of Jesus Christ and always relates them to their lives | Clearly describes events in the early life of Jesus Christ and relates them to their lives | Fairly describes events in the early life of Jesus Christ and occasionally relates them to their lives | Hardly describes events in the early life of Jesus Christ and rarely relates them to their lives. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|---|---|--|
| 3.0 The life of Jesus Christ | 3.3 Baptism of Jesus Christ 6 lessons | By the end of the Sub strand, the learner should be able to: a) name the place where Jesus Christ was baptized and relate it to their life b) identify the person who baptized Jesus Christ and appreciate their church leaders c) acquire the value of humility for peaceful co-existence with others | <ul style="list-style-type: none"> • Learners to mention incidences of baptism they may have witnessed in their churches • Learners to read Matthew 3: 13-15 about the baptism of Jesus • Learners to watch a video clip on Jesus' baptism • Learners to mention the place where Jesus was baptized and the person who baptized Him • Learners to role play the baptism of Jesus Christ. • Learners to draw and colour Jesus being baptized • Learners to sing baptismal songs | <ol style="list-style-type: none"> 1. In which place was Jesus Christ baptized? 2. Who baptized Jesus Christ? 3. How did Jesus Christ express humility? |
| Core Competences: Communication and collaboration; expressed in role play and discussions whereby children interact and share, imagination and creativity expressed in drawing, colouring and role play | | | | |
| Link to PCIs: Life skills; negotiation, assertiveness, decision making Citizenship; social cohesion | | | Link to Values: Humility, obedience, respect | |
| Link to other learning activity areas: Movement and Creative Activities through singing and drawing | | | Suggested Community Service Learning activities: Learners attend church baptism ceremonies. | |
| Suggested Non formal activity to support learning: Learners sing baptismal songs | | | Suggested assessment: Observation, written quizzes, question and answer, listening, reciting | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|--|
| Accurately and consistently describes the baptism of Jesus Christ and always relates it to their own lives | Accurately describes the baptism of Jesus Christ and relates it to their lives | Fairly describes the baptism of Jesus Christ and sometimes relates it to their lives | Hardly describes events in the baptism of Jesus Christ and barely relates it to their lives. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---------------------------------------|---|---|--|
| 3.0 The life of Jesus Christ | 3.4 Wedding at Cana of Galilee | By the end of the Sub strand, the learner should be able to: a) narrate how Jesus changed water into wine and depend on God always b) discuss how the servants obeyed Jesus' instructions and relate it to their daily life | <ul style="list-style-type: none"> ● Learners to read John 2:1-10 ● Learners to watch a video on changing of water into wine ● Learners to tell the response of the servants to Jesus' instructions John 2:7-8 ● Learners to role play the wedding at Cana ● Learners to sing a song on how Jesus turned water into wine ● Learners to draw and colour the six jars of wine | <ol style="list-style-type: none"> 1. What happened at the wedding in Cana of Galilee? 2. How did the servants respond to Jesus' instructions? |
| | 4 lessons | | | |
| Core Competences: Communication and collaboration achieved through role play , imagination and creativity achieved through drawing and colouring, learning to learn as they read, digital literacy as they watch video | | | | |
| Link to PCIs: Learning to live together, Life skills; problem solving, critical thinking, decision making ,negotiation skills, ESD; food security, Jesus provided wine to the guests, Parental engagement, Jesus obeyed His mother Citizenship; social cohesion | | | Link to Values: Obedience, hope, cooperation, concern, faith | |
| Link to other learning activity areas: Movement and Creative Activities through singing, drawing and colouring, Mathematical Activities in counting water jars, Language Activities through reading and acquisition of new vocabulary | | | Suggested Community Service Learning activities: Learners should attend weddings and observe how people celebrate, learners to do various chores at home | |

| | |
|--|---|
| Suggested Non formal Activity to support learning: Learners practice singing, wedding songs in the Music Club | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, observation |
|--|---|

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|--|
| Accurately describes the wedding at Cana and consistently depends on God in their daily lives | Clearly describes the wedding at Cana and depends on God in their daily lives | To some extent describes the wedding at Cana and at times depends on God in their daily lives | Barely describes the wedding at Cana and never applies it to their lives |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|---|--|---|
| 3.0 The life of Jesus Christ | 3.5 Healing of Simon Peter's mother-in-law 3 lessons | By the end of the Sub strand, the learner should be able to: a) narrate the healing of Simon Peter's mother-in-law and relate it to their daily lives b) appreciate Simon Peter's mother-in-law's reaction by expressing gratitude for every good gift they receive | <ul style="list-style-type: none"> Learners to read Matthew 8: 14-15 Learners to role play how Jesus healed Simon's mother-in-law Learners to draw and colour sad faces and happy faces Learners to discuss how Simon's mother-in-law expressed gratitude for being healed. Learners to sing thanksgiving songs to express gratitude to God | <ol style="list-style-type: none"> What happened when Jesus visited Simon Peter's mother-in-law? How did she express gratitude? |
| Core Competences: Communication and collaboration through discussion and role play, imagination and creativity through role play and drawing | | | | |
| PCIs Health : Non communicable diseases Life skills: Problem solving, friendship formation and maintenance | | | Link to Values: Thankfulness, hospitality, kindness, faith, love, responsibility | |
| Link to other learning activity areas: Health and Nutritional Activities in teaching types of diseases, Language Activities in teaching new | | | Suggested Community Service Learning activities: Learners interact with their parents and find out ways of managing common diseases. | |

| | |
|---|--|
| vocabulary and reading, Movement and Creative Activities through drawing and colouring | |
| Non formal Activity to support learning: Participate in activities that promote healthy living | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklist |

Assessment Rubrics

| | | | |
|---|--|--|--|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Excellent and correctly narrates the healing of Simon's mother-in-law and consistently expresses gratitude to God | Correctly narrates the healing of Simon's mother-in-law and expresses gratitude to God | Fairly narrates the healing of Simon's mother-in-law and periodically expresses gratitude to God | Rarely narrates the healing of Simon's mother-in-law and seldom shows gratitude to God |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---------------------------------|---|---|--|
| 4.0 Christian values | 4.1 Sharing 3 lessons | By the end of the Sub strand, the learner should be able to: a) identify items shared at home to promote togetherness b) share various items at home to enhance love and unity c) narrate the story of the little boy with two fish and five loaves and practice kindness in their day to day life d) appreciate the importance of keeping the environment clean by collecting litter | <ul style="list-style-type: none"> Learners to identify various items that can be shared at home In pairs learners to list items shared at home Learners to read John 6: 1-14 Learners to role play the story of the little boy with two fish and five loaves Learners to keep the environment clean | <ol style="list-style-type: none"> Which items do you share at home? Why is it important to share items with others? Why should you collect litter? |
| Core Competences: Citizenship as they share with others, collaboration and communication; learners interact in groups | | | | |
| Link to PC I's : Citizenship; social cohesion ESD: keeping the environment clean | | Links to Values: Concern, responsibility, love, sharing, kindness, social justice ,faith | | |

| | |
|--|--|
| Food security: Do not waste food | |
| Link to other learning activity areas: Environmental Activities collect leftovers | Suggested Community Service Learning activities: Visit the elderly and share with them |
| Non formal activity to support learning: Sharing playing materials, for example, balls, swings, bean bags, skipping ropes | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answer, listening, reciting, checklists |

Assessment Rubrics

| | | | |
|---|---|--|--|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Appropriately and consistently share with others at home and relates well with them | Appropriately shares with others at home and relates well with them | Occasionally share with others at home and relates minimally with them | Hardly shares with others and does not relate well with them |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-----------------------------|-----------------------------------|---|---|---|
| 4.0 Christian values | 4.2 Obedience 3 lessons | By the end of the Sub strand, the learner should be able to: a) describe the importance of obedience to promote peace and harmony at home b) demonstrate obedience by obeying parents and older siblings at home. | <ul style="list-style-type: none"> • Learners to read Ephesians 6:1-2 • In groups, learners to list why they should obey parents and siblings • Learners to say the benefits of obeying parents • Learners to role play obedience at home • Learners to recite Ephesians 6:2-3 | <ol style="list-style-type: none"> 1. Why should you obey parents? 2. What is the promise of obeying parents according Ephesians 6:3? |

Core Competences to be develop: Learning to learn as they list importance of obedience, imagination and creativity as they role play, communication and collaboration as they list in groups

Link to PCIs: Life skills; self- awareness, interpersonal relationship, Citizenship; social cohesion

Link to Values: Obedience, love, respect, unity, humility

Link to other learning activity areas: Movement and Creative Activities as they role play, Language Activities as the read the Holy Bible

Suggested Community Service Learning activities: Interact with the senior members of the society and learn about the importance of obedience

| | |
|---|--|
| Suggested Non formal Activity to support learning: Obey the children’s government as they interact with them | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists |
|---|--|

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|---|
| Excellent demonstrates obedience to their parents and older siblings at home | Demonstrates obedience to parents and older siblings | Sometimes demonstrates obedience to parents and older siblings | Rarely demonstrates obedience to parents and older siblings |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry questions(s) |
|--|-------------------------------------|---|---|---|
| 4.0 Christian values | 4.3 Honesty 4 Lessons | By the end of the Sub strand, the learner should be able to: a) state reasons for telling the truth and apply it in their everyday life b) avoid taking other people’s items without permission for peaceful co-existence c) demonstrate punctuality at school and at home to be a responsible citizen | <ul style="list-style-type: none"> ● Learners to read Ephesians 4:25 ● Learners to state reasons for telling the truth always. ● Learners to say why they should not steal or pick items that don’t belong to them ● Learners to role play situations of honesty while dealing with other people’s items ● Learners to mention reasons for getting home and school on time (punctuality) | <ol style="list-style-type: none"> 1. Why is it good to always tell the truth? 2. Why is it wrong to take other peoples’ items? 3. Why should you get to school on time? 4. Why should you get home on time after school? |
| Core Competences: Communication and collaboration as they read in groups, imagination and creativity as they role play , self-efficacy as they say reasons for telling the truth, learning to learn as they mention reasons for telling the truth | | | | |
| Link to PCIs: Citizenship; integrity, social cohesion, Life skills; self-awareness, assertiveness, decision making, effective communication | | | Link to Values: Honesty, love, respect, responsibility | |
| Link to other learning activity areas: Language Activities as they read the Holy Bible, Movement and Creative Activities as they role play | | | Suggested Community Service Learning activities: Interact with members of the community and learn more about good moral values and virtues | |

| | |
|--|---|
| Suggested Non formal activity to support learning: Storytelling, participate in integrity club where values such as, honesty are emphasized | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists |
|--|---|

Assessment Rubric

| | | | |
|------------------------------------|-------------------------------|---------------------------------|----------------------------|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Very good understanding of honesty | Good understanding of honesty | Fair understanding of honesty | Hardly understands honesty |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|--|---|--|
| 4.0 Christian values | 4.4 Thankfulness 3 lessons | By the end of the Sub strand, the learner should be able to: a) mention ways of expressing gratitude to their parents. b) thank their parents always to promote good parent-child relationship | <ul style="list-style-type: none"> • Learners to read 1Thessalonians 5:18 • Learners to say why they should thank their parents • Learners to state when to thank parents • Learners to role play how to thank parents • Learners to compose a poem on thanking their parents • Learners to sing a song, praising God for the gift of parents | <ol style="list-style-type: none"> 1. Why should you thank your parents? 2. When do you thank your parents? 3. In which ways do you thank your parents? |
| Core-Competences to be developed: Imagination and creativity as they compose poems and role play, communication and collaboration as they discuss | | | | |
| Link to PCIs: Life skills; effective communication, interpersonal relationships Parental engagement; thankfulness to parents Citizenship; social cohesion | | | Link to Values: Thanksgiving, respect | |
| Link to other learning activity areas: Language Activities as they discuss, Movement and Creative Activities as they compose poems and role play | | | Suggested Community Service Learning activities: Learners interact with their parents and thank them for care and love | |
| Suggested Non formal Activity to support learning: Appreciate parents in different occasions | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|------------------------------------|------------------------------------|---------------------------------------|
| Very good understanding of thankfulness | Good understanding of thankfulness | Fair understanding of thankfulness | Minimal understanding of thankfulness |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|--|--|--|
| 5.0 The Church | 5.1 Church as a House of God 4 lessons | By the end of the Sub strand, the learner should be able to: a) recognise the Church as a place of worship and respect it b) acquire a sense of responsibility by serving God in Church c) desire to grow in faith by attending Sunday School | <ul style="list-style-type: none"> Learners to read Psalms 100:4 Learners to list in pairs how to respect the church as a place of worship Learners to state the benefits of going to church Learners to be given a task to record the number of times they go to church Learners to role play activities they do in church (e.g. praying, reading the Bible, singing,). Learners to sing songs they sing in Sunday school | <ol style="list-style-type: none"> Why should you respect the Church? Why do you go to Church? How many times do you attend Sunday school? What do you do in Church? |
| Core Competences to be developed: Communication and collaboration as they discuss in groups, imagination and creativity as they role play | | | | |
| Link to PCIs: Life skill; effective communication, self-esteem and self-awareness, friendship formation and maintenance Citizenship; social cohesion | | | Link to Values: Responsibility, respect, faith, unity and love | |
| Link to other learning activity areas: Mathematical Activities on the number of times they go to church Movement and Creative Activities as they role play | | | Suggested Community Service Learning Activities: Learners mention and record how they serve God in church, learners to record the number of times they go to church with their parents | |
| Suggested Non formal Activity to support learning: Participating in Bible club activities and Pastoral Instruction Programmes | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| Actively and regularly participates in church activities | Actively participates in church activities | Sometimes participates in church activities | Seldom participates in church activities |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question (s) |
|--|---|---|---|---|
| 5.0 The Church | 5.2 Church as a house of Prayer 2 lessons | By the end of the Sub strand, the learner should be able to: a) say simple prayers to thank God for His provision b) appreciate prayer as a way of communicating with God | <ul style="list-style-type: none"> ● Learners to read Mathew 21:13 ● Learners to compose simple prayers in groups ● learners to say simple prayers in turns ● Learners to practice saying simple prayers before and after taking meals and before they leave for home | <ol style="list-style-type: none"> 1. What is prayer? 2. Why do you pray? 3. How do you say a simple prayer? |
| Core Competences to be developed: Communication and collaboration as they say prayers in groups, imagination and creativity as they compose prayers | | | | |
| Link to PCIs: Life skills; assertiveness, self- awareness, self-esteem, effective communication, coping with emotions | | | Link to Values: Unity, love, faith, thankfulness, patience | |
| Link to other learning activity areas: Language Activities through composing simple prayers, Mathematical Activities as they record the number of times they pray at home | | | Suggested Community Service Learning activities: Learners to participate in prayers at home and in church with the guidance of parents | |
| Suggested Non formal Activity to support learning: Conduct prayers in school assemblies with the guidance of teachers, Participate in the Bible club activities | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers , reciting, checklists, drawing, filling in blank spaces, puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|-------------------------------|----------------------------------|----------------------------|
| Perfectly and consistently says simple prayers | Perfectly says simple prayers | Occasionally says simple prayers | Hardly say simple prayers. |

GRADE TWO

| Strand 1.0 | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|--|---|--|
| Creation | 1.1 Self-Awareness 4 lessons | By the end of the Sub strand, the learner should be able to: a) state what they like about themselves as God’s creation b) appreciate their physical appearance as uniquely created by God c) state different chores they do at home as service to God d) appreciate their worth as part of God’s creation | <ul style="list-style-type: none"> ● Learners to recite Psalms 139:13 ● In pairs learners to mention what they like about themselves ● In pairs learners to observe and state in front of the class their similarities and differences, Genesis 1:27 ● Learners to be ordered from the shortest to the tallest and play games that give an advantage to both ● Learners to role play different chores they do at home ● Learners to sing a song about their physical appearance, <i>'Mwili wangu niwa ajabu sana nani aliyeniumba mimi nashangaa...?'</i> | <ol style="list-style-type: none"> 1. Why are you special before God? 2. What do you like about yourself? 3. Which chores do you perform at home? |
| Core Competences to be developed : Learning to learn as they mention their different roles, imagination and creativity as they play games and sing, self-efficacy as they mention what they like about themselves | | | | |
| Link to PCIs: Life skills; self-awareness, self-esteem, critical thinking, assertiveness, effective communication, Citizenship; Human Rights, ESD; gender awareness | | | Link to Values: Responsibility, love, cooperation | |
| Link to other learning activity areas: Language Activities as they learn new vocabularies, Movement and Creative Activities as they role play | | | Suggested Community Service Learning activities: Visit a senior citizen to talk about different gender roles in the community, participate in family chores | |
| Suggested Non formal Activity to support learning: Debate on gender roles, participate in health club activities | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--------------------------------|
| Correctly and consistently appreciates self and others and participates in different chores | Correctly appreciates self and others and participates in different chores | Occasionally respects self and others and sometimes participates in different chores | hardly respects self or others |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---------------------------------------|---|--|--|
| 1.0 Creation | 1.2 My Family 4 lessons | By the end of the sub strand, the learner should be able to: a) identify members of the extended family to enhance a sense of belonging b) appreciate members of the extended family for harmonious living c) state items shared at home for family unity d) state items that should not be shared at home for healthy living | <ul style="list-style-type: none"> ● Learners to read Acts 10:2 ● Learners to name members of their extended family ● Learners to draw and colour members of their extended family ● Learners to sort photographs of members of the extended family ● Learners to discuss how to relate with members of the extended family ● Learners to mention items they share at home ● Learners to list items that should not be shared at home | <ol style="list-style-type: none"> 1. Who are your relatives? 2. What should you share at home? 3. What should you not share at home? |
| Core competences to be developed : Imagination and creativity as they colour and draw, critical thinking as they sort pictures, learning to learn as they discuss how to relate with family members | | | | |
| Link to PCIs: Health education; personal hygiene, Citizenship; patriotism, Life-skills; assertiveness, decision making | | | Link to Values: Responsibility, respect, love | |
| Link to other learning activity areas: Health and Nutrition on things they should not share, Environmental Activities; introduce the aspect of communicable diseases, Language Activities; new vocabulary | | | Suggested Community Service Learning Activities: The learners to participate in family gatherings, learners to enquire from their parents, names of members of their extended family | |

| | |
|---|--|
| Suggested Non formal Activity to support learning: Participate in health club activities | Suggested assessment: Oral questions, portfolios, observation, written quizzes, reciting, drawing |
|---|--|

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|---|
| Accurately identifies relatives and consistently lists items they should not share | Clearly identifies relatives and lists items they should not share | Identifies some relatives, and lists some of the items they should not share | Rarely identifies relatives nor lists items they should not share |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------|--|--|--|---|
| 1.0 Creation | 1.3 Creation of the sky, sun, moon and stars 4 lessons | By the end of the Sub strand, the learner should be able to: a) recognise God as the creator of the sky, sun, moon and stars and revere Him b) draw the sun, moon and stars to appreciate God's creation | <ul style="list-style-type: none"> Learners to read Genesis 1:14-19 Learners to observe the sky Learners to draw and colour the sun, moon and stars Learners to cut and mount pictures of the sun, moon and stars on a chart Learners to sing about the sky, sun, moon and stars as God's creation, '<i>Bwana Mungu nashangaa kabisa.....</i>' Learners to recite Genesis 1:16 | <ol style="list-style-type: none"> How does the sky look like? How does the moon look like? How do the stars look like? Who created the sky, sun, moon and stars? |
| | Core Competences to be developed : Learning to learn as they observe the sky, imagination and creativity by modeling, cutting and mounting | | | |
| | Link to PCIs: Life skills; critical thinking, self-awareness, ESD; environmental awareness | | Link to Values: Cooperation, sharing, responsibility, love, | |
| | Link to other learning activity areas: Movement and Creative Activities as they cut and mount picture of the sun, moon and stars | | Suggested Community Service Learning activities: Involve parents to help learners observe the stars and the moon at night | |
| | Suggested Non formal Activity to support learning: Participate in movement and creative activities by drawing and singing about the sun, moon and stars | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|--|
| Accurately and consistently understands that God created the sky, sun, moon and stars | Correctly understands that God created the sky, sun, moon and stars | Minimal understanding that God created the sky, sun, moon and stars | Does not have any idea that God created the sky, sun, moon and stars |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question (s) |
|---|---|---|--|--|
| 2.0 The Holy Bible | 2.1The Holy Bible as a guide in daily lives 3 lessons | By the end of the Sub strand, the learner should be able to: a) identify reasons for reading the Bible to strengthen their faith in God b) state how often they read the Bible as a family to seek God’s guidance c) appreciate the Bible as a guide to Christian living | <ul style="list-style-type: none"> • In groups, learners to list the importance of reading the Bible • Learners to record the number of times they read the Bible as a family • Learners to watch a video clip of children reading the Bible • Learners to sing a song about the Bible, ‘My Bible and I, ooh.....’ • Learners to read and recite Psalms 119:105 | <ol style="list-style-type: none"> 1. Why do you read the Bible? 2. How regularly do you read the Bible? |
| Core Competences to be developed: Communication and collaboration as they discuss importance of reading the Bible, learning to learn as they learn about the Bible | | | | |
| Link to PCIs: Learner support programme; guidance and counselling Life-skills; decision making, effective communication | | Link to Values: Respect, responsibility | | |
| Link to other learning activity areas: Mathematical Activities as they record the number of times they read the Bible, | | Suggested community Service Learning activities: With the help of parents, keep a record of the number of times they read the Bible as a family | | |

| | |
|---|---|
| Movement and Creative Activities as they sing | |
| Suggested Non formal Activity to support learning: Take part in Bible study activities, sing songs | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, drawing, filling in blank spaces, puzzles |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---------------------------|---------------------------------|------------------------|
| Effectively and regularly reads the Bible | Regularly reads the Bible | Once in a while reads the Bible | Hardly reads the Bible |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|--|---|---|
| 2.0 The Holy Bible | 2.2 Divisions of the Bible 4 lessons | By the end of the Sub strand, the learner should be able to: a) state the number of books in the Old Testament and develop interest in reading the Bible b) identify the first two books in the Old Testament to be familiar with the Bible c) appreciate the Bible as the word of God by reading it always | <ul style="list-style-type: none"> Learners to state the number of books in the Old Testament Learners to use flashcards and write the first two books of the Old Testament Learners to compose a song on the first two books of the Old Testament Learners to read and sing a common Psalms e.g. Psalms 100:4, <i>'I will enter His gates with thanksgiving in my heart.....'</i> In pairs, learners to play a game on the number of books in the Old Testament | <ol style="list-style-type: none"> How many books are in the Old Testament? Which are the first two Books in the Old Testament? |
| Core Competencies: Learning to learn: As they state number of books in the Bible, communication and collaboration as they play the game on number of books in the Old Testament | | | | |
| Link to PCIs: Life Skills: Assertiveness ESD: Security: avoiding radicalization | | | Link to Values: Respect ,love ,responsibility, faith | |

| | |
|--|--|
| Links to other learning activity areas: Movement and Creative Activities as they compose songs Mathematical Activities: as they count the books Language Activities: as they read the Bible | Suggested Community Service Learning activities: Visit a church leader for guidance on the number of books in the Old Testament |
| Non formal Activity to support learning: Bible reading during assemblies, participate in memorization of Bible verses competition, participate in a singing game on the number of books in the Old Testament | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles |

Assessment Rubric

| Exceeding expectations | Meeting Expectations | Approaching expectations | Below expectations |
|--|---|--|--|
| Consistently states the number of books in the Old Testament and mentions the first two books in the Old Testament | States the number of books in the Old Testament and mentions the first two books in the Old Testament | Sometimes states the number of books in the Old Testament and mentions one book in the Old Testament | Hardly states the number of books in the Old Testament and does not mention the first two books in the Old Testament |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|--|---|--|
| 2.0 The Holy Bible | 2.3 The Bible Story: The Call of Samuel 3 lessons | By the end of the Sub strand, the learners should be able to: a) describe the call of Samuel and relate it to their lives by obeying God b) desire to respond appropriately to God by obeying His word | <ul style="list-style-type: none"> ● Learners to read 1Samuel 3:3-10 ● Learners to sing a simple song about the call of Samuel, ‘<i>Alisikia saut iikimwita Samueli Samueli.....</i>’ ● Learners to watch a video on the call of Samuel ● Learners to role play in small groups the call of Samuel ● Learners to recite 1Samuel 3:10 | <ol style="list-style-type: none"> 1. Who called Samuel? 2. How many times did God call Samuel? 3. How did Samuel respond when he was called? |
| Core competencies: Communication and collaboration as they role play, imagination and creativity as they sing, self-efficacy as they make decisions, digital literacy as they watch videos | | | | |

| | |
|---|---|
| <p>Link to PCIs: Life skills; assertiveness and decision making, effective communication, interpersonal relationships</p> <p>Parental engagement and empowerment; guidance from parents Citizenship; leadership, mentorship</p> | <p>Link to Values: Obedience, respect, responsibility, love</p> |
| <p>Link to other learning activity areas: Language Activities as they read the Bible, Movement and Creative Activities as they sing, Mathematical Activities as they state the number of times Samuel was called</p> | <p>Suggested Community Service Learning activities: Visit a church elder and listen to the Bible story on the call of Samuel</p> |
| <p>Non formal Activity to support learning: Take part in choosing the class governor, role play the call of Samuel in Bible Club</p> | <p>Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles</p> |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|--|
| Accurately and consistently narrates the call of Samuel and applies the values acquired in their lives | Accurately narrates the call of Samuel and applies the values acquired in their lives | Occasionally narrates and applies the values acquired from the call of Samuel in their lives | Barely narrates nor applies the values acquired from the call of Samuel in their lives |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------------|--|---|---|--|
| 2.0 The Holy Bible | <p>2.4 Bible Story: Noah and the Ark</p> <p>4 lessons</p> | <p>By the end of the Sub strand, the learner should be able to:</p> <p>a) state the reasons why God chose Noah to build the Ark and live a life that is pleasing to God</p> <p>b) narrate the story of Noah and the Ark and relate it to their lives by obeying God and their parents</p> <p>c) desire to obey God and parents in</p> | <ul style="list-style-type: none"> ● Learners to read Gen 6: 9-10;7:1-5 ● Learners to discuss in groups why they should obey God ● Learners to discuss the importance of obeying parents ● Learners to role play the story of Noah and the Ark ● Learners to sing a song, “<i>The animals went in two by two.....</i>” | <ol style="list-style-type: none"> 1. Who built the Ark? 2. Why did God choose Noah to build the Ark? 3. How did Noah respond to God? |

| | | | | |
|---|--|-------------------|--|--|
| | | their daily lives | <ul style="list-style-type: none"> Learners to draw and colour a boat floating on water | |
| Core Competences: Imagination and creativity as they role play, drawing and colouring, communication and collaboration as they discuss | | | | |
| Link to PCIs: Life skills; effective communication, decision making, self-awareness, creative thinking, critical thinking ,problem solving, ESD; environmental awareness care and sustainability, Animal welfare; care for animals Citizenship; social cohesion | | | Link to Values: Obedience, respect, responsibility, care, love | |
| Link to other learning activity areas: Language Activities as they read the Bible, Movement and Creative Activities as they role play, draw and colour | | | Suggested Community Service Learning Activities: Visit a church leader and learn more about Noah and the ark | |
| Suggested Non formal activity to support learning: Sing a song on Noah and the ark, make boats using pieces of paper, rewarding well behaved learners | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces, puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| Accurately and sequentially narrates and applies the values acquired from the Bible story in their daily lives | Accurately narrates and applies the values acquired from the Bible story in their daily lives. | Occasionally narrates and applies the values acquired from the Bible story in their daily lives | Hardly narrates nor applies the values acquired from the Bible story in their daily lives. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------------|--|--|--|--|
| 2.0 The Holy Bible | 2.5 The Bible Story: Daniel is rescued from the den of lions 4lessons | By the end of the Sub strand, the learner should be able to: a) mention the number of times Daniel prayed to God and relate it to their lives b) acquire the skill of assertiveness by emulating Daniel in their lives | <ul style="list-style-type: none"> Learners to read the story of Daniel in the den of lions, Daniel 6:10-12, 19-22 Learners to watch a video on the story of Daniel in the den of lions Learners to role play Daniel in the den of lions and how he is rescued Learners to sing the song, 'Trust and | <ol style="list-style-type: none"> How many times did Daniel pray in a day? Why was Daniel thrown in the den of lions? Who rescued Daniel from the den of |

| | | | | |
|---|--|---|--|--------|
| | | c) appreciate God as the protector by trusting in Him | obey for there is no other way.....’ | lions? |
| Core Competences to be developed: Digital literacy as they watch a video, communication and collaboration as they role play | | | | |
| Link to PCIs: Life skill; assertiveness and decision making ,self-awareness and self-esteem, effective communication | | | Link to Values: Faith ,Patience, courage, trust | |
| Link to other learning activity areas: Environmental activities as they view the animals in nature or animal orphanage Mathematical Activities as they record the number of times Daniel prayed Language Activities as they read the Bible | | | Suggested Community Service Learning activities: Participate in church activities that will strengthen their trust in God | |
| Suggested Non formal Activity to support learning: Sing, model a lion, participate in Bible clubs and read about the story | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|---|
| Accurately and sequentially narrates the Bible story and applies the values acquired in their daily lives | Accurately narrates the Bible story and applies the values acquired in their daily lives. | Occasionally narrates the Bible story and sometimes applies the values acquired in their daily lives | Hardly narrates the Bible story nor applies the values acquired in their daily lives. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------------|--|--|---|--|
| 2.0 The Holy Bible | 2.6 The Bible Story: The Widow of Zarephath 4 lessons | By the end of the Sub strand, the learner should be able to: a) narrate the story of the widow of Zarephath and trust in God for their needs b) appreciate God in the miracle of multiplication of flour and oil and | <ul style="list-style-type: none"> ● Learners to read 1 Kings 17:7-16 ● Learners to narrate the story of the widow of Zarephath ● Learners to role play the story of Elijah and the widow of Zarephath ● Learners to draw and colour bread ● Learners to sing a song on trusting God | <ol style="list-style-type: none"> 1. Why did Elijah go to Zarephath? 2. Who fed Elijah while at Zarephath? 3. How did the widow get enough flour |

| | | | | |
|---|--|-----------------------------------|--|----------|
| | | have faith in Him as the provider | | and oil? |
| Core Competences: Imagination and creativity as they draw, colour and role play, communication and collaboration as they role play, self-efficacy; the widow expressed herself therefore they learn assertiveness | | | | |
| Link to PCIs : Life skills; effective communication, self-esteem, self-awareness ,problem solving, friendship formation, interpersonal relationship, coping with emotions ESD; food security Health education; nutrition and hygiene | | | Link to Values: Sharing, faith, respect, concern, love | |
| Link to other learning activity areas: Language Activities as they read, narrate and practice sharing Movement and Creative Activities as they sing, draw and colour | | | Suggested Community Service Learning activities : Visit families around their homes or school in the company of parents and share with the less fortunate | |
| Non formal Activity to support learning: Sing and dance, share sports materials e.g. balls, swings, bean bags, participate in Pastoral programmes | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|---|
| Accurately and consistently narrates the Bible story and applies the values acquired in their daily lives | Accurately narrates the story and applies the values acquired in their daily lives | Occasionally narrates and applies the values acquired from the story in their lives | Hardly narrates nor applies the values acquired from the Bible story in their lives |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|--|--|---|
| 3.0 The early Life of Jesus Christ | 3.1 Kindness of the Wise Men 4 lessons | By the end of the Sub strand, the learner should be able to: a) list the gifts given to baby Jesus and develop the value of sharing | <ul style="list-style-type: none"> ● Learners to read Mathew 2:11 ● Learners to name gifts that were brought to baby Jesus by the three wise men. ● Learners to draw and colour gifts given to baby Jesus ● Learners to use flash cards to role play exchange of | <ol style="list-style-type: none"> 1. What did the wise men bring to baby Jesus? 2. What should you do when your family members bring gifts to you? |

| | | | | |
|--|--|---|--|---|
| | | b) acquire the skill of assertiveness by refusing gifts from strangers c) appreciate Jesus as a gift from God in their lives | gifts <ul style="list-style-type: none"> ● Learners to role play saying, ‘thank you’ after receiving gifts from friends and family members ● Learners to avoid receiving gifts from strangers ● Learners to list in groups the negative results of receiving gifts from strangers ● Learners to sing a gratitude song about Jesus love, ‘<i>Jesus love is very very wonderful.....</i>’ | 3. What should you do when given gifts by strangers? 4. Who was given to you as a gift by God? |
| Core Competences to be developed: Citizenship; through sharing, learners develop concern for others which is essential for harmonious and peaceful co-existence, imagination and creativity through role play | | | | |
| Link to PCIs: ESD; safety and security Life skill; assertiveness, self-esteem, decision making ,critical thinking | | | Link to Values: Sharing, responsibility, kindness, self-control, obedience, faith, love ,unity | |
| Link to other learning activity areas: Movement and Creative Activities as they role play and draw, Language Activities as they read the Bible | | | Suggested Community Service Learning activities: Participate in community activities e.g. Christmas where people share meals and give gifts to the less fortunate | |
| Non formal Activity to support learning: Role play, share, participate in Bible clubs and Pastoral programmes | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| Accurately lists the gifts brought by the wise men to Baby Jesus | Adequately lists the gifts brought by the wise men to Baby Jesus | Sometimes lists gifts brought by the wise men to Baby Jesus | Seldom lists gifts brought by the wise men to Baby Jesus |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|--|--|--|
| 3.0 Early life of Jesus Christ | 3.2 Jesus Christ worked 4 lessons | By the end of the Sub strand, the learner should be able to: a) develop responsibility by doing simple chores at home , school and the church b) appreciate work by emulating Jesus Christ and assisting their parents at home | <ul style="list-style-type: none"> ● Learners to discuss the type of work Joseph, the father of Jesus did ● Learners to list in groups how Jesus helped His father ● Learners to list the activities they do at home ● Learners to write a poem on “Jesus worked” ● Learners to keep their home, class and compound clean | <ol style="list-style-type: none"> 1. What type of work did Jesus’ father do? 2. How did Jesus help His father? 3. What do you do during the school holidays? |
| Core Competences to be developed: Learning to learn the learner will assist their parents with simple chores at home ,the community and the church, communication and collaboration through group discussions | | | | |
| Link to PCIs: Life skill; responsibility acquired through performing simple chores Parental engagement; Jesus helped His parents Citizenship; human rights and responsibility, Leadership; mentorship | | | Link to Values: Trust , responsibility, love obedience, humility, respect | |
| Link to other learning activity areas: Environmental Activities by learning different types of work performed, keeping the compound clean Language Activities as they write a poem on work | | | Suggested Community Service Learning activities: Learner will participate in different activities or work in the community thus interacting and learning from the community. | |
| Suggested Non formal activity to support learning: Participate in cleaning the school, get involved in environmental club activities, for example, tree planting | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, filling in blank spaces ,puzzles, projects | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|--|
| Very good understanding of Jesus’ work and applies it in their daily lives by | Good understanding of Jesus’ work and applies it in their | Some understanding of Jesus’ work and sometimes applies it in their daily lives | Hardly understands Jesus’ work and seldom performs simple chores |

| performing simple chores at home | | daily lives by performing simple chores at home | by performing simple chores at home | at home |
|---|---|--|---|---|
| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
| 3.0 The life of Jesus Christ | 3.3 Jesus calms the Storm 3 lessons | By the end of the Sub strand, the learner should be able to: a) narrate the miracle of calming the storm and relate it to their daily lives by having faith in God b) appreciate the miracle of calming the storm by trusting God when faced with challenges | <ul style="list-style-type: none"> • The learners to read Matthew 8:23-27 • Learners to watch a video on the miracle of calming the storm • Learners to discuss in pairs what they do when they face difficulties • Learners to role play the miracle of calming the storm • Learners to draw and colour a boat • Learners to sing a song about calming the storm | <ol style="list-style-type: none"> 1. How did Jesus calm the storm? 2. What should you do when you face difficulties? |
| Core Competences to be developed: Learning to learn as they read the Bible, digital literacy as they watch the video, imagination and creativity as they role play, draw and colour the boat | | | | |
| Link to PCIs: Life skills; decision making coping with emotions, assertiveness, problem solving ESD; environmental awareness(Jesus calmed the storm), Safety and security learn; from family members home safety measures | | | Link to Values: Trust, faith ,obedience, care, responsibility, love | |
| Link to other learning activity areas: Environmental Activities calming the storm (weather) Movement and Creative Activities as they sing, role play and draw Language Activities as they read the Bible | | | Suggested Community Service learning activities: Learners to pray with family members | |
| Suggested Non formal Activity to support learning: Participate in prayer during Bible club sessions | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| Excellent understanding of how Jesus calmed the storm and always relates it to their daily experiences | Good understanding of how Jesus calmed the storm and is able to relate it to their daily experiences | Some understanding of how Jesus calmed the storm but cannot relate the event to their daily experiences | Barely understands calming the storm neither relates it to their daily lives |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|--|--|--|
| 3.0 The life of Jesus Christ | 3.4 Miraculous catch of Fish 4 lessons | By the end of the Sub strand, the learner should be able to: a) explain how Jesus solved the problem of the fishermen and relate it to their lives by trusting in God b) appreciate the response of the fishermen by obeying God | <ul style="list-style-type: none"> ● Learners to read Luke 5:3-9 ● Learners to watch a video on the miraculous catch of fish ● Learners to role play the miraculous catch of fish ● Learners to sing the song ‘<i>I will make you fishers of men.....</i>’ ● Learners to draw and colour a fish | <ol style="list-style-type: none"> 1. How did Jesus help the fishermen? 2. What was the result of their obedience? |
| Core Competences to be developed: Communication and collaboration through role playing the miraculous catch of fish, imagination and creativity as they draw and colour the fish, learning to learn as they read the Bible, digital literacy as they watch the video | | | | |
| Link to PCIs: Life skills; coping with emotions and stress ,decision making, effective communication, Citizenship; social cohesion ESD; food security, environmental awareness Health Education; nutrition and hygiene | | | Link to Values: Faith, obedience, hard work, cooperation ,responsibility, love, trust | |
| Link to other learning activity areas: Environment Activities ; observe a fish pond in the school compound in the company of a teacher or teachers Movement and Creative Activities through role play and singing Language Activities as they read the Bible | | | Suggested Community Service Learning activities: Learners can take a nature walk and visit a fish pond in the company of parents/guardian | |
| Suggested Non formal Activity to support learning: Singing, initiate a | | | Suggested assessment: Oral questions, portfolios, observation, written | |

| | |
|--|---|
| project of a miniature fish pond at school, participate in environmental club activities | quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles |
|--|---|

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|--|
| Clearly and correctly explains the miraculous catch of fish | Correctly explains the miraculous catch of fish | Occasionally explains the miraculous catch of fish | Hardly explains the miraculous catch of fish |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|--|--|---|
| 3.0 The life of Jesus Christ | 3.5 Healing of the Man with a Withered Hand 4 lessons | By the end of the Sub strand, the learner should be able to: a) describe the healing of the man with a withered hand and relate it to their lives by trusting God for healing b) appreciate Jesus' compassion by expressing kindness to others | <ul style="list-style-type: none"> ● Learners to read Matthew 12:9-13 ● Learners to draw in pairs a withered hand ● learners to watch a video of healing the man with a withered hand ● Learners to role play the healing of the man with a withered hand ● Learners to write Mathew 12:13 on flash cards and recite it aloud in front of the class | <ol style="list-style-type: none"> 1. Who healed the man with a withered hand? 2. What do you learn from this work? |
| Core Competences to be developed: Communication and collaboration through role play, imagination and creativity through drawing, digital literacy by watching a video | | | | |
| Link to PCIs: Life skills; critical thinking, self-awareness ,effective communication, assertiveness ,problem solving, self esteem Health Education; non-communicable diseases-healing of the withered hand | | | Links to Values: Compassion, love, faith, social justice, trust | |
| Link to other learning activity areas: Movement and Creative Activities through role play Language Activities through reading | | | Suggested Community Service Learning activities: Visit the physically challenged in the company of their parents, pray with them and help them with household chores | |
| Suggested Non formal Activity to support learning: Assist learners who are sick and the physically challenged | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|---|
| Clearly and adequately explains the healing of the man with a withered hand | Adequately explains the healing of the man with a withered hand | Sometimes explains the healing of the man with a withered hand | Hardly explains the healing of the man with a withered hand |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--------------------------------|--|--|--|
| 3.0 The life of Jesus Christ | 3.6 Easter 3 lessons | By the end of the Sub strand, the learner should be able to: a) discuss the death of Jesus as a sign of total love for humankind and desire to love others b) appreciate Jesus Christ death and resurrection as the way to salvation | <ul style="list-style-type: none"> ● Learners to write I Cor 15:3-4 on flash cards and recite the verse in turns ● Learners to mention what happened on Good Friday ● Learners to view a picture of Jesus nailed on the cross ● Learners to mention what took place on Easter Monday, as they read Mark 16:5-6 ● Learners to view a picture of three women who visited an empty grave ● Learners to be guided to draw an empty cross | <ol style="list-style-type: none"> 1. Who died for your sins? 2. Why is Jesus' death important to Christians? 3. Which day did Jesus resurrect? |
| Core Competences to be developed: Critical thinking and problem solving as they discuss, imagination and creativity as they sing and draw, digital literacy as they watch a video | | | | |
| Link to PCIs: Life skills; problem solving, friendship formation | | | Link to Values: Compassion, love, care, sharing, faith, social justice, courage | |
| Link to other learning activity areas: Language Activities as they recite Bible verses Movement and Creative Activities through singing, role play and drawing | | | Suggested Community Service Learning activities: Children accompany their parents to church for Good Friday and Easter festivities | |
| Suggested Non formal Activity to support learning: Singing | | | Suggested assessment: Oral questions, portfolios, observation, written | |

| | |
|---|--|
| ,dramatization, Participate in Bible club activities, | quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles |
|---|--|

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|--|
| Very clear understanding of Jesus' death on the cross and relates it to their lives by loving others | Clear understanding of Jesus' death on the cross and relates it to their lives by loving others | Some understanding of Jesus' death on the cross and sometimes relates it to their lives by loving others | Rarely understands Jesus' death on the cross and does not relate it to their lives |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|-------------------------------------|---|--|---|
| 4.0 Christian Values | 4.1 Sharing 2 lessons | By the end of the Sub strand, the learner should be able to: a) identify items shared at school to promote harmonious living b) identify occasions when they share to show kindness | <ul style="list-style-type: none"> ● Learners to identify various items that can be shared at school ● In pairs, learners to list the importance of sharing with others ● In groups, learners to role play sharing in class ● Learners to sing a song on sharing ● Learners to recite Hebrews 13:16 | <ol style="list-style-type: none"> 1. Which items can be shared at school? 2. Why is it important to share with others? 3. Whom do you share with? |
| Core Competences to be developed: Collaboration and communication as they discuss in groups, imagination and creativity as they role play and sing, self-efficacy as they share with others | | | | |
| Link to PCIs: Citizenship; inclusion and equity Life skills: empathy, effective communication, interpersonal relationship, friendship formation and maintenance, decision making Health Education; sharing | | | Link to Values: Respect, responsibility, sharing, unity | |
| Link to other learning activity areas: Mathematical Activities as they share, Language Activities as they read | | | Suggested Community Service Learning activities: Share with neighbours, visit the sick and share with them, invite others to celebrate their birthdays | |

| | |
|---|---|
| Movement and Creative Activities as they sing | |
| Suggested Non formal Activity to support learning: Recite poems related to sharing | Suggested assessment: oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles, sorting |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--|
| Very good understanding of the value of sharing and often share items with others | Good understanding of the value of sharing and share items with others | Some understanding of the value of sharing and sometimes share items with others | Minimal understanding of the value of sharing and rarely share items with others |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-----------------------------|---------------------------------------|--|---|--|
| 4.0 Christian Values | 4.2 Obedience 3 lessons | By the end of the Sub strand, the learner should be able to: a) obey teachers and children’s government to promote harmony in the school b) discuss reasons for obeying teachers and children’s government | <ul style="list-style-type: none"> • Learners to read Hebrews 13:17 • Learners to discuss why they should obey teachers and children’s government • Learners to compose a poem on the importance of obeying teachers and children’s government • Learners to discuss how disobedience affects them negatively • Learners to sing a song on obedience “<i>trust and obey for there’s no other way.....</i>” | <ol style="list-style-type: none"> 1. Why should you obey teachers and leaders at school? 2. What are the results of disobedience? |

Core Competences to be developed: Communication and collaboration as they discuss in groups, creativity and imaginations they compose a poem, learning to learn through obeying teachers and prefects

| | |
|--|---|
| Link to PCIs: Learner support programmes; learning to live together, Citizenship; obedience, Parental engagement; children to obey parents, Life skills; critical thinking ,interpersonal relationship, effective communication | Link to Values: Obedience, respect, responsibility, love |
|--|---|

| | |
|--|--|
| Link to other learning activity areas: Language Activities as they recite poems | Community Service learning activities: Visit a senior citizen and listen to stories on importance of obedience and negative effects of disobedience |
|--|--|

| | |
|--|---|
| Movement and Creative Activities as they role play and sing | |
| Suggested Non formal Activity to support learning: Sing songs of obedience in Bible clubs and school assemblies, participate in Pastoral programmes | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, , drawing, filling in blank spaces ,puzzles |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Very good understanding of the value and consistently obey teachers and the children's government | Good understanding of the value and obey teachers and the children`s government | Some understanding of the value and sometimes obey teachers and the children's government | Hardly obeys teachers and the children's government |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--------------------|---|--|--|
| 4.0 Christian Values | 4.3 Honesty | By the end of the Sub strand, the learner should be able to: | <ul style="list-style-type: none"> ● Learners to read in groups Proverbs 12:17,19 ● Learners to say why they should tell the truth always ● In groups, learners to discuss why they should complete their homework on time ● In pairs, learners to list the negative results of copying other pupils work ● In pairs, learners to role play taking lost and found items to the teacher ● Learners to recite Proverbs 12:19 | <ol style="list-style-type: none"> 1. Why should you tell the truth? 2. Why should you be honest? 3. Why is it wrong to copy other learners work? |
| | 4 lessons | <ol style="list-style-type: none"> a) explain reasons for telling the truth in their interaction with others b) demonstrate responsibility by completing their homework c) demonstrate honesty by taking lost and found items to the teacher or parent d) desire to be honest by not copying other pupils' work | | |
| Core Competences to be developed: Communication and collaboration as learners discuss in groups, self-efficacy as they practice telling the truth always, imagination and creativity as they role play | | | | |

| | |
|--|---|
| Link to PCIs: Life skills ; assertiveness, effective communication, decision making, self-awareness, self-esteem ,Parental engagement, Citizenship | Link to Values: Honesty, trust, responsibility, concern, care, Integrity, |
| Link to other learning activity areas: Language Activities through reading and recitation, Movement and Creative Activities through composing poems and role play | Suggested Community Service Learning activities: Learners to be given a task of collecting stories on honesty, learners help others in the community to tell the truth |
| Suggested non formal Activity to support learning: Practice honesty at school and at home, sing songs on honesty | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, filling in blank spaces ,puzzles |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|---|
| Correctly and habitually tells the truth and completes homework on time | Correctly tells the truth and completes homework on time | Sometimes tells the truth and occasionally completes homework on time | Rarely speaks the truth and seldom completes homework on time |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|--|--|--|
| 4.0 Christian Values | 4.4 Thankfulness 3 lessons | By the end of the Sub strand, the learner should be able to: a) identify reasons for thanking people as a way of expressing gratitude b) appreciate other people’s kindness by saying, ‘thank you’ to them | <ul style="list-style-type: none"> ● Learners to list reasons for saying, ‘thank you’ to others ● Learners to role play situations that require a, ‘thank you’ gesture ● Learners to exchange gifts in pairs and practice being thankful to each other ● Learners to recite 1Thessalonians 5:18 ● Learners to compose a poem with a theme, “thank you” to their parents | <ol style="list-style-type: none"> 1. Why should you thank people? 2. When do you say ‘thank you’ to others? |
| Core Competences to be developed: Communication and collaboration through group discussions , imagination and creativity through role play and composing a poem | | | | |
| Link to PCIs: Life skills; self-esteem, effective communication ,self- | | | Link to Values : Kindness, humility, thankfulness ,love | |

| | |
|--|--|
| awareness, decision making Learner Support Programmes; learning to live together Parental engagement; children thank parents Citizenship; social cohesion | |
| Link to other learning activity areas: Language Activities; etiquette (saying thank you) Movement and Creative Activities through composing poems | Suggested Community Service Learning activities: Practice thankfulness at home and to others in the society |
| Suggested Non formal Activity to support learning: Participate in Bible club activities, be thankful to teachers and other learners | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces ,puzzles |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Excellent understanding of thankfulness and consistently appreciates others | Adequate understanding of thankfulness and appreciates others | Fair understanding of thankfulness and sometimes appreciates others | Minimal understanding of thankfulness and hardly appreciates others |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|--|--|--|
| 4.0 Christian Values | 4.5 Forgiveness 4 lessons | By the end of the Sub strand, the learner should be able to: a) forgive others daily for peaceful co-existence b) appreciate the forgiveness of God and apply it in their interactions with others | <ul style="list-style-type: none"> ● Learners to read Luke 15:11-22 ● Learners to watch a video on the prodigal son ● Learners to dramatize the story of the prodigal son ● Learners to recite Matthew 18:21-22 ● Learners to avoid annoying others ● Learners to sing a song on forgiveness | <ol style="list-style-type: none"> 1. Why should you forgive others? 2. What do you do when someone annoys you? 3. How many times should you forgive those who wrong you? |
| Core Competencies: Learning to learn as they learn new ideas, self-efficacy portrayed when the son realized his mistake and went back to his father, communication and collaboration through dramatization | | | | |

| | |
|---|--|
| Link to PCIs: Citizenship; social cohesion ,peace and reconciliation Life skills; self-esteem, self-awareness, conflict resolution ,effective communication | Link to Values: Forgiveness, humility, love, tolerance, responsibility, unity |
| Link to other learning activity areas: Language Activities as they read the Bible, Movement and Creative Activities through dramatization , Mathematical Activities; forgive 70 x 7 times | Suggested Community Service Learning activities: Record occasions they forgive members of the family and friends in a week and learn to forgive always |
| Suggested Non formal Activity to support learning: Memorizing verses on forgiveness, singing songs on forgiveness | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces ,puzzles |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Excellent understanding of God’s forgiveness and forgives others always | Good understanding of God’s forgiveness and forgives others | Some understanding of God’s forgiveness and sometimes forgives others | Rarely understands God’s forgiveness and seldom forgives others |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-----------------------------|--|---|--|--|
| 4.0 Christian Values | 4.6 Responsibility 3 lessons | By the end of the Sub strand, the learner should be able to: a) mention the items they carry to school to assist them in learning b) acquire the value of responsibility by taking care of the items they use at school | <ul style="list-style-type: none"> ● Learners to read Colossians 3:23 ● Learners to display and count the items they carry to school ● In pairs, learners to list the use of each item ● Learners to sing a song about items they carry to school ● Learners to draw and colour items they carry to school ● Learners to discuss why they should not forget school items at home | <ol style="list-style-type: none"> 1. Which items do you carry to school? 2. Why do you carry these items to school? 3. What happens when you forget items at home? |

| | |
|---|---|
| Core Competence: Self-efficacy; ability to carry the items to school, imagination and creativity; singing the song and composing poems, communication and collaboration; discussing in pairs | |
| Link to PCIs: Parental empowerment and engagement; children should carry items to use at school ,Citizenship; patriotism, good governance and leadership, Learner support programmes; responsible pupils Life skills; self-awareness and self-esteem, creative thinking | Link to Values: Responsibility, cooperation |
| Link to other learning activity areas: Mathematics Activities through counting, Movement and creative activities by composing songs | Suggested Community Service Learning activities: Interact with parents to provide what they should carry to school. |
| Suggested Non formal Activity to support learning: Taking care of school equipment ,for example, balls, textbooks | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces, puzzles |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|---|
| Very good understanding of responsibility and always carry items to use at school | Good understanding of responsibility and carry items to school | Fair understanding of responsibility and carries some items to school | Minimal understanding of responsibility |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-----------------------|--------------------------------|--|--|--|
| 5.0 The Church | 5.1 Prayer 4 Lessons | By the end of the Sub strand, the learner should be able to: a) recite the first four lines of the Lord's prayer as a way of communicating to God b) narrate the story of a friend at midnight | <ul style="list-style-type: none"> ● Learners to read Matthew 6:9-10 ● Learners to recite the first 4 lines of Lord's prayer Mathew 6:9-10) ● Learners to sing a song on the Lord's prayer ● Learners to read Luke 11:5-10 ● Learners to role play the story of a friend at | <ol style="list-style-type: none"> 1. Which are the first four lines of the Lord's Prayer? 2. How frequently do you recite The Lord's prayer? 3. Why should we pray |

| | | | | |
|---|--|---|---|--|
| | | and apply it in their lives c) desire to pray regularly to develop a relationship with God | midnight • Learners to discuss in groups the importance of prayer | always? 4. What happened to a friend who visited at midnight? |
| Core Competences to be developed: Self-efficacy; children will recite prayer and understand God as their Father in heaven, communication and collaboration as they discuss in groups, imagination and creativity as they role play | | | | |
| Link to PCIs: Life skills; effective communication, self-awareness, coping with emotions, decision making Citizenship; singing the national anthem which is a prayer to God | | | Link to Values: Trust, humility, faith, hope | |
| Link to other learning activity areas: Movement and Creative Activities as they sing, Language Activities as they read, Mathematical Activities as they count and record the number of times they recite the Lord's prayer | | | Suggested Community Service Learning activities: Participate in prayers at home and Church and learn how their parents speak to God. They could be given a task to record the number of times their parents and church community say the Lord's prayer | |
| Suggested Non formal Activity to support learning: Participate in prayers during school assemblies, participate in Bible club activities | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, filling in blank spaces, puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting Expectations | Approaching expectations | Below expectations |
|--|---|--|---|
| Accurately and frequently talks to God by saying the first four lines of the Lord's prayer | Accurately talks to God by saying the first four lines of the Lord's prayer | Sometimes talks to God by saying the first two lines of the Lord's prayer. | Hardly talks to God through the Lord's prayer |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|----------------|---------------------|--|---|--|
| 5.0 The Church | | | | |
| | 5.2 The Holy Spirit | By the end of the Sub strand, the learner should be able to: a) state the promise Jesus gave to | <ul style="list-style-type: none"> Learners to mention examples of promises they have been given by their parents Learners to read Acts 1: 4 and Acts 2:3-4 | 1. What did Jesus promise His disciples? |

| | | | | |
|--|-----------|--|---|---|
| | 5 lessons | His disciples and desire to have faith in God b) appreciate the work of the Holy Spirit in their day to day lives | <ul style="list-style-type: none"> Learners to discuss the work of the Holy Spirit (He strengthens-Luke 24:49, guides- Romans 8:14, and unite Christians Ephesians- 4:3-4) Learners to be guided to write the work of the Holy Spirit on flash cards and read them aloud in pairs Learners to be guided to sing a song about the work of the Holy Spirit | 2. What is the work of the Holy Spirit? |
| Core Competences to be developed: Communication and collaboration through discussion, learning to learn as they read the Bible creativity and imagination as they sing a song | | | | |
| Link to PCIs: Life skills; decision making, coping with emotions ,self-awareness and self-esteem, Parental engagement and empowerment, Citizenship; leadership: | | | Link to Values: Hope, unity, courage, love | |
| Link to other learning activity areas: Language Activities; Learn new vocabularies, Movement and Creative Activities; Sing and provide themes for song composition | | | Suggested Community Service Learning: Sing about the work of the Holy spirit | |
| Suggested Non formal Activity to support learning: Recite verses on the work of the Holy Spirit during Pastoral programmes | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|--|
| Consistently and perfectly demonstrates the work of the Holy Spirit in their lives by living in harmony with others | Consistently demonstrates the work of the Holy Spirit in their lives by living in harmony with others | Periodically demonstrates the work of the Holy Spirit in their lives by living in harmony with others. | Hardly demonstrates the work of the Holy Spirit in their lives |

GRADE THREE

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|--|--|---|
| 1.0 Creation | 1.1 Self-Awareness 6 lessons | By the end of the Sub strand, the learner should be able to: a) appreciate himself/herself as created in the image and likeness of God for His glory b) recognise God as the Creator of every part of his/her body to glorify Him c) control thoughts and feelings in daily life d) make choices that are acceptable to God in their lives | <ul style="list-style-type: none"> ● Learners to read Genesis 1:27 ● Learners to recite Psalms 139:13 ● Learners to list in groups good thoughts and feelings e.g. loving others, sharing, helping parents, having joy ● Learners to avoid bad behaviour e.g. picking other peoples items without their permission ● Learners to draw and colour pictures of faces depicting various emotions ● In pairs learners to list effects of choices they make and present them before the class ● Learners to sing a song '<i>I'm happy today so happy in Jesus name I'm happy.....</i>' | <ol style="list-style-type: none"> 1. In whose image and likeness are you created? 2. Who created every part of you? 3. How do you control your thoughts and feelings? 4. What are the effects of the choices you make? |
| | <p>Core-Competencies to be developed: Self-efficacy as the learner appreciate herself / himself as created by God, imagination and creativity through drawing and colouring, communication and collaboration as they discuss in groups and role play</p> | | | |
| <p>Link to PCIs: Life skills; self-esteem, assertiveness , decision making, problem solving, effective communication, coping with emotions, Health Education; nutrition and hygiene</p> | | | <p>Link to Values: Respect, responsibility, self-control</p> | |
| <p>Links to other Learning activity areas: Movement and Creative Activities as they sing, dance ,draw and colour Languages Activities as they recite Bible verses</p> | | | <p>Suggested Community Service Learning activities: Learners to interact with parents and church elders to guide them on how to make desirable choices</p> | |
| <p>Suggested Non formal Activity to support learning: Music and drama</p> | | | <p>Suggested assessment: Oral questions, portfolios, written quizzes, reciting, checklists, filling in blank spaces ,puzzles</p> | |

Assessment Rubric

| Exceeding Expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| Accurately and consistently understands that they are created in the image and likeness of God | Clearly understands that they are created in the image and likeness of God | Some understanding that they are created in the image and likeness of God | Hardly understand that they are created in the image and likeness of God |
| Accurately and consistently makes appropriate choices in life | Correctly makes appropriate choices in life | Fairly makes appropriate choices in life | Rarely makes appropriate choices in life |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|----------------------|---|--|---|
| 1.0 Creation | 1.2 My Family | By the end of the Sub strand, the learner should be able to: a) recognise the head of the family and respect them b) name family members in the nuclear and extended family for identification c) draw the family tree to understand relationships within the family | <ul style="list-style-type: none"> • Learners to name the head of the family • Learners to name family members • Learner to draw and colour the family tree | <ol style="list-style-type: none"> 1. Who is the head of the family? 2. Who are your family members? 3. What is a family tree? |
| | 3 lessons | | | |
| Core competencies to be developed : Learning to learn as they name family members, imagination and creativity as they draw and colour the family tree | | | | |
| Link to PCIs: Life skills ;self-esteem, self-awareness, ,interpersonal relationship, friendship formation, critical thinking, Citizenship: Social cohesion, patriotism | | | Link to Values: Love, respect, unity , responsibility humility ,fairness, equity | |
| Links to other Learning activity areas: Environmental activities as they link family to a tree Movement and Creative Activities as they draw the family tree Language activities; naming family members | | | Suggested Community Service Learning activities: Learners to interact with parents and senior members of the family to understand the family tree | |
| Suggested Non formal Activity to support learning: Model the family tree, singing | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|------------------------------|
| Accurately and consistently draws and labels the family tree | Correctly draws and labels the family tree | Sometimes draws and labels the family tree | Hardly draws the family tree |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|--|---|--|
| 1.0 Creation | 1.3.1 Adam and Eve 4 lessons | By the end of the Sub strand, the learner should be able to: a) acknowledge God as the creator of Adam and Eve as our first parents on earth b) describe how Adam and Eve disobeyed God and desire to obey God in their daily lives c) state the results of disobeying God's command to avoid sin d) explain the importance of obeying parents to live a harmonious family life e) explain the importance of obeying teachers to promote good relationships at school | <ul style="list-style-type: none"> ● Learners to read Genesis 2:7, 21 ● Learners to read Genesis 2:16-17 ● Learners to tell how man disobeyed God in Genesis 3:6-7 ● Learners to mention the result of man's disobedience; Genesis 3:23 ● Learners to list the importance of obeying parents ● Learners to recite Ephesians 6:2 ● Learners to compose a poem on the importance of obeying teachers | <ol style="list-style-type: none"> 1. Who created Adam and Eve? 2. How did man disobey God? 3. What was the result of man's disobedience? 4. Why should you obey your parents? 5. Why should you obey teachers? |
| Core-Competencies to be developed : Communication and collaboration as they narrate man's disobedience, learning to learn as they role play, imagination and creativity as they compose poems | | | | |
| Link to PCIs: Life skills ;decision making, effective communication ,self-awareness and esteem, conflict resolution, coping with emotions and stress, Citizenship; good governance, social cohesion, loyalty, Parental engagement; obeying parents, ESD; gender awareness | | | Link to Values: Obedience, respect, responsibility, loyalty | |
| Link to other learning activity areas: Language Activities as they write poems Movement and Creative Activities: singing and dancing | | | Suggested Community Service Learning activities: Interaction between learners and elders in the community to enhance the value of obedience | |

| | |
|--|---|
| Suggested Non formal Activity to support learning: Simulation games, obeying school authority and the children’s government | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles |
|--|---|

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|-----------------------------------|
| Accurately understands the importance of obedience to teachers and parents | Clearly understands the importance of obedience to teachers and parents | Some understanding of obedience to teachers and parents | Rarely obeys teachers and parents |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------------|--|--|--|--|
| 2.0 The Holy Bible | 2.1 The Bible as the word of God 4 lessons | By the end of the Sub strand, the learner should be able to: a) differentiate the Bible from other books as a Holy Book used by Christians b) explain how the writing of the Bible was different from other books and respect it c) state the number of books in the New testament and develop interest in reading it d) name the four Gospel books in the New Testament and relate them to the teachings of Jesus Christ e) Appreciate the Bible as a guide in their daily lives | <ul style="list-style-type: none"> ● Learners to sing the song “<i>My Bible and I.....</i>” ● Learners to read 2 Timothy 3:16 and discuss why they should respect the Bible ● In pairs, learners to state the number of books in the New Testament ● In pairs, learners to name the four Gospel books ● Learners to discuss the importance of reading the Bible always ● The learners to recite Psalms 119:105 | <ol style="list-style-type: none"> 1. What is the Bible? 2. Who wrote the Bible? 3. How many books are in the New Testament? 4. What are the four Gospel books in the New Testament? 5. Why is the Bible important in your daily lives? |

Core Competences: Communication and collaboration as they discuss in groups, learning to learn as they discuss how the Bible guides their lives.

| | |
|--|---|
| Link to PCIs : Learner support programmes; guidance Life-skill; decision making, interpersonal relationship, assertiveness, effective communication Citizenship; law and order, good governance | Link to Values: Cooperation, holiness, respect ,responsibility, love |
|--|---|

| | |
|---|---|
| Link to other Learning activity areas: Language Activities through reading, Movement and Creative Activities through singing | Suggested Community Service Learning activities: Learners to interact with their parents and the community as they learn more about the importance of the Bible, |
| Suggested Non formal Activity to support learning: Music and dance, guidance and counseling, skits, participate in Bible club activities | Suggested assessment: Oral questions, portfolios, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles |

Assessment Rubrics

| Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below expectations |
|---|--|---|--|
| Accurately and consistently interacts with the Holy Bible as the word of God | Accurately interacts with the Holy Bible as the word of God | Occasionally interacts with the Holy Bible as the word of God | Hardly interacts with the Holy Bible as the word of God |
| Accurately and consistently mentions the number of books in the New Testament and the four gospel books | Accurately mentions the number of books in the New Testament and names the four gospel books | Sometimes mentions the number of books in the New Testament and the four gospel books | Rarely mentions the number of books in the New Testament |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------------|--|---|--|---|
| 2.0 The Holy Bible | 2.2 The Bible Story: Moses and the Burning Bush 4 lessons | By the end of the Sub strand, the learner should be able to: a) narrate what happened in the story of Moses and the burning bush and relate it with the holy places of worship b) discuss how Moses expressed obedience and apply it in their daily lives | <ul style="list-style-type: none"> ● Learners to read Exodus 3:1-6 ● Learners to watch a video of Moses and the burning bush ● In groups, learners to role play the story of Moses and the burning bush ● In pairs, learners to discuss the value of obedience ● Learners to sing a song about Moses and the burning bush | <ol style="list-style-type: none"> 1. What happened to Moses at Mt. Sinai? 2. What did Moses do to show that the place was holy? 3. How did Moses express obedience? |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> Learners to draw and colour Moses and the burning bush | |
| Core Competences to be developed: Communication and collaboration as learners discuss and role play the story, learning to learn as learners apply acquired skills and values, imagination and creativity as learners role play, digital literacy as they watch a video | | | | |
| Link to PCIs : Life skills; decision Making, assertiveness, effective communication, interpersonal relationship, awareness, Citizenship; leadership | | | Link to Values: Obedience, holiness, humility, social justice, loyalty, responsibility | |
| Link to other learning activity areas: language activities as learners read, Movement and Creative Activities as learner’s draw and role play the story of Moses and the burning bush , Environmental Activities; a burning bush | | | Suggested Community Service Learning activities: Learners interact with senior citizens and church leaders to discuss the benefits of obedience | |
| Suggested Non formal Activity to support learning: Participate in election of children’s government, sing and dance, dramatize | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--|
| Accurately and consistently narrates the Bible story and applies the values acquired in their lives | Consistently narrates the Bible story and applies the values acquired in their lives | Sometimes narrates and applies values acquired from the Bible story in their lives | Hardly narrates nor applies values acquired from the Bible story in their lives. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------------------|--|---|---|--|
| 2.0 The Holy Bible | 2.3 Bible Story; The big fish swallows Jonah | By the end of the Sub strand, the learner should be able to: a) narrate the story of Jonah and be obedient to God b) explain results of Jonah’s disobedience and desire to obey God | <ul style="list-style-type: none"> Learners to read the story of Jonah 1: 1- 4,15, 17; 2:10 Learners to watch a video on the story of Jonah In pairs, learners to draw and colour the big fish In groups, learners to state why they should be obedient to God and others Learners to sing a song, “<i>The big fish swallows Jonah.....</i>” | <ol style="list-style-type: none"> How did Jonah disobey God? What was the result of Jonah’s disobedience? |
| | 4 lessons | | | |

| | |
|---|--|
| Core Competences to be developed: Communication and collaboration as learners sing and discuss the story, imagination and creativity as learners draw and colour the fish, digital literacy as they watch the video | |
| Link to PCIs: Life skills; decision making, negotiation, effective communication, Citizenship; leadership, loyalty, ESD; safety and security | Link to Values: Obedience, forgiveness, love, respect, responsibility, social justice, fairness |
| Link to other learning activity areas: Movement and Creative Activities as learners sing songs draw and colour Language Activities as learners read and discuss reasons why they should be obedient to God and others | Suggested Community Service Learning activities: Learners to interact with their parents and elderly members of the community and discuss effects of disobedience |
| Suggested Non formal Activity to support learning: Participate in Pastoral programme activities, involve children’s government to guide the learners on obedience, nature walk to a nearby fish pond or lake, make a mosaic of a big fish. | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|----------------------------|
| Accurately and Consistently describes the story and applies the values acquired in their lives | Consistently describes the story and applies the values acquired in their lives | Sometimes describes the story and applies the values acquired in their daily lives | Hardly describes the story |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------------|--|--|---|---|
| 2.0 The Holy Bible | 2.4 Bible Story; Naaman is Healed 4 lessons | By the end of the Sub strand, the learner should be able to: a) describe the healing of Naaman and desire to have faith in God b) appreciate God as the healer of all diseases | <ul style="list-style-type: none"> ● Learners to read the story of Naaman in 2 Kings 5:1-14 ● In groups, learners to list instructions given to Naaman by prophet Elisha ● Learners to watch a video clip on Naaman’s healing ● Learners to dramatize the story of Naaman | <ol style="list-style-type: none"> 1. Which disease was Naaman suffering from? 2. Which instructions were given to Naaman by Prophet Elisha? 3. Who healed Naaman? |

| | |
|--|---|
| Core Competences to be developed: Communication and collaboration as learners read and discuss the story of Naaman, imagination and creativity as they dramatize healing of Naaman, learning to learn as the learners read the story | |
| Link to PCIs: Health Education; communicable diseases, Life skill; decision making, problem solving, negotiation, effective communication ,self-awareness and self-esteem, interpersonal relationship, Citizenship; leadership ESD; environmental awareness | Link to Values: Humility, obedience, faith, persistence, social justice, responsibility |
| Link to other learning activity areas: Language Activities as they read the Bible, Movement and Creative Activities as learners dramatize the story, Health and Nutrition as learners mention the disease Naaman was suffering from | Suggested Community Service Learning activities: Interact with parents and elders in the community to discuss effects of communicable diseases and how they can be prevented |
| Suggested Non formal Activity to support learning: Participate in immunization and de-worming programmes, get involved in hand washing programme. | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|--|
| Accurately and consistently explains the story and applies values acquired in their lives | Consistently explains the story and applies the values acquired in their lives | Sometimes explains the story and applies the values acquired in their lives | Hardly explains the story nor applies the values acquired in their lives |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------------|---|---|---|---|
| 2.0 The Holy Bible | 2.5 Bible Story: The three Hebrew men are rescued from fire. 4 lessons | By the end of the Sub strand, the learner should be able to: a) narrate the story of the three Hebrew men and strengthen their relationship with God b) trust God to cope with daily challenges | <ul style="list-style-type: none"> ● Learners to read Daniel 3:15-16, 18, 23-30 ● Learners to watch a video on the story ● Learners to tell why the three men were thrown into the fire ● Learners to draw and colour the three Hebrew men and the fourth person who rescued them | 1. What happened to the three Hebrew men? |

| | | | | |
|--|--|--|---|--|
| | | | <ul style="list-style-type: none"> • Learners to dramatize the three Hebrew men being rescued • Learners to sing a song on the story | 2. Who rescued the three Hebrew men from fire? |
| Core Competences to be developed: Communication and collaboration as they read and tell the story, imagination and creativity as they dramatize, self – efficacy as they express ways of dealing with peer pressure. | | | | |
| Link to PCIs: Citizenship; human rights (freedom of worship), ESD; safety and security, Life skills; decision Making, assertiveness (peer pressure resistance), effective communication, self- awareness and self –esteem | | | Link to Values: Trust, obedience, responsibility, courage, faith | |
| Link to other learning activity areas: Language Activities in reading the story on the three Hebrew men are rescued, Movement and Creative Activities as they dramatize | | | Suggested Community Service Learning activities: Interact with their parents and church leaders to learn more about ways of expressing assertiveness. Parents to sensitize the children on safety at home. | |
| Suggested Non formal Activity to support learning: Participate in fire drills and other safety and security measures in school | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists filling in blank spaces ,puzzles | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|----------------------------|
| Accurately and consistently describes the story and applies values acquired from the story in their lives | Consistently describes the story and applies values acquired from the story in their lives | Sometimes describes and applies values acquired from the story in their lives | Hardly describes the story |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------------|--|---|--|---|
| 2.0 The Holy Bible | 2.6 Bible Story; Elisha and the Boys | By the end of the Sub strand, the learner should be able to: a) explain the story of Elisha and the boys and relate it to their day to day lives | <ul style="list-style-type: none"> • Learners to read 2 Kings 2: 23-24 • Learners to mention the number of boys in the story • Learners to draw ,colour and display pictures of two bears | <ol style="list-style-type: none"> 1. Why was Elisha annoyed with the boys? 2. What did Elisha say to the boys? |

| | | | | |
|---|-----------|---|---|--|
| | 4 lessons | b) apply the story in their daily lives by respecting the elderly at home, church, school and the community | <ul style="list-style-type: none"> Learners to role play the story of Elisha and the boys Learners to sing a simple song on Elisha and the boys | <ol style="list-style-type: none"> How many boys were there? Why should you respect the elderly? |
| Core Competences to be developed: Imagination and creativity through role play, drawing and singing, learning to learn as they acquire new ideas, communication and collaboration as they share the picture | | | | |
| Link to PCIs : Life skills; effective Communication, self-awareness, Parental Engagement and empowerment; parents should guide children, Citizenship; good governance, obey elders, Learner support programme; guidance | | | Link to Values: Respect, love, responsibility, social justice | |
| Link to other learning activity areas: Environmental Activities as they draw the 2 bears, Language Activities as they compose poems, recite and read Movement and Creative Activities through singing, role play Mathematical Activities as they list the number of boys and bears | | | Suggested Community Service Learning activities: Visit the senior citizens and learn more about the importance of respecting the elderly | |
| Suggested Non formal Activity to support learning: Participate in guidance and counseling programmes in schools | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--|
| Accurately and consistently narrates the story and applies the values acquired in their lives | Accurately narrates the story and applies the values acquired in their lives | Sometimes narrates and applies the values acquired from the story in their lives | Hardly narrates the story nor applies the values acquired. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|--|--|---|
| 3.0 The Early Life of Jesus Christ | 3.1 Wise men guided by the Star 3 lessons | By the end of the Sub strand, the learner should be able to: a) identify the star that guided the wise men and desire to be led by God in their daily lives | <ul style="list-style-type: none"> Learners to read Matt 2:1-2 Learners to role play, “wise men guided by the star” Learners to draw stars and colour them Learners to watch a video clip on the wise men from the East Learners to sing a song about the stars | <ol style="list-style-type: none"> Who were the wise men? What guided the wise men? |
| Core Competences to be developed: Communication and collaboration as they role play and sing, imagination and creativity as they view, draw and colour the star, digital literacy as they watch the video clip, learning to learn as they read the Bible | | | | |
| Link to PCIs: Life Skills; decision making, self-awareness and self-esteem, creative thinking, critical thinking, interpersonal relationship ESD; environmental awareness, Safety and Security; guided by star, Citizenship; integrity | | | Link to Values: Trust, love and obedience, unity, peace, responsibility, sharing | |
| Link to other learning activity areas: Movement and Creative Activities as they role play, Environmental Activities as they observe the stars | | | Suggested Community Service learning activities: Parents to support the learner to observe the stars at night | |
| Suggested Non formal Activity to support learning: Appreciate God’s creation by taking a nature walk in the environment | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|---|
| Accurately describes how the wise men were guided by the star | Correctly describes how the wise men were guided by the star | To some extent describes how the wise men were guided by the star | Hardly describes how the wise men were guided by the star |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--------------------------------------|--|--|---|
| 3.0 The early life of Jesus Christ | 3.2 Home town of Jesus Christ | By the end of the Sub strand, the learner should be able to: | <ul style="list-style-type: none"> ● Learners to mention where they come from ● Learners to say what they like about their home town ● Learners to name the town where Jesus grew up Luke 2: 39-40 ● Learners to compose a poem about the home town of Jesus | <ol style="list-style-type: none"> 1. Where do you come from? 2. Where did Jesus grow up? |
| | 2 lessons | a) name the home town of Jesus Christ and their own home towns to promote a sense of belonging | | |
| Core Competences to be developed: Communication and collaboration through role play, imagination and creativity as they compose a poem, self-efficacy as they identify with their place of origin | | | | |
| Link to PCIs: Citizenship; patriotism, social cohesion Parental engagement and empowerment, Life skill; self-awareness, self-esteem, decision making, interpersonal relationship, friendship formation and maintenance | | | Link to Values: Love, respect responsibility, patriotism, unity | |
| Link to other learning activity areas: Environmental Activities as they identify their home towns Language Activities as they compose poems | | | Suggested Community Service learning activities: Visit relatives in the company of parents and learn more about their identity | |
| Suggested Non formal Activity to support learning: Sing songs, compose poems about their family, story telling | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|---|
| Accurately and consistently mentions the home town of Jesus and their own home town | Accurately mentions the home town of Jesus and their own home town | Occasionally mentions the home town of Jesus and their own home town | Neither mentions the home town of Jesus nor their own home town |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|---|---|---|
| 3.0 The life of Jesus Christ | 3.3 The good Samaritan 6 lessons | By the end of the Sub strand, the learner should be able to: a) narrate the story of the good Samaritan and relate it to their daily lives b) appreciate the acts of the good Samaritan by being kind to people in need | <ul style="list-style-type: none"> ● Learners to read Luke 10:30-37 ● Learners to watch a video on the story of the good Samaritan ● Learners to list qualities of the good Samaritan ● Learners to role play the story of the good Samaritan ● Learners to tell how they help people in need ● Learners to sing and dance about the good Samaritan | <ol style="list-style-type: none"> 1. Who was the Good Samaritan? 2. What did he do? 3. In which ways can you be a good neighbour? |
| Core Competences to be developed: Imagination and creativity as they role play, communication and collaboration as they narrate the story, self-efficacy as they apply the story in their lives, learning to learn as they embrace new knowledge | | | | |
| Link to PCIs: Citizenship; social cohesion, peace and reconciliation, Health education; non-communicable diseases ESD: DRR; Safety and security, environmental awareness-being aware of unsafe places Life Skills; problem solving, self-awareness, self-esteem, empathy, interpersonal relationship and decision making, | | | Link to Values: Love, responsibility, compassion, kindness, empathy, social justice | |
| Link to other learning activity areas: Movement and Creative Activities as they sing and dance, Language Activities as they learn new vocabulary, Environmental Activities as they visit others, Health and Nutrition the good Samaritan applied oil on the wounds | | | Suggested Community Service learning activities: Participating in charity walks, helping the sick at home and the community under parental guidance | |
| Suggested Non formal Activity to support learning: Visit special units in the school to share items and empathize, participate in first aid activities | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|---|
| Accurately and consistently narrates the story of the good Samaritan and applies it in their daily life | Accurately narrates the story of the good Samaritan and applies it in their daily life | Sometimes narrates the story of the good Samaritan but does not apply it in their daily life. | Hardly narrates the story of the good Samaritan |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|--|---|--|
| 3.0 The Life of Jesus Christ | 3.4 The little boy with five loaves and two fish | By the end of the Sub strand, the learner should be able to: a) explain the miracle of the five loaves and two fish and practice kindness to others b) state the number of baskets that remained after feeding the people and relate it to keeping the environment clean c) appreciate the miracle of the five loaves and two fish by sharing with others | <ul style="list-style-type: none"> ● Learners to read John 6:1-14 ● Learners to watch a video of the little boy with five loaves and two fish ● Learners to narrate the story of the little boy with five loaves and two fish ● In groups learners to draw the two fish and five loaves of bread ● Learners to role play the miracle ● Learners to sing a song about the five loaves and two fish | <ol style="list-style-type: none"> 1. Where did Jesus Christ get food to feed the people? 2. How many baskets remained after feeding the people? |
| | 6 lessons | | | |
| Core Competences to be developed: Communication and collaboration as they role play, digital literacy as they watch videos, learning to learn as they read the Bible | | | | |
| Link to PCIs: ESD; food Security, environmental awareness, Citizenship; integrity, human rights, social cohesion, Health Education; nutrition and hygiene Life Skills ; creative thinking, decision making critical thinking, problem solving, interpersonal relationship, friendship formation, | | | Link to Values: Sharing, compassion, kindness, faith, love, responsibility, generosity | |
| Link to other learning activity areas: Environmental Activities by keeping the environment clean, Mathematical Activities as they count the baskets left after | | | Suggested Community Service : Visit orphanages in the company of their parents and take food to the less fortunate | |

| | |
|---|---|
| feeding the 5,000, Language Activities as they read the Bible, Health and Nutrition Jesus fed the hungry | |
| Non formal Activities Activity to support learning: Practice sharing, participate in charity walks | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|--|
| Precisely and systematically describes the miracle of the five loaves and two fish | Precisely describes the miracle of the five loaves and two fish | Sometimes describes the miracle of the five loaves and two fish | Rarely describes the miracle of the five loaves and two fish |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|--|---|---|
| 3.0 The Life of Jesus Christ | 3.5 Jesus Christ walks on water 3 lessons | By the end of the Sub strand, the learner should be able to: a) describe the miracle of Jesus Christ walking on water and have faith in God b) appreciate Jesus' power in their lives to overcome daily challenges | <ul style="list-style-type: none"> ● Learners to read Mathew 14:22-33 ● Learners to mention who walked on water ● Learners to discuss in pairs why the disciples were frightened, Mathew 14:26 ● learners to watch a video of Jesus walking on water ● learners to sing a song on Jesus walking on water | <ol style="list-style-type: none"> 1. Who walked on water? 2. Why were the disciples frightened at the sea? |
| Core Competences to be developed: Imagination and creativity as they sing, learning to learn as they discover new knowledge, digital literacy as they watch the video | | | | |
| Link to PCIs: ESD; safety and security, environmental awareness Life Skills; decision making, self-awareness, self-esteem, problem solving, | | | Link to Values: Faith, responsibility, love, compassion, courage | |

| | |
|--|--|
| Link to other learning activity areas: Language Activities as they learn new words e.g. miracle Movement and Creative Activities as they sing Environmental Activities, Jesus walked on water | Suggested Community Service learning activities: Learners attend church and learn more about the works of Jesus |
| Suggested Non formal Activity to support learning: Sing songs about the works of Jesus, participate in Bible club activities and Pastoral Programmes | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces ,puzzles |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Accurately and sequentially narrates the miracle of Jesus walking on water and applies it in their lives | Accurately narrates the miracle of Jesus walking on water and applies it in their lives | Occasionally narrates the miracle of Jesus walking on water and applies it in their lives | Hardly narrates the miracle of Jesus walking on water |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|--|--|---|
| 3.0 The life of Jesus Christ | 3.6 Raising of Jairus' Daughter 5 lessons | By the end of the Sub strand, the learner should be able to: a) analyze the miracle of raising Jairus' daughter and have faith in God b) appreciate the power of Jesus Christ over death | <ul style="list-style-type: none"> ● Learners to read Mark 5:35-43 ● Learners to narrate the story of raising Jairus' daughter ● Learners to watch a video on raising Jairus' daughter ● learners to recite Mark 5:41 ● Learners to sing a song on raising Jairus' daughter | <ol style="list-style-type: none"> 1. What happened at Jairus house? 2. Whose daughter did Jesus Christ raise from death? |
| Core Competences: Digital literacy as they watch videos, learning to learn as they read the Bible, communication and collaboration as they sing and recite | | | | |

| | |
|--|---|
| Link to PCIs: Health Education; healing, food and nutrition ,Parental engagement and empowerment, Citizenship; integrity, Life skills; assertiveness, creative thinking, problem solving, effective communication, coping with emotions, interpersonal relationship | Link to Values: Co-operation, responsibility, compassion, love, care, faith, concern, empathy |
| Link to other learning activity areas: Language Activities through reading, Movement and Creative Activities through singing, Environmental Activities as they visit neighbours | Suggested Community Service learning activities: Visit and pray for neighbours who are unwell and bereaved in the company of parents |
| Suggested Non formal Activity to support learning: Empathize with the sick | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, filling in blank spaces ,puzzles |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Perfectly and clearly describes the raising of Jairus’ daughter and demonstrates faith in God | Clearly describes the raising of Jairus’ daughter and demonstrates faith in God | Sometimes describes the raising of Jairus’ daughter and occasionally demonstrate faith in God | Rarely describes the raising of Jairus’ daughter. |

| Strand | Sub-Strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--------------------------------|---|--|--|
| 3.0 The Life of Jesus Christ | 3.7 Easter 4 Lessons | By the end of the Sub strand, the learner should be able to: a) mention the importance of Easter in the life of a Christian b) identify the events that take place during Easter celebrations c) appreciate the resurrection of Jesus Christ by taking part in Easter celebrations | <ul style="list-style-type: none"> ● Learners to read Mathew 28:1-6 ● Learners to list the activities that take place during Easter celebrations ● Learners to list in groups the importance of celebrating Easter ● Learners to role play the resurrection of Jesus in Mathew 28:1-6 ● Learners to recite Mathew 28:6 ● Learners to sing songs about Jesus resurrection | <ol style="list-style-type: none"> 1. Why do we celebrate Easter? 2. Which activities take place during Easter? 3. Why is Easter important to us? |
| Core Competences to be developed: Learning to learn as they read the Bible, communication and collaboration as they discuss in groups, imagination and creativity as they role play | | | | |
| Link to PCIs: ESD; safety and security, Citizenship; leadership, Life skills; self-awareness, interpersonal relationship, self-esteem, friendship formation, decision making, coping with emotions, coping with stress | | | Link to Values: Kindness, love, faith, unity, cooperation, perseverance, humility, tolerance, responsibility | |
| Link to other learning activity areas: Language Activities as they read and recite Bible verses Movement and Creative Activities as they discuss, role play and sing Mathematical Activities as they list activities that take place during Easter celebrations | | | Suggested Community Service Learning activities: Learners go to Church in the company of parents to celebrate Easter and share meals with others during Easter celebrations | |
| Suggested Non formal Activity to support learning: Sing songs about Easter, memorize Bible verses | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklist, filling in blank spaces ,puzzles | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|--|
| Excellently describes Easter celebrations and participates by going to Church | Accurately describes Easter celebrations and participates by going to Church | Sometimes describes and participates in Easter celebrations | Hardly participates in Easter celebrations |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question (s) |
|--|--|---|---|--|
| 4.0 Christian Values | 4.1 Honesty 6 lessons | By the end of the Sub strand, the learner should be able to: a) narrate the story of Ananias and Sapphira and desire to be honest in their lives b) practise honesty by taking offerings to church c) explain the importance of respecting other peoples items for harmonious living | <ul style="list-style-type: none"> ● Learners to read the story of Ananias and Sapphira in Acts 5:1-11 ● Learners to discuss in groups the lessons learnt from the story of Ananias and Sapphira. ● Learners to role play the story of Ananias and Sapphira ● Learners to discuss the importance of being honest with church offerings. ● Learners to role play ways of respecting other people's items. | <ol style="list-style-type: none"> 1. What did Ananias and Sapphira do against God? 2. Why should you be honest with church offering? 3. What do you do when you find lost items? |
| Core Competences to be developed: Communication and collaboration as they discuss in groups, imagination and creativity as they role play, self-efficacy in developing self-awareness and integrity | | | | |
| Link to PCIs: Citizenship; integrity, sharing, social cohesion Parental engagement and empowerment, Life skills; decision making, self-awareness, assertiveness, self-esteem, | | | Link to Values: Honesty, love, respect, responsibility, faith, respect, sharing, trust | |
| Link to other learning activity areas: Movement and Creative Activities as they role play and sing, Language Activities as they read and narrate. | | | Suggested Community Service Learning to support learning: Visit a local church and participate in giving offerings, visit a church leader to talk about honesty in relation to church offering | |

| | |
|--|--|
| Suggested Non formal Activity to support learning: Singing and dancing, dramatization, storytelling | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles |
|--|--|

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|---|
| Accurately narrates the story of Ananias and Sapphira and always practice honesty | Correctly narrates the story of Ananias and Sapphira and practice honesty | Sometimes narrates the story of Ananias and Sapphira and occasionally practice honesty | Hardly narrates the story of Ananias and Sapphira |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--------------------------------------|--|---|--|
| 4.0 Christian Values | 4.2 Thankfulness 3 lessons | By the end of the Sub strand, the learner should be able to: a) describe ways of thanking God for creating them b) thank God for their family, friends and teachers and appreciate them all the time | <ul style="list-style-type: none"> ● Learners to recite Psalms 136:1 ● Learners to write on flash cards some of the reasons for thanking God, family, friends and teachers ● Learners to say a simple, ‘Thank you’ prayer to God ● Learners to sing a thanksgiving song | <ol style="list-style-type: none"> 1. How do you thank God as your creator? 2. Why should you thank God for your family, friends and teachers? |
| Core Competences to be developed: Learning to learn as they read the Bible, communication and collaboration through group discussions, imagination and creativity through singing ,self-efficacy as they make decisions | | | | |
| Link to PCIs : Citizenship; patriotism, social cohesion, Parental engagement and empowerment, Life-Skills; self- esteem, self-awareness, effective communication, decision making, interpersonal relationship, friendship formation and maintenance, | | | Link to Values: Kindness, humility, trust, humility, social cohesion, thankfulness, responsibility | |
| Link to other learning activity areas: Language Activities as they write on flashcards Movement and Creative Activities as they sing | | | Suggested Community Service Learning activities: Visit a local church and observe thanksgiving activities, inquire from parents reasons for thanking God | |

| | |
|---|--|
| Suggested Non formal Activity to support learning: Sing thanks giving songs, memorization of Bible verses, participate in thanksgiving service | Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles |
|---|--|

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|---|
| Excellently understands the importance of thanking God for their family, friends and teachers | Correctly understands the importance of thanking God for their family, friends and teachers | Sometimes thank God for their family, friends and teachers | Hardly thank God for their family, friends and teachers |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|-------------------------------------|--|---|---|
| 4.0 Christian Values | 4.3 Forgiveness 4 lessons | By the end of the Sub strand, the learner should be able to: a) describe the story of the unforgiving servant and relate it to their interaction with others b) desire to forgive others in their day to day lives | <ul style="list-style-type: none"> ● Learners to read the story of the unforgiving servant in Matthew 18:21-35 ● Learners to watch a video on the unforgiving servant ● Learners to role play the Bible story of the unforgiving servant ● Learners to always say, ‘Sorry’ when they wrong others ● Learners to write on flash cards the verse from Colossians 3:13 and recite it aloud in turns | <ol style="list-style-type: none"> 1. What do we learn from the story of the unforgiving servant? 2. What happens when you do not forgive others? |
| Core Competences to be developed: Communication and collaboration as they role play, self-efficacy forgiving others is a decision, learning to learn as they read the story and practise saying sorry, digital literacy as they watch videos | | | | |
| Link to PCIs: Citizenship; social cohesion; peace and reconciliation Life-skills; self-esteem, assertiveness, decision making, coping with emotions, interpersonal relationships, problem solving, self-awareness, critical thinking, friendship formation and maintenance, | | | Link to Values: Forgiveness, love, humility, tolerance, kindness, unity, social justice, responsibility | |

| | |
|--|--|
| Link to other learning activity areas: Language Activities as they read the Bible, Movement and Creative Activities as they role play | Suggested Community Service Learning activities: Interact with community elders to observe situations of forgiveness. |
| Suggested Non formal Activity to support learning: Sing songs about forgiveness, simulate two people forgiving each other | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|---|
| Perfectly understands the value of forgiveness and forgives others | Clearly understands the value of forgiveness and forgives others | Sometimes understands the value of forgiving others | Hardly understands the value of forgiveness |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|-------------------------------|---|--|---|
| 4.0 Christian Values | 4.4 Trust 4 lessons | By the end of the Sub strand, the learner should be able to: a) identify people they can trust for their own safety b) mention the people to report to in case of danger for appropriate action to be taken c) discuss the effects of talking about others for harmonious living | <ul style="list-style-type: none"> ● Learners to read Proverbs 11:13 ● Learners to identify people they can trust ● Learners to mention the people to report to in cases of danger for appropriate action to be taken ● In groups or pairs, learners to role play, ‘How to behave when confronted by a stranger’ ● Learners to discuss effects of talking about others ● Learners to sing the song, “<i>Trust and obey.....</i>” | <ol style="list-style-type: none"> 1. Whom do you trust? 2. Who do you report to in case of danger? 3. How do you feel when people talk about you? 4. Why is it wrong to talk about others? |
| Core Competences to be developed: Critical thinking and problem solving as they discuss how to report danger, self-efficacy as they say, “No” to strangers, imagination and creativity as they role play | | | | |
| Link to PCIs: Citizenship; integrity, social cohesion Life skills; critical thinking, self -awareness, assertiveness, effective communication, friendship formation, interpersonal relationship, empathy, self esteem | | | Link to Values: Trust, integrity, responsibility, love, respect, unity, peace | |

| | |
|---|--|
| Link to other learning activity areas: Language Activities as they read and recite, Movement and Creative Activities as they sing, Environmental Activities; trust enhances relationships in the society | Suggested Community Service Learning activities: Involve parents to discuss with their children about people they should trust |
| Suggested Non formal Activity to support learning: Invite a resource person to give a talk on trust | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|--|
| Perfect and reliable knowledge of people to be trusted | Perfect knowledge of people to be trusted | Fair knowledge of people to be trusted | Barely has knowledge of people to be trusted |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|---|---|---|
| 4.0 Christian Values | 4.5 Responsibility 4 lessons | By the end of the Sub strand, the learner should be able to: <ul style="list-style-type: none"> a) discuss the importance of personal hygiene for healthy living b) acquire the value of responsibility by correcting those in the wrong c) develop responsibility by not expecting a reward when they do chores at home | <ul style="list-style-type: none"> ● Learners to list the importance of personal cleanliness ● Learners to report students who play mischief ● Learners to role play doing household chores without expecting rewards from parents ● Learners to recite Philippians 2:4 | <ol style="list-style-type: none"> 1. Why should you always observe personal cleanliness? 2. What should you do if your brother or sister is not doing the right thing? 3. Why should you not expect rewards after doing household chores? |
| Core Competences to be developed: Citizenship by being your brother's keeper, communication and collaboration as they discuss, self-efficacy through practicing personal hygiene | | | | |

| | |
|--|--|
| Link to PCIs: Citizenship; good governance, human rights and responsibility, Health Education; nutrition and hygiene Life skills; self-esteem, self-awareness, self-esteem ,problem solving decision making ,creative thinking | Link to Values: Responsibility, concern, empathy, honesty, unity, hard-work, social justice, trust, love |
| Link to other learning activity areas: Movement and Creative Activities as they sing, Language Activities as they recite verses from the Bible, Health and Nutrition; personal hygiene and cleanliness, Environmental Activities as they keep the environment clean | Suggested Community Service Learning activities: Assign simple chores to learners at school, home and church |
| Suggested Non formal Activity to support learning: Practice brotherly concern in their interactions at school, collect litter around the school compound and take care of school property | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|------------------------|
| Accurately and consistently performs chores without expecting rewards | Accurately performs chores without expecting rewards | Occasionally performs chores without expecting rewards | Rarely performs chores |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-----------------------|------------------------------------|--|---|--|
| 5.0 The Church | 5.1 Prayer 5 lessons | By the end of the Sub strand, the learner should be able to: a) recite the Lord’s prayer and apply it in their daily lives b) show respect to God during prayer by adopting different postures of prayer | <ul style="list-style-type: none"> ● Learners to recite the Lord’s prayer Mathew 6:9-13 ● Learners to read the Lord’s prayer from a chart displayed in class ● Learners to role play ways of showing respect to God during prayers. ● Learners to sing the Lord’s Prayer. | <ol style="list-style-type: none"> 1. Which prayer did Jesus Christ teach His disciples? 2. How can you show respect to God during prayer? |

| | |
|---|--|
| Core Competences to be Developed: Communication and collaboration as they discuss, sing and recite, imagination and creativity as they role play, learning to learn as the they recite the Lord’s prayer | |
| Link to PCIs: Life skills; creative thinking, self-awareness and self-esteem as they role play, assertiveness, critical thinking, effective communication, Patriotism; sing the National Anthem which is a prayer to God | Link to Values: Respect, humility, responsibility, love ,faith, trust |
| Links to other learning activity areas: Movement and Creative Activities as the learners sing | Suggested Community Service Learning Activities: Learners to attend church services to learn more about respecting God during prayers. |
| Suggested Non formal Activity to support learning: Pray during school assemblies, Pastoral programmes, in class and when taking meals | Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces ,puzzles |

Assessment Rubrics

| Exceeding expectation | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|-------------------------------|
| Accurately and frequently says the Lord’s Prayer and shows respect to God during prayer | Accurately says the Lord’s Prayer and shows respect to God during prayer | Sometimes says the Lord’s Prayer and shows respect to God during prayer | Hardly says the Lord’s Prayer |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|---|---|---|
| 5.0 The Church | 5.2 The Holy Spirit 6 lessons | By the end of the Sub strand, the learner should be able to: a) discuss the coming of the Holy Spirit on the day of Pentecost and relate it to their lives b) identify the work of the Holy spirit in the life of a Christian c) appreciate the fruit of the Holy Spirit by living harmoniously with others d) desire to be led by the Holy spirit as they make decisions in life | <ul style="list-style-type: none"> ● Learners to read Acts 2:1-4 ● Learners to watch a video clip on the coming of the Holy Spirit ● Learners to read Galatians 5:22 ● Learners to draw a tree and attach labels of the fruits of the Holy Spirit (love, joy, peace and kindness) ● In groups, learners to model and label four fruits of the Holy Spirit (love, joy, peace and kindness) ● Learners to sing songs on the coming of the Holy Spirit | <ol style="list-style-type: none"> 1. What happened on the day of Pentecost? 2. Which are some of the fruits of the Holy Spirit? 3. What is the work of the Holy Spirit in the life of a Christians? |
| Core Competences to be developed: Communication and collaboration achieved through group work, imagination and creativity achieved through modelling, singing and drawing the family tree, digital literacy as they watch the video clip, learning to learn as they read the Bible | | | | |
| Link to PCIs: Life Skills; decision making, critical thinking, self- awareness and self -esteem, interpersonal relationship, Citizenship; social cohesion, Leadership; empowerment by the Holy Spirit, mentorship | | | Link to Values: Love, sharing, unity, cooperation, courage, integrity | |
| Link to other learning activity areas: Movement and Creative Activities; singing and modelling Language Activities; development of new vocabulary (Pentecost) | | | Suggested Community Service Learning Activities: Attend church and learn more about the work of the Holy Spirit | |
| Suggested Non formal Activity to support learning: Learners sing songs on the fruits of the Holy Spirit, modelling the fruits of the Holy Spirit | | | Suggested assessment: Oral questions, portfolios, observation, written quizzes, reciting, checklists, drawing, filling in blank spaces ,puzzles | |

Assessment Rubric

| Exceeding Expectations | Meeting Expectations | Approaching Expectations | Below Expectations |
|---|---|--|---|
| Habitually and faultlessly exhibits the fruit of the Holy Spirit by expressing love, joy, peace and kindness as they interact with others | Habitually exhibits the fruit of the Holy Spirit by expressing love, joy, peace and kindness as they interact with others | Occasionally exhibits some fruits of the Holy Spirit in their interactions with others | Seldom exhibits the fruit of the Holy Spirit as they interact with others |

SUGGESTED RESOURCES

The Good News Bible, The Children's Bible, Bible story books, hymn books, prayer books, roll of paper, manila paper, flash cards, charts, posters, newspaper cuttings, photographs, pictures, picture cards, post cards/letters, resource persons, community resources, realia, cutting tools, working tools, glue/paste, crayons, clay/plasticine, toys, drawing tools, rulers, models, drawings, relevant texts and documents, learners tablets, projectors, radio, TV, videos, audio player, camera, musical instruments e.g. shakers ,tambourines, drums, games equipment's

HINDU RELIGIOUS ACTIVITIES

GRADE ONE

Essence Statement

Hindu Religious Education (HRE) offers an opportunity to learn the Hindu religion and its aspects. Hindu Religion is a way of life and its teaching starts in early childhood.

HRE in the schools is a continuation of the knowledge acquired at home in early childhood. HRE is an integration of four faiths: Hinduism, Sikhism, Buddhism and Jainism.

The teaching of HRE in **Grade one** level aims at nurturing faith in Paramatma and recognising self-awareness and understanding social obligations and responsibility to the immediate environment. HRE thus, enables learners to enjoy learning and living through play. It provides an opportunity to instil in children good social habits and moral values for effective living as righteous individuals and useful members of the community, Nation and as responsible global citizens. The HRE curriculum, therefore, provides avenues for holistic physical mental, emotional and spiritual growth for learners. It enables them to develop personal beliefs while appreciating the beliefs of others. HRE also covers pertinent and contemporary issues in society such as children's rights, life skills and community service.

The learners acquire requisite competencies such as Communication and Collaboration, Imagination and Creativity, Digital Literacy, Critical Thinking and Problem solving, Learning to Learn and Self-efficacy.

GENERAL LEARNING OUTCOMES:

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

- a) appreciate and thank Paramatma for His Creation in relation to our existence
- b) develop faith in Paramatma's Love and provision to enhance self-efficacy
- c) demonstrate the Omnipresence of Paramatma through prayer, saying and singing bhajans/stavans/shabad/mantras for their spiritual growth
- d) demonstrate the understanding that all Scriptures are Holy and that one should handle them carefully and with respect
- e) demonstrate their awareness of festivals and participating in them to enhance cohesion and co-existence
- f) perform simple rhythmic Yoga exercises to become healthy Citizens
- g) acquire a sound foundation to develop into an ideal, ethical and moral human being.

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry questions |
|--------|------------|----------------------------|--------------------------------|-----------------------|
|--------|------------|----------------------------|--------------------------------|-----------------------|

| | | | | |
|--|---|---|---|--|
| 1.0 Creation | 1.1 Myself [6 lessons] | By the end of this sub-strand, the learner should be able to: a) interact and familiarize well with neighbours for harmonious co-existence b) report to parents about the behaviour of the neighbours towards him/her for his/her self confidence. c) appreciate neighbours as part of God's creation. | <ul style="list-style-type: none"> • Learner be guided through short stories the role of neighbours in their lives • Learner be trained to observe the appropriate or inappropriate behaviour in his/her neighbourhood. • Learner to shown safety and security in the neighbourhood through videos and guided supervision. | <ol style="list-style-type: none"> 1. Do you know your neighbours by their names? 2. What do neighbours do for each other? 3. Name some of the behaviours of neighbours that upset you. |
| | 1.2 The Panch Mahabhoot [6 lessons] | a) mention the importance of heat energy from the Sun (Surya Devta) for sustenance of life b) identify the various forms of fire for improvement in the quality of life c) appreciate the importance of sun (Surya Devta) as a source of heat and light for life. | <ul style="list-style-type: none"> • The learner be guided to identify Agni(fire) as a source of heat energy in different forms using realia. • The learner to be guided to understand that heat is a form of fire from the sun. • The learner be encouraged to demonstrate the importance of fire in daily life through activities. | <ol style="list-style-type: none"> 1. What are the uses of fire in daily life? 2. What do you see when a candle is lit? 3. What could happen if you touch the flame of the candle? |
| Core Competences to be developed: Communication and Collaboration, Critical thinking, Learning to learn | | | | |
| Link to PCIs: Life Skills: - Skills of knowing and living with oneself-Self Awareness, Skills of knowing and living with others- Effective Communication- listening attentively, | | | Link to Values: Love, Peace, Social justice | |

| | |
|--|---|
| Education for Sustainable Development (ESD): Environmental Education-Safety and security-understanding individual safety and security, Caring for Paramatma's creation, Keeping the Environment clean. | |
| Links to other learning activity areas: Environmental Studies: sun and energy Language Activities: Language for instruction and translation of technical terms used in vocabulary of this strand Mathematics: concept of ratio one to many | Suggested Community Service Learning activities: The learner be encouraged to participate in a get together with neighbours for social cohesion and harmony. |
| Suggested non-formal activity to support learning: The learner could prepare a simple project (importance of sunlight in photosynthesis) that reflected the importance of Surya Devta (Sun) for sustenance of life. | Suggested assessment: Oral questions, portfolio, observation |
| Suggested Learning Resources: Realias for heat, media, charts, models | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|--|---|---|---|
| Brilliant in making interpersonal relations at home and with neighbours at the same time vigilant enough to notice appropriate/inappropriate behaviour of neighbours/elders at home. | Very good in making interpersonal relations at home and with neighbours at the same time vigilant enough to notice any unusual thing happening at home/neighbourhood. | At times, good in making interpersonal relations at home and with neighbours and good enough to notice any unusual thing happening at home/neighbourhood. | Sometimes unable in making interpersonal relations at home and with neighbours. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------|------------|----------------------------|--------------------------------|-------------------------|
|--------|------------|----------------------------|--------------------------------|-------------------------|

| | | | | |
|---|---|---|--|--|
| 2.0 Worship | 2.1 Basic Prayers (6 lessons) | By the end of this sub-strand, learner should be able to: a) mention the basic prayers performed for enhancement of faith b) sing basic prayers for spiritual growth c) appreciate the qualities of Paramatma through basic prayers. | <ul style="list-style-type: none"> Learner be encouraged to develop interests in Bhajan Shabad Stavan Buddh mantra using audio-visual aid. The learner be encouraged to participate in singing activities in groups/pairs | <ol style="list-style-type: none"> What are Bhajans and Shabads? When do we perform Stavans and Buddh Mantra? Why do we sing basic prayers? |
| | 2.2 Places of worship (3 lessons) | <ol style="list-style-type: none"> identify and recognize the places of worship of the four faiths. recognize the features outside/inside a place of worship for familiarization. | <ul style="list-style-type: none"> The learner to be taken to visit different places of worship to observe the features outside the places of worship like Dhvaj(flag), Dome, Steps, Shoe rack and wash basin etc.. The learner to be taken to visit different places of worship to observe the features inside the places of worship like Deities, Bell, Deepak, flowers etc. | <ol style="list-style-type: none"> Do you know places of worship? Can you Name the places of worship? What features do you see outside a place of worship? What features do you see inside a place of worship? |
| Core Competences to be developed: Citizenship, Digital literacy, Self-efficacy | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself- Self-awareness, Self-esteem, Coping with emotions. Assertiveness Skills of knowing and living with others- Effective Communication, Interpersonal relationship, Decision making skills- Decision making, Problem solving Parental Empowerment and Engagement: General guidance. | | | Link to Values: Peace, Respect, Responsibility, Love, Unity. | |
| Links to other learning activity areas: 1 language activities: when learning | | | Suggested Community Service Learning activities: | |

| | |
|---|---|
| new vocabulary 2 Psychomotor and creative activities: creative thinking through collage making | Learners to be advised to visit/participate in their places of worship. |
| Suggested non-formal activity to support learning: The learner will organize Bhajan, Shabads and Stavans to be held in the school assembly Parents to assist learner to take photographs of inside/outside features in the places of worship and paste in the scrap book. | Suggested assessment: Oral questions, portfolio, observation, project. |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|--|--|---|---|
| Identify the differences in bhajan, shabads and stavans, sing the qualities of Paramatma through simple bhajans,shabads and stavans correctly and consistently. Inspire other peers. | Identify the differences in bhajan, shabads and stavans, sing the qualities of Paramatma through simple bhajans,shabads and stavans correctly. | Identify the differences in bhajan, shabads and stavans, sing the qualities of Paramatma through simple bhajans,shabads and stavans at times. | Rarely identifies the differences in bhajan, shabads and stavans hardly can sing any of them. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------------------|---|--|---|--|
| 3.0 Manifestations | 3.1 Qualities Of Enlightened Beings (6 lessons) | By the end of this sub-strand, learner should be able to: a) recognise the names of the Enlightened Beings for familiarization b) identify the names of the Enlightened Beings from the Pictures to build confidence | <ul style="list-style-type: none"> Learner be introduced to the qualities of Shri Ram, Shri Krishna, Guru Nanak Dev Ji, Lord Buddha Lord Mahavir. Learner be told names of Paramatma like Allah and God from other faiths The learner to share their knowledge on Shabad Guru, | <ol style="list-style-type: none"> Whom do you pray to? Who tells you about Paramatma at home? |

| | | | | |
|---|--|--|---|--|
| | <p>3.2 Belief in paramatma</p> <p>(4 lessons)</p> | <p>c) appreciate the qualities of the Enlightened Beings as loving and caring</p> <p>d) state short stories of the Enlightened Beings to strengthen the belief in Paramatma.</p> | <p>Parvati Mata, Lakshmi Mata, Durga Mata in groups.</p> <ul style="list-style-type: none"> • Learner be shown Images/animated stories depicting the qualities of the Enlightened Beings. • The learner be encouraged to sing religious songs to glorify Paramatma. | |
| Core Competences to be developed: Communication and collaboration, creativity and Imagination, learning to learn | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself- Self-awareness, Self-efficacy Skills of knowing and living with others- Effective communication, Interpersonal relationship, Collaboration, Citizenship-Social cohesion Parental Empowerment and Engagement: General guidance. | | | Link to Values: Respect, Love, Unity, Peace, Responsibility. | |
| Links to other learning activity areas: Language Activities: New names Music- singing bhajans | | | Suggested Community Service Learning activities: The learners to be involved in prayer meetings and to sing songs praising Paramatma at the place of worship | |
| Suggested non-formal activity to support learning: Teacher could give assignment to color the images of the Enlightened Beings. | | | Suggested assessment: Oral questions, portfolio, observation | |
| Suggested Learning Resources Resource person, Audio aids, Posters, charts | | | | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|--|--|--|
| Confidently and correctly State and recognises the names of Paramatma in Hinduism and other faiths and has basic knowledge about manifestations of | Confidently and correctly State and recognises the names of Paramatma in Hinduism and has basic knowledge about | Confidently and correctly State and recognises the names of Paramatma in Hinduism and knows very little about | States and recognises the names of Paramatma from his faith alone. |

| | | | |
|--|--|---|---|
| Paramatma. | manifestations of Paramatma. | manifestations of Paramatma. | |
| States confidently the qualities of Paramatma as Loving, caring, Kind, Protector and the creator. Knows simple stories about qualities of Paramatma. | State confidently the qualities of Paramatma as Loving, caring, Kind, Protector and the creator. | At times state the qualities of Paramatma as Loving, caring, Kind, Protector and the creator. | Sometimes states the qualities of Paramatma as Loving, caring, Kind, Protector and the creator. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|---|---|--|
| 4.0 Scriptures | 4.1 Ramayan and Sri Guru Granth Sahib ji (4 lessons) | By the end of this sub-strand, learner should be able to: a) recognise Ramayan and Sri Guru Granth Sahib ji as a source of divine knowledge b) handle the Scriptures with care as Holy books c) appreciate the importance of scriptures and for strengthening faith. | <ul style="list-style-type: none"> The learner be shown pictures of Ramayan. Sri Guru Granth Sahib ji. The Learner be guided on how to handle and open the Scriptures with the help of a resource person. Encourage learner to listen and participate in Ram chanting Waheguru chanting using audio visual aids. | <ol style="list-style-type: none"> Do you remember Ramayan and Sri Guru Granth Sahib ji? How do we handle the scriptures? Who handles the Scriptures at the place of worship? |
| Core Competences to be developed: Communication and collaboration, Learning to learn, Digital literacy | | | | |
| Link to PCIs: Life Skills: Skills of knowing and living with oneself- Self-awareness, Self-efficacy Skills of knowing and living with others- Effective communication, Interpersonal relationship, Collaboration, Parental Empowerment and Engagement: General guidance | | | Link to Values: Respect, Responsibility, Peace, Unity, Love. | |
| Links to other learning activity areas: 1 language: New vocabulary Hygiene in keeping oneself clean while handling the Scriptures | | | Suggested Community Service Learning activities: | |
| Suggested non-formal activity to support learning: Parents to visit the temple with their children to learn about the scriptures and | | | Suggested assessment: Oral questions, portfolio, observation | |

| | |
|--|--|
| handling respectfully | |
| Suggested Learning Resources: Resource person | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|--|---|
| Confidently and correctly state introduction of Ramayan and Sri Guru Granth Sahib ji as a source of divine knowledge with similarities in their teachings. | Confidently and correctly state introduction of Ramayan and Sri Guru Granth Sahib ji as a source of divine knowledge. | Confidently and correctly state introduction of Ramayan and Sri Guru Granth Sahib ji as a source of divine knowledge at times. | Sometimes states correctly introduction of Ramayan and Sri Guru Granth Sahib ji as a source of divine knowledge. |
| Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. Imply similar respectful handling for Scriptures from other faiths. | Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. Imply similar respectful handling for Scriptures at home. | Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid at times. | Sometimes states correctly the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-----------------------------------|---|---|---|--|
| 5.0 Yoga (Good Health) | 5.1 Pranayam (Breathing Exercises) (6 lessons) | By the end of this sub-strand, learner should be able to: a) demonstrate the correct posture while performing simple breathing exercises for good health b) perform simple breathing exercises to become spiritually and physically fit | <ul style="list-style-type: none"> Learner be shown Anulom - Vilom, Kapaal Bhaati through charts/digital literacy displaying simple breathing exercises. Learner be encouraged to get information about breathing exercises from parents, guardians and priests. Learner be guided to practice | <ol style="list-style-type: none"> What is “Pranayama”? Which are the correct postures for performing breathing exercises? |

| | | | | |
|---|---|--|---|--|
| | | c) appreciate breathing exercises as a way of coping with emotions. | Pranaayam as a group activity. | |
| | 1.2 Asanas (Body Postures) (6 lessons) | a) demonstrate appropriate body postures for physical wellbeing b) practice of Pranaam asana, Hasta utthaan asana correctly for physical wellbeing c) appreciate asanas for self-discipline and focus. | <ul style="list-style-type: none"> • Through digital literacy/Resource person/charts the learner can observe • Pranaam Asana (prayer pose) • Hasta utthaan asana (raised arms pose) • Learner can practice Yoga in groups or pairs with correct attire/timing under the teacher's guidance. | <ol style="list-style-type: none"> 1. What are "Asanas"? 2. Have you ever seen people perform asanas? 3. Do you perform asanas? |
| Core Competences to be developed: Self-efficacy, Citizenship, Digital Literacy, Learning to learn | | | | |
| Link to PCIs: Life skills-Skills of knowing and living with oneself- Self-efficacy, Coping with emotions Parental Empowerment and Engagement: General guidance | | | Link to Values: Peace, respect, responsibility. | |
| Links to other learning activity areas: Mathematics activity: counting breaths and postures Psychomotor activity: body movements in Yoga Language activity: Language for instruction and translation of technical terms used in Yoga ICT: Audio Visual Display of Yoga exercise for Learners | | | Suggested Community Service Learning activities: | |
| Suggested non-formal activity to support learning: Get information from parents/guardians to practice Yoga. Visit to a Yoga Centre for continuous practice and perfection in performing Yoga. | | | Suggested assessment: Oral questions, portfolio, observation | |
| Suggested Learning Resources Audio visual aid, Books, Yoga mats, Appropriate Attire made of natural fibre, Posters and charts | | | | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|--|---|
| Consistently and correctly perform breathing exercises and postures in correct attire/timing and also guiding fellow students in doing it in correct way. | Learner can always perform both breathing exercises, postures of Yoga with correct attire/timing. | Learner can at times do breathing exercises and posters in correct manner. | Learner is sometimes able to demonstrate the correct posture during Yoga. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------|--|--|---|---|
| 6.0 Sadachaar | 6.1 General Etiquette: (6 lessons) | By the end of this sub-strand, learner should be able to: a) say appropriate spoken words that are courteous while interacting with elders b) use proper language while interacting with their age mates for harmonious co-existence c) appreciate the importance of courteous and humble words to all they come in contact with for peaceful co-existence. | <ul style="list-style-type: none"> The learner to practice courtesy through role play depicting elders. The learner be guided to address his/her agetates by their names in a polite manner. This can be demonstrated through audio-visual aid. The learner be encouraged to address all others who come in contact with them in a polite manner everyday through role play. | <ol style="list-style-type: none"> How do you greet elders? How do you address your agetate? Why do we need politeness in interaction? What can you share with your friend in school? |
| | 6.2 Sewa (selfless service) (6 Lessons) | a) demonstrate sharing things at school and at home for good relationships b) demonstrate the act of sharing at the places of worship for harmonious interaction c) appreciate the importance of | <ul style="list-style-type: none"> Learner be encouraged to practice sharing at school and at home through short stories / related circumstances. Learner be shown through pictures and videos of people sharing and helping the needy. | <ol style="list-style-type: none"> What can you share with your friend in school? In what ways can we help at the places of worship? |

| | | | | |
|--|--|----------|--|--|
| | | sharing. | <ul style="list-style-type: none"> Learner be taken for visits to children's home for selfless service. | |
| Core Competences to be developed: Communication and collaboration, self-efficacy and digital literacy. | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself- Self-awareness, Self-efficacy Skills of knowing and living with others- Effective communication, Interpersonal relationship, Collaboration, Parental Empowerment and Engagement: General guidance | | | Link to Values: Respect, Love, Unity, Peace, Responsibility. | |
| Links to other learning activity areas: Language: Language for instruction and translation of technical terms used in this strand. Psychomotor | | | Suggested Community Service Learning activities: Learner be encouraged to participate in on the spot extempore to speak about the Sewa they would like to do. | |
| Suggested non-formal activity to support learning: The learner could visit an elderly person and interact with them appropriately. | | | Suggested assessment: Oral questions, portfolio, observation | |
| Suggested Learning Resources Audio-visual aids | | | | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|--|--|---|
| Consistently courteous with excellent selection of phrases while interacting with elders and peers. A role model for peers. | Demonstrates sophistication with appropriate selection of phrases while interacting with elders and peers. | Courteous with selection of phrases while interacting with elders and peers at times. | Sometimes courteous with right phrases while interacting with elders and peers. |
| Always ready to help the needy by sharing different things at school and at home willingly with love and care. | Always ready to help the needy by sharing different things at school and at home willingly with love and care. | Ready to help the needy by sharing different things at school and at home when told by teachers and elders | Reluctant to help the needy by sharing different things at school and at home. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|---|---|--|
| 7.0 Utsav (Festivals) | 7.1 Religious Festivals: (6 lessons) | By the end of this sub-strand, learner should be able to: a) name different religious festivals celebrated for preservation of religious faith. b) use appropriate greeting on different festivals to promote love and peace. c) appreciate and enjoy the festivals with family and friends for social interaction and cohesion. | <ul style="list-style-type: none"> Learner to participate in the celebration of the festivals like Navratri Dusshera Diwali, Bandhi Chhor Diwas Ganesh Chaturthi at various places of worship. The learner be shown pictures and videos on religious festivals Learner to be told stories on the significance of the festivals and taught relevant songs. Learner be guided in group activities such as: Rangoli, card making, diya decoration etc. | <ol style="list-style-type: none"> Which festival do you celebrate? Why do you celebrate Dusshera? Why do you celebrate Diwali? What is the importance of Bandi Chhor diwas? |
| Core Competences to be developed: Communication and collaboration, digital literacy, Learning to learn | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself- Self-awareness, Self-efficacy Skills of knowing and living with others- Effective communication, Interpersonal relationship, Collaboration, Parental Empowerment and Engagement: General guidance | | | Link to Values: Respect, Love, Unity, Peace, Responsibility. | |
| Links to other learning activity areas: Language Activities: (use of vocabulary) Psychomotor - Singing Creative Arts Decoration | | | Suggested Community Service Learning activities: Learner could be encouraged to visit children's home with special needs to donate food, clothes etc. | |
| Suggested non-formal activity to support learning: Learner to accompany parents to the places of festivals to learn and actively participate in them. | | | Suggested assessment: Oral questions, portfolio, observation | |
| Suggested Learning Resources Resource person; Audio/Visual aids; Pictures | | | | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|--|---|--|--|
| <p>Through observations: Enthusiastically participate in different religious festivals Eagerness to learn different cultures by celebrating festivals from all faiths.</p> | <p>Through observations: Enthusiastically participate in different religious festivals Eagerness to learn about cultural activities by celebrating festivals.</p> | <p>Through observations: At times participate in religious festivals activities to learn different cultures.</p> | <p>Through observations: Sometimes participate in religious festivals.</p> |

GRADE TWO

Essence Statement

Hindu Religious Education (HRE) offers an opportunity to learn the Hindu religion and its aspects. Hindu Religion is a way of life and its teaching starts in early childhood.

HRE in the schools is a continuation of the knowledge acquired at home in early childhood. HRE is an integration of four faiths: Hinduism, Sikhism, Buddhism and Jainism.

The teaching of HRE in **Grade two** level aims at nurturing faith in Paramatma and recognising self-awareness and understanding social obligations and responsibility to the immediate environment. HRE thus, enables learners to enjoy learning and living through play. It provides an opportunity to instil in children good social habits and moral values for effective living as righteous individuals and useful members of the community, Nation and as responsible global citizens. The HRE curriculum, therefore, provides avenues for holistic physical mental, emotional and spiritual growth for learners. It enables them to develop personal beliefs while appreciating the beliefs of others. HRE also covers pertinent and contemporary issues in society such as children's rights, life skills and community service.

The learners acquire requisite competencies such as Communication and Collaboration, Imagination and Creativity, Digital Literacy, Critical Thinking and Problem solving, Learning to Learn and Self-efficacy.

GENERAL LEARNING OUTCOMES

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

- a) appreciate and thank Paramatma for His Creation in relation to our existence
- b) develop faith in Paramatma's Love and provision to enhance self-efficacy
- c) demonstrate the Omnipresence of Paramatma through prayer, saying and singing bhajans/stavans/shabad/mantras for their spiritual growth
- d) demonstrate the understanding that all Scriptures are Holy and that one should handle them carefully and with respect
- e) demonstrate their awareness of festivals and participating in them to enhance cohesion and co-existence
- f) perform simple rhythmic Yoga exercises to become healthy Citizens
- g) acquire a sound foundation to develop into an ideal, ethical and moral human being.

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|--|--|--|
| 1.0 Creation | 1.1 Myself (3 lessons) | By the end of this sub-strand the learner should be able to: a) name the people he/she interacts with at school b) report incidents to the authorities in school for attention c) appreciate everyone in school as God's creation | <ul style="list-style-type: none"> The learner be introduced to the school staff by the teacher and encouraged to show respect to them. Learner be encouraged to respect themselves and others in the school. Learner be encouraged to report any unpleasant incident by anybody within the school. | 1. What is the location of your school? 2. How do you relate to people in school? 3. What will you do if something happens to you in school? |
| | 1.2 Pancha Mahabhoot (Elements of Nature): (6 lessons) | a) acknowledge the Prithvi (earth) as Paramatma's given home for all creation b) identify plants, animals and insects as Paramatma's creation c) appreciate plants and animals on Earth as God's creation. | <ul style="list-style-type: none"> The learner be guided to do projects that show the importance of Prithvi (earth). The learner be encouraged to take care of the environment | 1. Where do insects live? 2. Where do plants grow? 3. How can we take care of the environment? |
| Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy, learning to learn- | | | | |
| Link to PCIs: Life Skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, Education for Sustainable Development (ESD): Environmental Education - Caring for Paramatma's creation, Keeping the Environment clean | | | Link to Values: Love, Responsibility, Respect, Peace, Unity. | |
| Links to other learning activity areas: Environmental activities: Earth | | | Suggested Community Service Learning activities: | |

| | |
|--|---|
| Language Activities: Language for instruction and translation of technical terms used while teaching this strand. Mathematical Activities: concept of ratio one to many | |
| Suggested non-formal activity to support learning: The teacher helps the learners to collect different kinds of leaves for scrap book activity. | Suggested assessment: Oral questions, portfolio, observation |
| Suggested Learning Resources Visual aids, pictures, charts. | |

Assessment Rubrics

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|--|---|--|--|
| Confidently aware of people and their names at school. Knows exactly where to report in case of emergency in school and is guiding and encouraging peers the same. | Fairly aware of people and can mention their names at school. Knows exactly where to report in case of emergency in school. | Aware of people and their names at school. At times report the matter to right authorities in school | Hardly aware of very few people and their names at school. Knows sometimes where to report in case of emergency in school. |
| Identify and enthusiastically suggests ways to look after flora and fauna in the immediate environment. | Identify and fairly suggests ways to look after flora and fauna in the immediate environment | At times suggests ways to look after flora and fauna in the immediate environment | Rarely suggests ways to look after flora and fauna in the immediate environment |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------|--|--|--|--|
| 2.0. Worship | 2.1 Specific morning Prayers (6 lessons) | By the end of this sub-strand learner should be able to: a) mention the specific morning prayers used for worship b) recite the specific morning prayers of the four faiths for spiritual nourishment. | <ul style="list-style-type: none"> A resource person be invited to guide learners in recitation of prayers and explain the importance of prayers in worship The learner be shown videos on Pratahkaal Sandhya Japji Sahib Samayik Om Meditation. | <ol style="list-style-type: none"> Which prayer do you recite in the morning? Which rituals do you observe at the places of worship? |

| | | | | |
|--|---|--|--|--|
| | | c) appreciate the prayers as a way of communication with Paramatma | <ul style="list-style-type: none"> The learner be encouraged to recite prayers in groups | |
| | 2.2 Basic Religious Symbols (4 lessons) | a) identify the basic religious symbols for familiarization. | <ul style="list-style-type: none"> The learner be taken to places of worship to familiarise him/her with symbols from the four faiths. The learner be encouraged to draw and colour the religious symbols of the four faiths | <ol style="list-style-type: none"> Have you ever seen a flag at your place of worship? Which religious symbol do you see at your place of worship? |
| Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy, learning to learn- | | | | |
| Link to PCIs: Life Skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, | | | Link to Values: Love, Responsibility, Respect, Peace, Unity. | |
| Links to other learning activity areas: Language activities: learning names of rituals Mathematical activity: telling the number of rituals they know. Psychomotor and creative activity: Singing in groups. | | | Suggested Community Service Learning activities: The learner can be encouraged to help in age appropriate chores at their community center on a holiday. | |
| Suggested non-formal activity to support learning: Resource persons to be invited to conduct prayer meetings where they will demonstrate simple rituals for worship. | | | Suggested assessment: Oral questions, portfolio, observation | |
| Suggested Learning Resources Visual aids, pictures, charts. | | | | |

Assessment Rubric

| Criterion | Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---------------------------------|--|--|--|--|
| Specific morning Prayers | Confidently and consistently recite the specific morning prayers from all four faiths. | Confidently and consistently recite the specific morning prayers from his/her faith and two from other faiths. | Confidently and consistently recite the specific morning prayers from his/her faith and one from other faiths. | Confidently and consistently recite the specific morning prayers from his/her faith alone. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|--|--|--|
| 3.0 Manifestations | 3.1 Qualities of Enlightened Beings (6 lessons) | By the end of this sub-strand, the learner should be able to mention the qualities of the Enlightened beings for familiarization. | <ul style="list-style-type: none"> The learner be taught the qualities of Rishabhdev (First Tirthankar), Hanumaan ji, Guru Angad Dev ji (Second Guru), Lord Buddha through stories, audio-visual aids. Learner be encouraged to share the knowledge in pairs/groups. | <ol style="list-style-type: none"> Which names of the Enlightened beings do you know? What are the qualities of an Enlightened Being? |
| | 3.2 Qualities of Paramatma (6 lessons) | <ol style="list-style-type: none"> mention the qualities of Paramatma for familiarization appreciate the manifestation of Paramatma through His qualities. | <ul style="list-style-type: none"> The learner be told stories about Brahma(Creator), Vishnu (Sustainer) Shiva (Liberator) The learner be shown pictures/ audio-visual aids that show the qualities of Paramatma | <ol style="list-style-type: none"> Who created the world? Do you know who takes care of the world? Who out of the three (Brahma, Vishnu, Shiva) is the liberator? |
| Core Competences to be developed: Communication and collaboration, digital literacy. | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships, Effective Communication Parental Empowerment and Engagement: Guidance. | | | Link to Values: Respect, Love, Unity, Peace, | |
| Links to other learning activity areas: Language Activities: New names Psychomotor and creative activity - singing bhajans Digital Literacy – through audio visual aids | | | Suggested Community Service Learning activities: visiting senior citizens to get more knowledge on the qualities of the Enlightened Beings. | |
| Suggested non-formal activity to support learning: The learner be guided in a clay modelling activity to create any Paramatma’s creation. | | | Suggested assessment: Oral questions, portfolio, observation | |
| Suggested Learning Resources Resource person, audio visual aids. Pictorial books | | | | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|--|---|---|---|
| Consistently and correctly states the qualities of Paramatma as Creator, sustainer and liberator. Confidently tell stories about qualities of Paramatma. | Consistently and correctly states the qualities of Paramatma as Creator, sustainer and liberator. | At times states the qualities of Paramatma as Creator, sustainer and liberator correctly. | Inconsistently states the qualities of Paramatma as Creator, sustainer and liberator sometimes. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|----------------|--|--|--|--|
| 4.0 Scriptures | 4.1 Kalpasutra and Dhammapada (4 lessons) | By the end of this sub-strand the learner should be able to: a) acknowledge Kalpasutra and Dhammapada as a source of divine knowledge b) appreciate the importance of Kalpasutra and Dhammapada as holy Scriptures. | <ul style="list-style-type: none"> Learner could be shown pictures of the Scriptures Kalpasutra Dhammapada. Learner to be given the basic information about the Scriptures. | <ol style="list-style-type: none"> What do you know about Kalpasutra and Dhammapada? Why are scriptures important? |
| | 4.2 Introduction to Sri Guru Granth Sahib Ji (4 lessons) | <ol style="list-style-type: none"> appreciate compilation of Sri Guru Granth Sahib ji for spiritual growth. understand the concept of installation of Sri Guru Granth Sahib ji as the Living Guru. | <ul style="list-style-type: none"> Learner be taught about the compilation of Sri Guru Granth Sahib Ji. Learner be familiarised with the first installation of Sri Guru Granth Sahib ji. | <ol style="list-style-type: none"> Which holy Scripture is the Living Guru Ji? |
| | 4.3 Handling of Scriptures (3 Lessons) | <ol style="list-style-type: none"> handle the Scriptures appropriately as Holy books. appreciate the importance of scriptures for strengthening faith. | <ul style="list-style-type: none"> The learner be guided on how to handle the scriptures through videos and visits to places of worship. | <ol style="list-style-type: none"> How are the holy books handled? Who handles the Scriptures at the place of worship? |

| | |
|---|---|
| Core Competences to be developed: Communication and collaboration, learning to learn, Digital literacy | |
| Link to PCIs: Life Skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships, Effective Communication Parental Empowerment and Engagement: Guidance, | Link to Values: Respect, Love, Unity, Responsibility, Peace |
| Links to other learning activity areas: Language Activity: New vocabulary Environmental activity: Hygiene | Suggested Community Service Learning activities: |
| Suggested non-formal activity to support learning: Parents to visit the places of worship with their children to learn about the Scriptures. | Suggested assessment: Oral questions, portfolio, observation |
| Suggested Learning Resources: Resource person | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|---|
| Confidently and correctly states introduction of Kalpasutra and Dhammapada as a source of divine knowledge and similarities in their teachings. | Confidently and correctly state introduction of Kalpasutra and Dhammapada as a source of divine knowledge. | Confidently and correctly state introduction of Kalpasutra and Dhammapada as a source of divine knowledge at times. | Sometimes states correctly introduction of Kalpasutra and Dhammapada as a source of divine knowledge. |
| Correctly state the difference in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. Apply similar respectful handling for Scriptures from other faiths. | Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. Imply similar respectful handling of Scriptures at home. | Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid at times. | Sometimes states correctly the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|--|--|---|
| 5.0 Yoga (Exercises for Good health) | 5.1 Pranayam (Breathing exercises) (4 lessons) | By the end of this sub-strand, the learner should be able to: a) demonstrate the correct posture of performing simple breathing exercises for physical wellbeing b) practice exercises for physical development c) appreciate pranayam as a way of coping with emotions | <ul style="list-style-type: none"> Learner be shown age appropriate pranayams: Sheetali Pranayaam(cooling breath), Sheet kari Paranayaam (hissing breath) through audio-visual aids /charts/ Resource person/teacher. Learners to be engaged in group activity to practice pranayam. | <ol style="list-style-type: none"> Which breathing exercise do you perform? How do you feel after performing the breathing exercises? |
| | 5.2 Asanas (Body Postures) (6 lessons) | <ol style="list-style-type: none"> demonstrate simple body postures practice simple asanas to improve physical health develop self-control (to sit quietly for few minutes) to promote good discipline | <ul style="list-style-type: none"> Learner to be shown videos/ pictures of people Practicing simple asanas: <ul style="list-style-type: none"> Padahasthasana (hand to foot pose) Ashwa sanchala asan (equestrian pose) Parvat aasan (Mountain pose) Learners to be encouraged to practice simple asanas in appropriate attire in groups or pairs. | <ol style="list-style-type: none"> What are asanas? Do you exercise? Why do you exercise? |
| Core Competences to be developed: Communication and collaboration, digital literacy, Self-efficacy, Citizenship, Learning to learn | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships, Effective Communication | | | Link to Values: Peace, Respect, Responsibility. | |

| | |
|--|---|
| Parental Empowerment and Engagement: Guidance and coaching, | |
| Links to other learning activity areas: Mathematics activity: counting breaths and postures Psychomotor and Creative Activity: body movements in Yoga Language Activity: Language for instruction and translation of technical terms used in Yoga Environmental Activity: Nutritional food appropriate for Yoga practise Digital Literacy: Audio Visual Display of Yoga exercise for Learners | Suggested Community Service Learning activities: |
| Suggested non-formal activity to support learning: Parents to help in creating awareness of Yoga in other local schools through a resource person. | Suggested assessment: Oral questions, portfolio, observation |
| Suggested Learning Resources Resource person, Audio visual aid, Books, Yoga mats, Appropriate Attire made of natural fibre, Posters and charts | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|---|
| Consistently and correctly perform postures for simple rhythmic breathing exercises. Coping with emotions and regular practice. | Consistently and correctly perform postures for simple rhythmic breathing exercises. Coping with emotions. | Perform correct postures for simple rhythmic breathing exercises at times. | Performs postures for simple rhythmic breathing exercises some times. |
| Perform simple body postures in coordination with breath (In /Out) consistently and correctly. Role model for peers, physically and emotionally stable. | Perform simple body postures in coordination with breath (In /Out) consistently and correctly. Physically and emotionally stable. | Perform simple body postures in coordination with breath (In /Out) correctly at times. | Perform simple body postures in coordination with breath (In /Out) sometimes correctly. |

| Strand | Sub strand | Specific learning outcome | Suggested learning experiences | Key inquiry question(s) |
|---|---|---|---|--|
| 6.0 Sadachar | 6.1 General Etiquette (3 lessons) | By the end of this sub-strand, the learner should be able to recognise the words of welcome and farewell as a sign of good behaviour | <ul style="list-style-type: none"> The learner be shown in groups on how to welcome visitors at home and school to practice Hospitality. | <ol style="list-style-type: none"> How do you welcome visitors at home/school? Which are some of the words you can use for good behaviour? |
| | 6.2 Sewa (selfless service) (6 lessons) | <ol style="list-style-type: none"> demonstrate willingness to do community service for social welfare appreciate the use of polite words while doing community service. | <ul style="list-style-type: none"> The learner be encouraged to collect litter lying in their immediate surrounding as an act of community service. The learners be shown pictures/charts/videos on hospitality/community service The learner be encouraged to participate in charity walk as part of community service. | <ol style="list-style-type: none"> What kind of Sewa do you do at your community centre? |
| Core Competences to be developed: Communication and Collaboration, Learning to Learn, Digital Literacy | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships, Effective Communication Parental Empowerment and Engagement: Guidance | | | Link to Values: Respect, Love, Unity, Peace, Responsibility. | |
| Links to other learning activity areas: Language activities: Language for instruction and translation of technical terms used in Environmental Activity: Clearance of litter | | | Suggested Community Service Learning activities: The learner should visit elderly and learn and practise hospitality in community | |
| Suggested non-formal activity to support learning: The learner could be motivated to hold a small “help the needy” camp and distribute old clothes and toys etc. | | | Suggested assessment: Oral questions, portfolio, observation | |
| Suggested Learning Resources Audio-visual aid, Resource person. | | | | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Consistently and correctly uses words of welcome, offer comfort, bid farewell to visitors at school. Practice same at home as per feedback from parents/guardian. Courteous behaviour for elders and peers. | Consistently and correctly uses words of welcome, offer comfort, bid farewell to visitors at school. Practice same at home as per feedback from parents/guardian. | At times uses correct words of welcome, offer comfort, bid farewell to visitors at school. Practice rarely at home as per feedback from parents/guardians | Rarely uses words of welcome, offer comfort, bid farewell to visitors at school. Does not practice at home as per feedback from parents/guardian. |
| Always enthusiastic and ready to do community service. Encourages peers to do community service | Very enthusiastic and ready to do community service | At times willing to do community service | Sometimes does the community service |

| Strand | Sub strand | Specific learning outcome | Suggested learning experiences | Key inquiry question(s) |
|------------------------------|---|--|---|---|
| 7.0 Utsav (Festivals) | 7.1 Religious Festivals (12 lessons) | By the end of this sub-strand, the learner should be able to: a) mention religious festival in celebrating Birthdays of Enlightened beings for community bonding b) use appropriate greetings while interacting with people during festivals c) appreciate festivals for their role in promoting peace and friendship | <ul style="list-style-type: none"> Learners to participate in the celebration of: Mahavir Jayanti, Ram Navmi, Janamashtami, Buddha Jayanti Prakash Utsav (Gurpurabs) The learners be shown pictures / videos on the religious festivals Learners to listen and sing appropriate Stavans, Shabads and bhajans in groups related to festivals Learner to share and learn from each other about celebration of their festivals | <ol style="list-style-type: none"> When do you celebrate your birthday? What do you do to celebrate your birthday? Why do we celebrate Janamashtami? |

| | |
|--|--|
| Core Competences to be developed: Communication and collaboration, Learning to learn | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships, Effective Communication Parental Empowerment and Engagement: Guidance | Link to Values: Respect, Love, Unity, Peace, Responsibility. |
| Links to other learning activity areas: Language Activities: New vocabulary Psychomotor and Creative Arts-decoration Digital Literacy-Visual aids | Suggested Community Service Learning activities: The learner be motivated to help in charitable activities and decoration and other activities during the celebration of festivals. |
| Suggested non-formal activity to support learning: The teacher could organise short skits from the life histories of the enlightened Beings. | Suggested assessment: Oral questions, portfolio, observation |
| Suggested Learning Resources Pictorial books, Audio-visual aids | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Through observations: Enthusiastically participate in different religious festivals. Confidentally states different ways of celebrating cultural and national festivals, taps more avenues for social interaction. | Through observations: Enthusiastically participate in different religious festivals Eagerness to learn about cultural and National activities by celebrating festivals. | Through observations: At times participate in religious festivals activities to learn different cultures. | Through observations: Sometimes participate in religious festivals. |

GRADE THREE

Essence Statement

Hindu Religious Education (HRE) offers an opportunity to learn the Hindu religion and its aspects. Hindu Religion is a way of life and its teaching starts in early childhood.

HRE in the schools is a continuation of the knowledge acquired at home in early childhood. HRE is an integration of four faiths: Hinduism, Sikhism, Buddhism and Jainism.

The teaching of HRE in **Grade three** level aims at nurturing faith in Paramatma and recognising self-awareness and understanding social obligations and responsibility to the immediate environment. HRE thus, enables learners to enjoy learning and living through play. It provides an opportunity to instil in children good social habits and moral values for effective living as righteous individuals and useful members of the community, Nation and as responsible global citizens. The HRE curriculum, therefore, provides avenues for holistic physical mental, emotional and spiritual growth for learners. It enables them to develop personal beliefs while appreciating the beliefs of others. HRE also covers pertinent and contemporary issues in society such as children's rights, life skills and community service.

The learners acquire requisite competencies such as Communication and Collaboration, Imagination and Creativity, Digital Literacy, Critical Thinking and Problem solving, Learning to Learn and Self-efficacy.

GENERAL LEARNING OUTCOMES

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

- a) appreciate and thank Paramatma for His Creation in relation to our existence
- b) develop faith in Paramatma's Love and provision to enhance self-efficacy
- c) demonstrate the Omnipresence of Paramatma through prayer, saying and singing bhajans/stavans/shabad/mantras for their spiritual growth
- d) demonstrate the understanding that all Scriptures are Holy and that one should handle them carefully and with respect
- e) demonstrate their awareness of festivals and participating in them to enhance cohesion and co-existence
- f) perform simple rhythmic Yoga exercises to become healthy Citizens
- g) acquire a sound foundation to develop into an ideal, ethical and moral human being.

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------|------------|----------------------------|--------------------------------|-------------------------|
|--------|------------|----------------------------|--------------------------------|-------------------------|

| | | | | |
|--|---|--|---|---|
| 1.0 Creation | 1.1 Self-awareness (3 lessons) | By the end of this sub-strand, the learner should be able to: a) acknowledge oneself and others as part of Paramatma's creation b) demonstrate love and care for self and others for peaceful co-existence c) appreciate his/her body as a temple of Paramatma. | <ul style="list-style-type: none"> Learner be guided in pairs/groups to demonstrate how to relate to one another in a responsible manner. Learner be set in pairs/ groups to practice acceptance of each other as brothers, sisters and part of God's creation. | <ol style="list-style-type: none"> Do you have friends? What are some of the things you do when you are with your friends? |
| | 1.2 Panch Mahabhoot (Elements of Nature): (5 lesson) | a) name the celestial bodies in Akash(sky) as part of Paramatma's creation b) identify the celestial bodies in Akash(sky) in accordance to day and night c) appreciate the celestial bodies in Akash(sky) as part of Paramatma's creation. | <ul style="list-style-type: none"> The learner be guided to mention the name of the celestial bodies in Akash(sky). The learner be shown video/pictures of celestial bodies The learner be encouraged to participate in drawing the celestial bodies | <ol style="list-style-type: none"> What do you see in the sky during the day? What do you see in the sky at night? What else can you see in the sky? |
| Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy, learning to learn. | | | | |
| Link to PCIs: Life Skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others - Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, Education for Sustainable Development (ESD): Environmental Education - Caring for Paramatma's creation, Keeping the Environment clean Citizenship – Social cohesion, Learning to Live together Parental Empowerment and Engagement: General Guidance. | | | Link to Values: Respect, Responsibility, Love. | |
| Links to other learning activity areas: Environmental activity: sun and energy Language Activities: Language for instruction and translation of technical terms used | | | Suggested Community Service Learning activities: | |

| | |
|--|---|
| while teaching the strand Mathematic activity: concept of ratio one to many | |
| Suggested non-formal activity to support learning: The Teacher to plan a visit to Planetarium or observatory for a telescopic view. | Suggested assessment: Oral questions, portfolio, observation |
| Suggested Learning Resources: to be selected according to the sub-strand from the list at the end of this document. | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|--|---|--|
| Through observation: Consistently takes care of ones' body as a gift from Paramatma (following the daily chores starting with prayers, keeping body clean, fit with regular check-ups etc.) Also, respecting peers in a responsible manner. | Through observation Fairly takes care of ones' body as a gift from Paramatma following the daily chores starting with prayers, keeping body clean, fit with regular check-ups etc. | Through observation Takes care of ones' body as a gift from Paramatma following some of the daily chores. | Through observation Hardly takes care of ones' body as a gift from Paramatma |
| Fluently and confidently mentions the celestial bodies according to time in the sky. | Fairly mentions the celestial bodies according to time in the sky. | Rarely mentions the celestial bodies according to time in the sky. | Has limited ability to mention the celestial bodies according to time in the sky. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------|------------|----------------------------|--------------------------------|-------------------------|
|--------|------------|----------------------------|--------------------------------|-------------------------|

| | | | | |
|---|--|--|---|---|
| 2.0 Worship | 2.1 Evening Prayer (6 lessons) | By the end of this sub-strand, the learner should be able to: a) perform evening prayers to express love and devotion for Paramatma b) name the items required for the various evening prayers c) appreciate the evening prayers for peace of mind. | <ul style="list-style-type: none"> • Learner be encouraged to recite -Evening Sandhya -Rehras, -Aarti & Divo, -Om Mani Padme Hum. • The learner be shown items required for the evening prayers • The learner be guided on performance of prayer using audio-visual aid. | <ol style="list-style-type: none"> 1. Do you perform evening prayers? 2. What time do you perform evening prayers at home? 3. What are the items required for your evening prayer? |
| Core Competences to be developed: Communication and collaboration, digital literacy, Citizenship | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others - Interpersonal relationships Effective Communication, Education for Sustainable Development (ESD): Environmental Education - Caring for Paramatma’s creation, Keeping the Environment clean Parental Empowerment and Engagement: General Guidance. | | | Link to Values: Respect, Responsibility, Love, Peace. | |
| Links to other learning activity areas: 1 mathematic activity, 2 Language activity 3. movement and creative activity. | | | Suggested Community Service Learning activities: A visit to different places of worship to observe and participate in Evening prayers. | |
| Suggested non-formal activity to support learning: Parents to accompany learner to the places of worship to participate in the Evening prayers. | | | Suggested assessment: Oral questions, portfolio, observation | |
| Suggested Learning Resources: To be selected according to the sub-strand from the list at the end of this document. | | | | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|--|---|--|
| Devotionally express love for Paramatma by performing Evening Prayer. Dedicatedly prepares and states the things required for performing Evening Prayer and greets appropriately at the place of worship. | Devotionally express love for Paramatma by performing Evening Prayer. Diligently prepares and states the things required for performing Evening Prayer and greets appropriately at the place of worship. | Devotionally express love for Paramatma by performing Evening Prayer. At times states the things required for performing Evening Prayer and greets appropriately at the place of worship. | Devotionally express love for Paramatma by performing Evening Prayer. Rarely prepares things required for performing Evening Prayer. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------------------|--|---|---|--|
| 3.0 Manifestations | 3.1 The Enlightened Beings Introductory stories (6 lessons) | By the end of this sub-strand, the learner should be able to: a) mention qualities of Enlightened Beings for divine knowledge b) appreciate the qualities of Enlightened Beings to strengthen faith in Paramatma. | <ul style="list-style-type: none"> The learner be shown pictures/flash cards/videos to familiarize him/herself with: <ul style="list-style-type: none"> - Ajitnath (Second Tirthankar), - Lord Buddha, - Adi Shankracharya - Guru Amar Das ji (third Guru). The learner be told stories from the lives of above mentioned Enlightened Beings | 1. What are the qualities of the Enlightened Beings? |
| | 3.2 Religious Symbols (6 lessons) | a) identify Religious symbols to relate to a particular faith. b) appreciate the significance of religious symbols in religious life. | <ul style="list-style-type: none"> The learner be shown videos /charts/pictures of <ul style="list-style-type: none"> - Hindu Aum and Swastika, - Jain- Aum and Swastika, - Ik-onkar and Khanda, - Wheel of life The learner be taught the | 1. What is the significance of a religious symbol? |

| | | | | |
|---|--|--|--|--|
| | | | <p>significance of the above mentioned religious symbols.</p> <ul style="list-style-type: none"> The learner be guided to draw and color religious symbols. | |
| Core Competences to be developed: Communication and collaboration, digital literacy, Creativity and Imagination | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others - Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, Parental Empowerment and Engagement: General Guidance. | | | Link to Values: Respect, Love, Peace, Unity. | |
| Links to other learning activity areas: Language Activities: new vocabulary movement and creative activity. Digital Literacy-Audio-visual aid | | | Suggested Community Service Learning activities: | |
| Suggested non-formal activity to support learning: The teacher could organise on the spot drawing competition to draw and color religious symbols. | | | Suggested assessment: Oral questions, portfolio, observation | |
| Suggested Learning Resources: To be selected according to the sub-strand from the list at the end of this document. | | | | |

Assessment Rubric

| Exceeds expectation | | Meets expectation | | Approaches expectation | | Below expectation | |
|---|------------|---|--|---|--|---|--|
| Consistently and correctly states the qualities of the Enlightened Beings | | Consistently and correctly states the qualities of the Enlightened Beings(3 out of 4) | | Consistently and correctly states the qualities of the Enlightened Beings(2 out of 4) | | Consistently and correctly states the qualities of the Enlightened Beings(1 out of 4) | |
| Recognise from the Pictures Religious symbols and their significance. Confidently and correctly draw the religious symbols. | | Identify and draw religious symbols and can state | | Learner can at times identify religious symbols, | | Learner sometimes able to identify different religious symbols. | |
| Strand | Sub strand | Specific learning outcomes | | Suggested learning experiences | | Key inquiry question(s) | |

| | | | | |
|--|---|--|--|---|
| 4.0 Scriptures | 4.1 Bhagwat Gita (4 lessons) | By the end of this sub-strand, the learner should be able to: a) acknowledge Bhagwat Gita as a source of divine knowledge b) handle the Scriptures appropriately c) appreciate the importance of Bhagwat Gita as a Scripture. | <ul style="list-style-type: none"> The learner be familiarised with Bhagwat Gita through audio-visual aids depicting the basic teachings. The teacher to guide the learners on how to handle and open the scriptures | <ol style="list-style-type: none"> What is Bhagwat Gita? How should one handle the holy books? Who handles the Scriptures at the place of worship? |
| | 4.2 Introduction to Kalpasutra (4 lessons) | a) acquire basic knowledge about Kalpasutra for spiritual growth b) handle the Scriptures appropriately c) appreciate the importance of Kalpasutra as a Scripture. | <ul style="list-style-type: none"> The learner be told the basic knowledge of Kalpasutra through stories/audio-visual/resource person. The teacher to guide the learners on how to handle and open the scriptures | <ol style="list-style-type: none"> What is Kalpasutra? Who wrote Kalpasutra? |
| Core Competences to be developed: Communication and collaboration, Learning to learn | | | | |
| Link to PCIs: Life Skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others - Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, Education for Sustainable Development (ESD): Environmental Education - Caring for Paramatma’s creation, Keeping the Environment clean Parental Empowerment and Engagement: General Guidance. | | | Link to Values: Respect, Responsibility, love, Integrity, Peace. | |
| Links to other learning activity areas: Language activity: New vocabulary Digital Literacy-Audio-visual aid | | | Suggested Community Service Learning activities: Parents to visit the places of worship with their children to learn about the Scriptures | |
| Suggested Non-Formal Activity to support learning: Learner could be guided to make and decorate cut outs of Lord Krishna’s Mor Pankh. | | | Suggested assessment: Oral questions, portfolio, observation | |
| Suggested Learning Resources: To be selected according to the sub-strand from the list at the end of this document. | | | | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|--|---|--|---|
| Confidently and correctly state introduction of Bhagwat Puraan and Bhagwat Gita as a source of divine knowledge. Accurately state the similarities of both the Scriptures. | Confidently and correctly state introduction of Bhagwat Puraan and Bhagwat Gita as a source of divine knowledge. | Confidently and correctly state introduction of Bhagwat Puraan and Bhagwat Gita as a source of divine knowledge at times. | Sometimes states correctly introduction of Bhagwat Puraan and Bhagwat Gita as a source of divine knowledge. |
| Correctly state the difference in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. Apply similar respectful handling for Scriptures from other faiths. | Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. Imply similar respectful handling for Scriptures at home. | Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid at times. | Sometimes states correctly the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|---|---|---|
| 5.0 Yoga (Exercises for Good health) | 5.1 Pranayam (Breathing exercises) (6 Lessons) | By the end of this sub-strand, the learner should be able to: a) demonstrate correct breathing technique for good health b) practice correct breathing to enhance concentration c) appreciate the importance of correct breathing technique. | <ul style="list-style-type: none"> Learner be shown appropriate pranayam: Bhramari (humming bee breath), Bhastrika (rapid breathing) using audio-visual aid/charts/ Resource person/teacher. Learner be set into group activity to practice Pranayam. The Learner be guided to perform the specific breathing exercises correctly | <ol style="list-style-type: none"> Do you perform Pranayam? Which part of the body do we use to perform Pranayam? |
| | 5.2 Body Postures (Asanas) (6 Lessons) | a) mention the importance of balanced diet in Yoga for good health b) practice stretch movements | <ul style="list-style-type: none"> Learner be shown through videos/ pictures/demonstration of the coordination between body and breath applied for | <ol style="list-style-type: none"> What type of food is recommended for yoga practice? How does Yoga help in |

| | | | | |
|--|--|--|--|---|
| | | <p>with correct breathing to improve blood circulation in the body</p> <p>c) appreciate the asanaas for gaining flexibility for healthy physical growth.</p> | <p>Surya namaskaar, (twelve postures in the salutation to the direction of the Sun),</p> <ul style="list-style-type: none"> • Learner be encouraged to practice yoga in appropriate attire in groups or pairs. • The learner be guided to perform the stretching movements with ease and perfection. | <p>coping with emotions?</p> <p>3. How many postures are there in Surya Namaskar?</p> <p>4. How does one perform Surya Namaskar ?</p> |
| <p>Core Competences to be developed: Communication and collaboration, digital literacy, Self-efficacy, Citizenship, learning to learn</p> | | | | |
| <p>Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others - Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, Parental Empowerment and Engagement: General Guidance. Health Education: Good health (Practising), Food Nutrition</p> | | | <p>Link to Values: Respect, Responsibility, peace, Unity.</p> | |
| <p>Links to other learning activity areas: Mathematics activity: counting breaths and postures Physical Education: body movements in Yoga Language: Language for instruction and translation of technical terms used in Yoga Hygiene and Nutrition: Nutritional food appropriate for Yoga practise Digital Literacy: Audio Visual Display of Yoga exercise for Learners</p> | | | <p>Suggested Community Service Learning activities: With the help of a resource person create awareness on Yoga within underprivileged communities</p> | |
| <p>Suggested non-formal activity to support learning: Participate in the International Yoga day and other Yoga camps.</p> | | | <p>Suggested assessment: Oral questions, portfolio, observation</p> | |
| <p>Suggested Learning Resources: Suggested Learning Resources Resource person, Audio-visual aid, paints, Charts, pictures, Books, Yoga mats, Appropriate Attire made of natural fibre, Posters.</p> | | | | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|--|---|--|--|
| Consistently and correctly exhibit posture with accurate alignment and correct breathing. A role model of inspiration for peers. | Consistently and correctly exhibit posture with accurate alignment and correct breathing. | Learner can exhibit correct postures with correct breathing or alignment at times. | Sometimes exhibit correct postures, breathing and alignment. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|---|--|---|
| 6.0 Sadachar | 6.1 General Etiquette (3 lessons) | By the end of this sub-strand, the learner should be able to: a) say polite words used in asking for forgiveness b) learn words and manner of apology and forgiveness as a sign of repentance and good behavior while relating with others. | <ul style="list-style-type: none"> The learner be shown how to apologize and forgive through role play Learner be encouraged to learn from the talking walls/quotes words of Apology and forgiveness The learner be guided to practise in pairs the skills of apologising and forgiving one another always. | <ol style="list-style-type: none"> When do you apologise? Name the words you can use while apologising. What do you say while forgiving? |
| | 6.2 Selfless service (6 lessons) | a) desire to offer selfless service to the nation as a good citizen b) demonstrate selfless service to the nation to foster patriotism. | <ul style="list-style-type: none"> Learner be guided to recite National Anthem and patriotic songs to enhance nationalism. Learner be encouraged to participate in tree planting/charity walk/shows to raise funds towards any calamity in the nation as selfless service. | <ol style="list-style-type: none"> Can you recite the National Anthem? Which patriotic song are you aware of? |
| Core Competences to be developed: Communication and collaboration, Learning to Learn, Citizenship | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others - Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, | | | Link to Values: Peace, Respect, Responsibility, Integrity, love, Patriotism. | |

| | |
|--|--|
| Parental Empowerment and Engagement: General Guidance. | |
| Links to other learning activity areas: Language Activity: for instruction and translation of technical terms used Environmental Activity: Tree planting | Suggested Community Service Learning activities: visiting older citizens to practise general etiquettes and entertain them. |
| Suggested non-formal activity to support learning: The learner can be taken for a flag hoisting ceremony on National Days and festivals. | Suggested assessment: Oral questions, portfolio, observation |
| Suggested Learning Resources to be selected according to the sub-strand from the list at the end of this document. | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|--|--|
| Very polite Using appropriate words for apologies and forgiveness from others consistently. A role model for peers. | Very polite Using appropriate words for apologies and forgiveness from others consistently. | Considerably polite Using appropriate words for apologies and forgiveness from others. | Rarely polite Using appropriate words for apologies and forgiveness from others. |
| Always keen to participate in National festival celebration activities and encourage peers. | Consistently keen to participate in National festival celebration activities. | At times participate in National festival celebration activities. | Sometimes participate in National festival celebration activities. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---------------|-------------------|-----------------------------------|---------------------------------------|--------------------------------|
|---------------|-------------------|-----------------------------------|---------------------------------------|--------------------------------|

| | | | | |
|---|--|--|---|--|
| 7.0 Utsav (Festivals) | 7.1 Social festivals (6 lessons) | By the end of this sub-strand, the learner should be able to: a) name different festivals celebrated for social cohesion b) use appropriate greetings while interacting with different people during festivals | <ul style="list-style-type: none"> Learner be guided to participate in the celebration of the Uttarayan, Raksha Bandhan, Holi, Holla Mohalla(sports day). Learner be encouraged to observe simple religious ritual at places of worship. Learner be guided through short stories about the significance of the social festivals. | <ol style="list-style-type: none"> Do you celebrate festivals? Which is the festival of colors? Why do we celebrate Raksha Bandhan? |
| | 7.2 National festivals (6 lessons) | a) name different national festivals celebrated in the country for national unity b) appreciate the importance of celebrating national festivals to promote patriotism. | <ul style="list-style-type: none"> Learner be encouraged to actively participate in the celebration of Madaraka Day Jamhuri Day Mashujaa Day. Learner be shown pictures/charts/ videos on how National festivals are celebrated across the country. Learner be told the significance of the national festivals | <ol style="list-style-type: none"> When do we celebrate Madaraka day and Jamhuri day? Why do we celebrate Mashujaa Day? |
| Core Competences to be developed: Communication and collaboration, digital literacy, Learning to learn, Self-efficacy, Citizenship | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others - Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, Education for Sustainable Development (ESD): Environmental Education - Caring for Paramatma’s creation, Keeping the Environment clean Parental Empowerment and Engagement: General Guidance. | | | Link to Values: Love, Respect, Unity, Peace, Patriotism. | |
| Links to other learning activity areas: Language Activities: New | | | Suggested Community Service Learning activities: visiting senior citizens | |

| | |
|--|---|
| vocabulary Movement and creative activity-singing Psychomotor and Creative Arts-decoration | on National days to celebrate with them. |
| Suggested non-formal activity to support learning: Visiting National museum to know the history of Kenya. Painting competition of Heroes of Kenya, Kenyan flag. | Suggested assessment: Oral questions, portfolio, observation |
| Suggested Learning Resources: To be selected according to the sub-strand from the list at the end of this document. | |

Assessment Rubric

| Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|--|--|---|---|
| Enthusiastically participate in different religious festivals. Confidentally states different ways of celebrating cultural and national festivals. Tapping avenues for social interaction. | Enthusiastically participate in different religious festivals. Confidentally states different ways of celebrating cultural and national festivals. Tapping avenues for social interaction. | Enthusiastically participate in different religious festivals. Confidentally states different ways of celebrating cultural and national festivals at times. | Sometimes participate in religious festivals. States ways of celebrating cultural and national festivals. |
| Demonstrates Patriotism by enthusiastically participating in celebration of national festivals. Confidentally states the historical background. | Demonstrates Patriotism by enthusiastically participates in celebration of national festivals. Knows historical background. | Demonstrates Patriotism by enthusiastically participates in celebration of national festivals at times. | Sometimes participates in celebration of national festivals. |

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

Essence Statement

Kenya is a state where people subscribe to various religions. The constitution advocates for development of values. Religious Education is one of the ways to inculcate these values in learners.

Islamic Religious education activities aim at equipping the learner with knowledge, skills, values and psychosocial competences that assist them grow up socially, emotionally and spiritually as balanced persons. It helps the learner acquire the values of sharing, care, respect, love, obedience, empathy, kindness, being considerate, being social, helping those in need and the ability to distinguish between right and wrong.

General Learning Outcomes

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

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

GRADE ONE

TERM ONE

| Strand | Sub-Strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|--|---|--|
| 1.0 QUR'AN | 1.1 Arabic Alphabet (10 lessons) | By the end of the sub-strand the learner should be able to: a) pronounce the Arabic sounds correctly for proper recitation of the Qur'an b) identify alphabet for reading readiness c) read simple Arabic words for readiness in reciting the Qur'an d) write Arabic letters for writing readiness from right to left e) appreciate proper articulation of Qur'an recitation. | <ul style="list-style-type: none"> • Learners listen to pronunciation of Arabic letter sounds. • Learners practice the pronunciation of Arabic letter sounds. • Learners pick Arabic letters from a pool of flash cards for identification. • Learners are introduced to simple Arabic words • Organize learners in groups or pairs to form and read simple Arabic words • Learners group Arabic letters according to their shapes • Learners are guided on how to arrange Arabic alphabet in sequence. • Learners practice to write Arabic alphabet. | <ol style="list-style-type: none"> 1. Why do we learn the Arabic Alphabet? 2. How do you pronounce? ب ب ب 3. How do you read? ب ر ب ، ي ؤ م 4. Which letters are in? ب ر ب ، ي ؤ م |
| <p>Core Competences to be developed: Communication and collaboration Critical thinking and problem solving Citizenship Learning to learn Imagination and creativity</p> | | | | |
| <p>Link to PCIs: life skills: Skills of knowing and living with others; effective communication - respond to simple verbal and non-verbal instructions promptly.</p> | | | <p>Link to values: love, unity</p> | |

| | |
|---|--|
| Links to other subjects : Languages, Literacy, Mathematical activities | Suggested community service learning activities: singing the alphabet aloud with siblings and other children. |
| Suggested non formal activity to support learning: attending madrasa after school to learn alphabet. | Suggested assessment: Oral questions, portfolio, and observation |
| Suggested Learning Resources: Flash cards, Juzuu, pocket boards and Cds | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|--|
| Consistently and correctly identifies Arabic alphabet | Correctly identifies Arabic alphabet | Identifies Arabic alphabet with difficulties | Identifies some Arabic alphabet |
| Consistently and correctly, pronounces Arabic sounds | Correctly pronounces Arabic sounds | Pronounces Arabic sounds with difficulties | Pronounces some Arabic sounds with difficulties |
| Consistently and correctly reads simple Arabic words | correctly reads simple Arabic words | Reads simple Arabic words with difficulties | Reads some simple Arabic words with difficulties |
| Consistently and correctly writes simple Arabic words from right to left | correctly writes simple Arabic words from right to left | writes simple Arabic words with difficulties from right to left | writes some simple Arabic words with difficulties from right to left |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------|--|--|--|---|
| | 1.2 Selected Surah Al-Fatiha An-Nas (16 lessons) | By the end of the sub-strand the learner should be able to: a) recite the selected surah correctly for spiritual nourishment b) use the selected surah in swalah c) handle the Qur'an with care and respect | <ul style="list-style-type: none"> Share copies of the Qur'an with the learners. Discuss with the learners manners of handling the Qur'an. Learners through Audio Visual materials listen and recite verses from surah Al-Fatiha and An-Nas. Learners as a class, groups, pairs, or individual recite the selected | <ol style="list-style-type: none"> When is surah Al-Fatiha recited? When is surah An- Nas recited? Why is the Qur'an recited? Where is the Qur'an kept? |

| | | | | |
|--|--|--|--|--|
| | | d) appreciate the importance of reciting the selected surah to get blessings from Allah. | surah. <ul style="list-style-type: none"> Learners observe and count verses of surah Al- Fatiha and An-Nas displayed on a chart. | |
| Core-Competences to be developed: Communication and collaboration, Imagination and creativity, Digital literacy, Learning to learn. | | | | |
| Link to PCIs: life skills: Skills of knowing and living with others; effective communication - respond to simple verbal and non-verbal instructions promptly. | | | Link to values: Love, Respect, Peace | |
| Links to other subjects : Language Activities; Mathematical Activities; Literacy | | | Suggested Community Service Learning activities: Recite Surah Al-Fatiha and Surah An-Nas to elder siblings for confirmation and memorization. | |
| Suggested Non formal Activity to support learning: Participate in Qur'an recitation competition, attend madrasa after school to learn Qur'an | | | Suggested assessment: Oral questions, observation | |
| Suggested Learning Resources: Flash cards, Cds, Juzuu | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Consistently and correctly recites the selected surah. | Correctly recites the selected surah | Recites part of the selected surah | Recites the selected surah with difficulties. |
| Always handles the Qur'an carefully and respectfully | Handles the Qur'an carefully and respectfully | Sometimes handles the Qur'an respectfully | Rarely handles the Qur'an respectfully |

| Strand | Sub Strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|----------------------------|---|--|---|--|
| 2.0 PILLARS OF IMAN | 2.1.1 Belief in Allah Al-Khaaliq Ar-Razaq 2.1.2 Belief in Angels | By the end of the sub-strand the learner should be able to: a) identify Allah's creation in the | <ul style="list-style-type: none"> Learners name the pillars of Iman. Learners are engaged in discussion on the belief in Allah and His Angels. Learners observe and feel the creation of Allah outside the classroom. | <ol style="list-style-type: none"> Who created you? What else has Allah (SWT) created? How do you |

| | | | | |
|---|-------------|--|--|--------------------------------|
| | (8 Lessons) | <p>immediate environment to strengthen their <i>Iman</i>.</p> <p>b) Appreciate the use of Allah's creation in life</p> <p>c) Appreciate the existence of Angels as part of Allah's creation.</p> | <ul style="list-style-type: none"> Learners are shown pictures/videos of Allah's creation Learners discuss in pairs or small groups about Allah's creation. Learners sing or listen to songs, poems and <i>qasida</i> related to Allah's creation. Learners draw and colour Allah's creation in the immediate environment. Learners name some angels. | benefit from Allah's creation? |
| Core Competences to be developed: Communication and collaboration; Creativity and Imagination; Learning to learn; Digital literacy, Movement and creativity. | | | | |
| Link to PCIs: Citizenship; Social Cohesion. | | | Link to Values: Respect, Love, Responsibility. | |
| Links to other subjects: Language activities; movement and creative activities; environmental Activities. | | | Suggested Community Service Learning activities: participation in environmental conservation activities e.g. watering flowers, cleaning the home compound. | |
| Suggested Non formal Activity to support learning: Tree planting in school and community as a means of taking care of Allah's creation. | | | Suggested assessment: Oral questions, portfolio, and observation. | |
| Suggested Learning Resources: plants, animals, crayons, papers, paint, brushes, water and pictures. | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---------------------------------------|---------------------------------------|--|
| Consistently and correctly identifies Allah's creation | Correctly identifies Allah's creation | Sometimes identifies Allah's creation | Difficulties in identifying Allah's creation |
| Consistently and correctly names the pillars of Iman in sequence. | Correctly names the pillars of Iman. | Names the pillars of Iman. | Names some of the pillars of Iman. |
| Consistently and correctly names angels. | Correctly names angels. | Names angels. | Names some angels. |

SECOND TERM

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|---|---|---|
| 3.0 SIIRAH (Life of Prophet S.A.W) | 3.1 Birth of Prophet Muhammad (S.A.W) (8 Lessons) | By the end of the sub-strand the learner should be able to: a) narrate the event of the birth of the Prophet (S.A.W) b) identify the name given to the Prophet (S.A.W) at birth. c) Appreciate Makka, the birth place of the Prophet as the holy city of Muslims | <ul style="list-style-type: none"> Learners are guided to name the date, month and year of birth of the Prophet (SAW) Learners are guided to name the place of birth of the Prophet (SAW) Learners listen to the story about the events of the Amul fiil (the elephant year) Learners are guided to draw and colour the Kaaba, elephant and birds Learners pick out the name of the Prophet (S.A.W) from a set of flash cards containing other names. Learners in small groups or class sing <i>qasida</i> or recite poems on the Prophet (S.A.W) Learners to name the Prophet's parents | <ol style="list-style-type: none"> When was the prophet born? Where was the Prophet (S.A.W.) born? What name was the Prophet (S.A.W.) given at birth? What events took place during the birth of the Prophet (S.A.W)? |
| Core-Competences to be developed: Communication and collaboration, Imagination and creativity | | | | |
| Link to PCIs: life skills, self awareness, inter personal relationship in activities | | | Link to values: love, honesty, unity, integrity. | |
| Links to other subjects: Language activities; Movement and creative activities | | | Suggested community service learning activities: Singing <i>qasida</i> in praise of the Prophet during ceremonies | |
| Suggested Non formal Activity to support learning: Narrating the event of the birth of the Prophet (S.A.W) to other siblings and family members | | | Suggested assessment: Oral questions, portfolio, and observation | |
| Suggested Learning Resources: Flash cards. | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|--|
| Correctly and confidently names the date, month, year and place of birth of the Prophet (S.A.W) | Correctly names the date, month, year and place of birth of the Prophet (S.A.W) | Names the date, year and place of birth of the Prophet (S.A.W) | Names the year and place of birth of the Prophet (S.A.W) |
| Consistently and correctly identifies the name of the prophet from a pool of flash cards | Correctly identifies the name of the prophet from a pool of flash cards | Identifies the name of the prophet from a pool of flash cards | Identifies the name of the prophet from a pool of flash cards with difficulties. |
| Logically narrates the events of the Amul fiil | Narrates the events of the Amul fiil | Narrates some of the events of the Amul fiil | Has difficulty in narrating the events of the Amul fiil |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|---|---|--|
| 4.0 HADITH | 4.1 Hadith on: <ul style="list-style-type: none"> obedience (5 Lessons) | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> Recite the selected Hadith to show obedience to parents Practice obedience in their day to day life to follow the orders of Allah Appreciate the importance of the Hadith in shaping the life of an individual. | <ul style="list-style-type: none"> Learners listen to different stories on obedience. Learners are guided to give instances where obedience is practiced in their daily life. Learners as a class, groups, pairs, or individuals recite the Hadith on obedience ‘Allah’s pleasure is in parents’ pleasure and Allah anger is in parents’ anger’ Organize learners in groups or pairs to name activities that show obedience Learners read Hadith on obedience displayed for practice. Learners role play the virtue of obedience. | <ol style="list-style-type: none"> What is obedience? What do you do to please Allah? How do you show obedience to different people (peers, teachers, parents, elders etc)? |
| Core Competences to be developed: Communication and collaboration; Creativity and imagination; Learning to learn | | | | |

| | |
|--|--|
| Link to PCIs: Life skills: inter personal relationship, Citizenship , social cohesion, Learner support programmes, peer education and learning to live together. | Link to values: love, unity, respect |
| Links to other subjects : Language and environment activities | Suggested community service learning activities: Learners to carry out light household chores and help the parents. |
| Suggested non formal activity to support learning: Learners to discuss with parents and other siblings the meaning/teachings of the Hadith | Suggested assessment: Oral questions, portfolio, and observation |
| Suggested Learning Resources: Charts, hadith book. | |

Assessment Rubrics

| Assessment Rubrics | | | |
|--|---|---|-------------------------------------|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Confidently and correctly recites the selected hadith. | Correctly recites the selected hadith. | Occasionally recites the selected hadith. | Rarely recites the selected hadith. |
| Always demonstrates obedience in and out of the class. | Demonstrates obedience in and out of the class. | Demonstrates obedience in given situations. | Rarely demonstrates obedience. |

| Strand | Sub-Strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------|--|--|---|---|
| | 4.2 Hadith on: <ul style="list-style-type: none"> Cleanliness (5 Lessons) | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> Recite the selected Hadith on cleanliness as an act of worship. Maintain personal hygiene for healthy living. | <ul style="list-style-type: none"> Learners are guided to discuss cleanliness and its importance (body, clothes, environment) Learners as a class, groups, pairs, or individuals recite the Hadith on cleanliness ‘Cleanliness is part of faith...’ Organise learners in class, groups or pairs, to discuss the teachings of the Hadith. | <ol style="list-style-type: none"> How do you maintain cleanliness? When do we wash our hands? Why do you clean your school compound everyday. |

| | | | | |
|---|--|---|---|--|
| | | <p>c) Practice cleanliness in their day to day life as an act of <i>ibadah</i>.</p> <p>d) Appreciate the importance of cleanliness as part of faith</p> | <ul style="list-style-type: none"> • Learners to read the Hadith on cleanliness displayed on chart for practice. • Learners are engaged in cleaning activities such as cleaning the school compound, washing hands. | |
| Core Competences to be developed: Communication and collaboration; Digital Literacy, Creativity and imagination; Learning to learn | | | | |
| Link to PCIs: Health education: personal hygiene, | | | Link to Values: responsibility, unity | |
| Links to other subjects : Language activities, hygiene and nutrition activities, environmental activities | | | Suggested Community Service Learning activities: Learners to perform light cleanliness activities at home | |
| Suggested Non formal Activity to support learning: Learners to collect rubbish in the school compound | | | Suggested assessment: Oral questions, portfolio, and observation | |
| Suggested Learning Resources: Charts, soap, water, dustbin0 | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| Confidently and correctly recites the selected hadith. | Correctly recites the selected hadith. | Occasionally recites the selected hadith. | Rarely recites the selected hadith. |
| Always maintains personal hygiene | Maintains personal hygiene | Sometimes maintains personal hygiene | Rarely maintains personal hygiene |
| Confidently and correctly practices the teachings of the Hadith on cleanliness | Correctly practices the teachings of the Hadith on cleanliness | Sometimes practices the teachings of the Hadith on cleanliness. | rarely practices the teachings of the Hadith on cleanliness. |

| Strand | Sub-Strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|---|---|---|
| 5.0 DEVOTIONAL ACTS | 5.1 Pillars of Islam Shahada (5 Lessons) | By the end of the sub-strand the learner should be able to: a) Recite the five pillars of Islam to strengthen their faith b) Pronounce the <i>Shahadah</i> as an act of <i>ibadah</i> c) Appreciate the importance of <i>Shahadah</i> as a basic principle of Islam. | <ul style="list-style-type: none"> Learners to name the five pillars of Islam in sequence Learners to sing songs or poems on the pillars of Islam/shahada Learners to arrange pillars of Islam on flash cards in their sequence Learners in pairs or groups to recite the <i>shahada</i> Learners to give occasions when the <i>Shahada</i> is said. | <ol style="list-style-type: none"> What are the five pillars of Islam? How do you pronounce the shahada? When do we say the shahada? |
| Core Competences to be developed: Communication and collaboration; Creativity and imagination; Learning to learn | | | | |
| Link to PCIs: life skills: self-awareness, inter personal relationship Citizenship, ethnic and racial relations | | | Link to values: Love, respect, obedience, unity | |
| Links to other subjects : Language activities, Mathematical activities | | | Suggested community service learning activities: Learners to recite the Shahada to other siblings. | |
| Suggested Non formal Activity to support learning: attend the madrasa after school to learn Shahada. | | | Suggested assessment: Oral questions, portfolio, and observation | |
| Suggested Learning Resources: Flash cards, chart. | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|-------------------------------|-----------------------------|
| Consistently and correctly names the five pillars of Islam in their sequence | Correctly names the five pillars of Islam in their sequence | Names five pillars of Islam | Names some pillars of Islam |
| Correctly recites shahada and occasions when it is said | Recites the shahada and occasions when it is said. | Correctly recites the shahada | Recites the shahada |

| Strand | Sub-Strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|---|--|---|
| 6.0 MORAL TEACHINGS | 6.1 Islamic etiquettes 6.1.1 Greetings (Manners of greetings) (4 Lessons) | By the end of the sub-strand the learner should be able to: a) use the Islamic greetings in their daily lives to inculcate the spirit of love b) identify Islamic etiquettes on greetings to inculcate the culture of greeting in Islam c) appreciate the use of Islamic greetings to attain rewards | <ul style="list-style-type: none"> • Learners recite the Islamic greetings • Learners are guided in pairs or small groups to listen to the manners of Islamic greetings from a Cd. • Learners in pairs , small groups or as a whole class practice Islamic greetings • Learners to read words of Islamic greetings displayed on a chart • Learners to salute and respond to greetings through role play | <ol style="list-style-type: none"> 1. What do you do when you meet your friend? 2. What is the Islamic way of greeting people? 3. Why should we use Islamic greetings? |
| Core Competences to be developed: Communication and collaboration ; learning to learn; Creativity and imagination | | | | |
| Link to PCIs: life skills: self-awareness, inter personal relationship Citizenship, peace, Social cohesion | | | Link to Values: Love, respect, unity, peace | |
| Links to other subjects : Language activities, Environmental activities | | | Suggested Community Service Learning activities: Demonstrate a habit of greeting members of the society using the correct Islamic greetings. | |
| Suggested Non formal Activity to support learning: Learner greeting all those they meet outside the school compound. | | | Suggested assessment: Oral questions and observation | |
| Suggested Learning Resources: charts, pocket boards, Cds | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|---|
| Fluently and confidently says the Islamic greetings | fluently says the Islamic greetings | Says the Islamic greetings | Says the Islamic greetings with difficulty |
| Always uses the correct manners of Islamic greetings. | Always uses the correct manners of Islamic greetings. | Sometimes uses the correct manners of Islamic greetings. | Rarely uses the correct manners of Islamic greetings. |

| Strand | Sub-Strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|---|--|--|
| | 6.1.2 Manners of eating (10 Lessons) | By the end of the sub-strand the learner should be able to: a) recite the prescribed <i>dua</i> before eating, to seek the blessings of Allah and after eating to thank Allah. b) practise Islamic manners of eating as per the teachings of the Prophet (S.A.W) c) appreciate the use of Islamic manners of eating as an act of <i>ibadah</i> . | <ul style="list-style-type: none"> Learners to be guided to view Islamic manners of eating through pictures or audio visual materials Learners to be guided to practice Islamic manners of eating (washing hands, Say <i>Bismillah</i>, use of right, eating what is before you and say Alhamdulillah after eating) Learners to demonstrate manners of eating through role play | <ol style="list-style-type: none"> What do you do before eating? Which hand do you use when eating? What do you do during eating? What do you do after eating? |
| Core competences to be developed: Communication and collaboration, Learning to learn, Citizenship. | | | | |
| Link to PCIs: health education: personal hygiene; life skills: self-awareness, interpersonal relationship | | | Link to values: Responsibility, Love, unity | |
| Links to other activity areas: Hygiene and nutrition and Environmental activities | | | Suggested community service learning activities Exhibit good eating manners at home and in other Islamic gatherings | |
| Suggested non formal activity to support learning: Practise Islamic eating manners during meals at home with siblings. | | | Suggested assessment: Oral questions and observation | |
| Suggested Learning Resources: charts, pictures, audio visual materials, utensils, | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--------------------------------------|--|---|
| Always says dua before and after eating. | Says dua before and after eating. | Sometimes says dua before and after eating | Rarely says <i>dua</i> before eating and |
| Always demonstrates Islamic eating manners. | Demonstrates Islamic eating manners. | Sometimes demonstrates Islamic eating manners. | Rarely demonstrates Islamic teaching manners. |

THIRD TERM

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|---|--|--|
| | 6.1.3 Islamic phrases (4 Lessons) | By the end of the sub-strand the learner should be able to: a) identify situations when the selected Islamic phrases are used b) use the selected Islamic phrases correctly in their daily lives c) appreciate the importance of using the selected Islamic phrases in their daily lives | <ul style="list-style-type: none"> Engage the learners in pronouncing the selected phrases. Learners in pairs, small groups or as a whole class practice Islamic phrases .(<i>Jazakallah khayr, Ma sha llah Allah and In sha Allah</i>) Learners to read Islamic phrases projected on the wall. Learners practice Islamic phrases through role play. | <ol style="list-style-type: none"> What do you say when someone helps you with a pen? When do you use this Islamic phrase? , <i>Ma sha Allah</i> What do you say when you want to do something in future. |
| Core Competences to be developed: Communication and collaboration, Creativity and imagination, learning to learn. | | | | |
| Link to PCIs: life skills: self-awareness, self esteem, effective communication | | | Link to Values: Love, respect, unity | |
| Links to other activity areas: Language activities, | | | Suggested Community Service Learning activities: Practise Islamic phrases while interacting with other members of the society | |
| Suggested Non formal Activity to support learning: Use Islamic phrases appropriately at their free time. | | | Suggested assessment: Oral questions and observation | |
| Suggested Learning Resources: charts, computer, projector, flashcards. | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|------------------------------------|
| Correctly recites and uses the given Islamic phrases appropriately. | Correctly recites and uses the given Islamic phrases. | Recites and uses the given Islamic phrases. | Recites the given Islamic phrases. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|--|---|--|
| | 6.2 Relationship 6.2.1 Love for Allah (4 Lessons) | By the end of the sub-strand the learner should be able to: a) Identify the bounties of Allah in the immediate environment to enhance love for Allah. b) Utilize the bounties of Allah appropriately to earn His blessings. c) Appreciate the bounties of Allah as a sign of love to mankind. | <ul style="list-style-type: none"> Learners are organized in pairs, small groups or class to name some favours of Allah on them Learners carry out simple activities using their hands, legs and eyes to reflect on the bounties of the body parts. Learners listen/sing <i>qasida</i> and recite poems on Allah's favours. Learners draw and colour, trees, animals as part of creation of Allah from the immediate environment. | <ol style="list-style-type: none"> What are the bounties of Allah bestowed upon you? Which creations of Allah are found around you? How do you utilize Allah's bounties appropriately? Why do you take care of Allah's creation? |
| Core Competences to be developed: Communication and collaboration , Citizenship, Creativity and imagination , Learning to learn and innovation and creativity | | | | |
| Link to PCIs: ESD: environmental education. | | | Link to Values: Responsibility, Integrity,love | |
| Links to other activity areas: Environmental activities, Movement and creative activities | | | Suggested Community Service Learning activities: Planting and watering the trees at home. | |
| Suggested Non formal Activity to support learning: Planting and taking care of trees in the school compound. | | | Suggested assessment: Oral questions, portfolio and observation | |
| Suggested Learning Resources: Animals, Trees, colours, crayons, tape recorder. | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|------------------------------|
| correctly identifies Allah's bounties and utilizes them appropriately. | Identifies Allah's bounties and utilizes them appropriately. | Correctly Identifies Allah's bounties. | Identifies Allah's bounties. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---------------------------------------|--|--|--|
| | 6.2.2 Love for parents (3 Lessons) | By the end of the sub-strand the learner should be able to: a) Outline ways on how to show love to their parents. b) Demonstrate ways through which respect can be accorded to parents. c) Appreciate the role of parents in their day to day life. | <ul style="list-style-type: none"> Learners name their parents/guardian Organise the learners in pairs, small groups and as a class to discuss what the parents/guardians do for them. Learners draw and colour pictures of a family. Learners role play parents and children exchanging gifts Learners recite dua for their parents. | <ol style="list-style-type: none"> Who do you stay with at home? What do your parents/guardians do for you? How do you show love to your parents? |
| Core Competences to be developed: Communication and collaboration , Citizenship, Creativity and imagination , Critical thinking, Learning to learn | | | | |
| Link to PCIs: life skills: empathy, self awareness, respect. Citizenship: Child right, care and protection. | | | Link to Values: love, peace, responsibility, respect, unity. | |
| Links to other activity areas: Environmental activities | | | Suggested Community Service Learning activities: Make dua for their parents | |
| Suggested Non formal Activity to support learning: Participate in activities and simple tasks assigned to them by parents | | | Suggested assessment: Oral questions and observation | |
| Suggested Learning Resources: charts, colours, empty boxes | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|----------------------------|
| Show love and respect to their parents at all times | Show love and respect to their parents | Show love to their parents at all times | Show love to their parents |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|------------------------|----------------------------------|------------------------------|
| Always mentions the importance of and maintains cleanliness | Maintains cleanliness. | Sometimes maintains cleanliness. | Rarely maintains cleanliness |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|---|---|---|
| | 6.3 Environment School cleanliness (4 Lessons) | By the end of the sub-strand the learner should be able to: a) Outline ways of maintaining cleanliness in the school for healthy living. b) Practice cleanliness of school compound and classroom to facilitate healthy learning. c) Appreciate the importance of learning in a clean compound/environment as a Muslim | <ul style="list-style-type: none"> Engage the learners in a discussion on how to clean the school. Organise learners in small groups and as a class to clean their school compound and classroom. Learners recite the Hadith on cleanliness. “ Cleanliness is part of faith....” Learners discuss the items used in cleaning the school compound and classroom. | <ol style="list-style-type: none"> What makes our school dirty? Why should we keep our school compound clean? When do we clean our classroom? What items do we use to clean the school? |
| Core Competences to be developed: Communication and collaboration , Citizenship, Critical thinking, Learning to learn | | | | |
| Link to PCIs: life skills: Interpersonalrelation ESD: environment education, DRR, Safety and security. | | | Link to Values: Unity and responsibility. | |
| Links to other activity areas: Environmental activities, Hygiene and nutrition, | | | Suggested community service learning activities: Clean their home compound | |
| Suggested Non formal Activity to support learning: Collect litter in the school compound | | | Suggested assessment: Oral questions Portfolio and observation | |
| Suggested Learning Resources: water, brooms, dustbins, rake | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|-------------------------------------|
| Always maintains cleanliness in school compound and classroom. | maintains cleanliness in school compound and classroom. | Always maintains cleanliness in classroom. | maintains cleanliness in classroom. |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|-----------------------------------|--|--|--|
| 7.0 ISLAMIC FESTIVALS | 7.1 Jum'ah (4 Lessons) | By the end of the sub-strand the learner should be able to: a) Name sunnah acts to be observed in b) Perform the sunnah acts of jum'ah in order to attain preparation for <i>Jum'ah</i> prayers.rewards from Allah c) Appreciate <i>Jum'ah</i> as the <i>Eid</i> of the week. | <ul style="list-style-type: none"> Organize the learners in pairs, small groups or class to discuss activities done by Muslims before Jum'ah prayers. Learners role play the activities of <i>Jum'ah</i>. Learners draw and colour a mosque. Learners watch a video of muslims performing Jum'ah prayer. | <ol style="list-style-type: none"> Which day of the week is considered Eid for the Muslims? What activities are done before and during the <i>Jum'ah</i> prayer? How do you dress when going for <i>Jum'ah</i> prayers? Who leads the <i>Jum'ah</i> prayers? |
| Core Competences to be developed: Communication and collaboration , Citizenship, Creativity and imagination, Learning to learn | | | | |
| Link to PCIs: life skills: Interpersonal relation, Self-Awareness. | | | Link to Values: Love, unity. | |
| Links to other activity areas: Creative activities, Environmental activities, Hygiene and nutrition. | | | Suggested community service learning activities: Participate cleaning of the <i>masjid</i> . | |
| Suggested Non formal activity to support learning: Participating in congregational <i>Jum'ah</i> prayers | | | Suggested assessment: Oral questions Portfolio and observation | |
| Suggested Learning Resources: Colour, crayons, manila papers,brooms,water | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--|
| Consistently and correctly names and performs <i>sunnah acts of Jum'ah prayer</i> | correctly names and performs <i>sunnah acts of Jum'ah prayer</i> | Consistently and correctly names <i>sunnah acts of Jum'ah prayer</i> . | Correctly names <i>sunnah acts of Jum'ah prayers</i> |

GRADE TWO

FIRST TERM

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|--|--|---|
| 1.0 QUR'AN | 1.1 Arabic alphabet (12 lessons) | By the end of the sub-strand the learner should be able to: a) read arabic alphabet with vowels in readiness for reading the Qur'an b) pronounce Arabic sounds in simple Arabic words c) appreciate the importance of correct pronunciation of the four letter words for proper recitation of the Qur'an. | <ul style="list-style-type: none"> Learners read simple Arabic words from flash cards Learners listen to Arabic sounds from a Cd / resource person/teacher. Learners in pairs or groups, pick simple Arabic words from the selected surah and read them. Learners in pairs or groups sort and group words written on flash cards and pronounce them. | <ol style="list-style-type: none"> How do you pronounce أَعُوذُ - حَاسِبِي - غَاسِقِي How do you spell أَعُوذُ - حَاسِبِي - غَاسِقِي How many letters are in أَعُوذُ - حَاسِبِي - غَاسِقِي Which alphabet and vowels are in أَعُوذُ - حَاسِبِي - غَاسِقِي |
| Core Competences to be developed: Communication and collaboration, Digital literacy, Learning to learn, self-efficacy | | | | |
| Link to PCIs: life skills: self awareness, interpersonal relationship, effective communication | | | Link to Values: unity, peace | |
| Links to other activity areas: Language activities, Literacy. | | | Suggested Community Service Learning activities: Teach younger siblings how to form and pronounce simple Arabic words. | |
| Suggested Non formal Activity to support learning: Attend madrasa sessions and learn to pronounce appropriately variety of words from the Qur'an | | | Suggested assessment: Oral questions, Portfolio and observation | |
| Suggested Learning Resources: flash card, Cds, Juzuu | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|---|
| Reads and pronounces confidently Arabic sounds in the selected surah. | Reads and pronounces Arabic sounds in the selected surah. | Reads and pronounces some Arabic sounds in the selected surah. | Reads and pronounces few Arabic sounds in the selected surah. |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| | 1.2 Selected Surah <ul style="list-style-type: none"> • Al-Falaq • Al-Ikhlās (12 lessons) | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) recite the selected surah correctly. b) Use the selected surah in swalah. c) Appreciate the significance of Qur'an recitation for spiritual nourishment. | <ul style="list-style-type: none"> • Learners as a class, groups, pairs, or individuals read the selected Surah • Learners form groups to use cards to fill gaps to complete verses in the selected Surah. • Learners sort and arrange the verses of the selected surah from pocket boards. • Learners role play a congregation prayer while reciting the selected Surah. | <ol style="list-style-type: none"> 1. Who can recite Surah Al-Falaq? 2. How many verses are there in Surah Al-Falaq? 3. Which Surah do Muslims recite before sleeping? |
| Core Competences to be developed: Communication and collaboration, Learning to learn, self-efficacy | | | | |
| Link to PCIs: life skills: effective communication, self esteem. Citizenship: social cohesion | | | Link to Values: Responsibility, integrity, unity. | |
| Links to other activity areas: Language activities, Literacy, Mathematical activities. | | | Suggested Community Service Learning activities: Participate in Qur'an competition at Madrasa. | |
| Suggested Non formal Activity to support learning: Recite Qur'an to elder, siblings for confirmation and memorization. | | | Suggested assessment: Oral questions, Portfolio and observation | |
| Suggested Learning Resources: flash card, Juzuu, Pocket Boards. | | | | |

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--|
| Fluently and confidently recites the selected Surah and uses them appropriately in prayers. | confidently recites the selected Surah and uses them appropriately in prayers. | Recites the selected Surah and uses them appropriately in prayers. | Recites the selected Surah and uses them appropriately in prayers. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|--|--|---|
| 2.0 PILLARS OF IMAN | 2.1 Belief in His Books | By the end of the sub-strand the learner should be able to: a) name the four revealed scriptures from Allah and the prophets on whom they were revealed b) identify the reasons why the prophets were sent by Allah to mankind c) appreciate the Prophets and the holy Books as sources of guidance to mankind. | <ul style="list-style-type: none"> • Learners identify the holy Qur'an from assorted books. • Learners sing qasida or recite poems on the Pillars of Iman. • Learners pick the names of the Prophets who were given divine books from a Pocket Board or flashcards. • Learners in groups match the Books and the Prophets to whom they were revealed. • Learners draw and colour the holy Qur'an. • Learners name some prophets. | <ol style="list-style-type: none"> 1. How many books were revealed by Allah to mankind? 2. What is the name of the Book revealed to Prophet Muhammad S.A.W. 3. Why did Allah send books and prophets to mankind? |
| | 2.2 Belief in His Prophets (6 Lessons) | | | |
| Core Competences to be developed: Communication and collaboration, Imagination and creativity, Learning to learn | | | | |
| Link to PCIs: life skills: self awareness, interpersonal relationship; Learner support programmes: guidance services, learning to live together. | | | Link to Values: Respect, love, integrity and responsibility. | |
| Links to other activity areas: Language activities, Literacy, Mathematical activities. | | | Suggested Community Service Learning activities: Discuss the revelation of Qur'an and other books with siblings at home | |

| | |
|--|--|
| Suggested Non formal Activity to support learning: Listen to the stories of the Prophets from elder siblings and friends out of school. | Suggested assessment: Oral questions, Portfolio and observation |
| Suggested Learning Resources: flash cards, Juzuu, Pocket Boards | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|--|
| Consistently names and matches correctly the prophets to their revealed books | Correctly names and matches the prophets to their revealed books | Names the prophets and revealed books. | Names some of the prophets and revealed books. |
| Correctly mentions some prophets and identifies reasons why they were sent to mankind. | Mentions some prophets and identifies reasons why they were sent to mankind. | Correctly mentions some prophets. | Mentions some prophets. |

SECOND TERM

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|---|--|---|
| 3.0 SIIRAH (life of the prophet) | 3.1.1 Guardians of the prophet (8 lessons) | By the end of the sub-strand the learner should be able to: a) Name the foster mother of the prophet (S.A.W). b) Identify the role played by the guardians of the prophet (S.A.W) after the death of his parents. c) Appreciate the role played by the prophet's guardians in the upbringing of the prophet (S.A.W). | <ul style="list-style-type: none"> Learners to name the foster mother, (Halima As-Saadiyya) and the guardians, (AbdulMutwalib and Abu Twalib) of the Prophet (S.A.W). Learners to be engaged in the discussion on the childhood of the prophet Learners listen to the story of the prophet S.A.W) under the care of Halima As-Saadiyya. Learners listen to a narration of the story of the Prophet (S.A.W) under the care of his grandfather and uncle from an audio Cd. | <ol style="list-style-type: none"> Who took care of the prophet after the death of his mother? What was the name of the foster mother of the prophet? What was the role played by Abu Twalib in the upbringing of the Prophet S.A.W. |
| Core Competences to be developed: Communication and collaboration, Imagination and creativity, Learning to learn, Citizenship | | | | |
| Link to PCIs: life skills: skills of knowing and living with others – effective communication : give and respond to simple verbal and non-verbal instructions | | | Link to Values: love, respect, responsibility. | |
| Links to other activity areas: Language activities, environmental activities. | | | Suggested Community Service Learning activities: Take care of the orphans and disabled in the neighbourhood. | |
| Suggested Non formal Activity to support learning: Interact with the imam and other believers to learn more about the Prophet. | | | Suggested assessment: Oral questions, Portfolio and observation | |
| Suggested Learning Resources: flash cards, charts and colours | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|--|
| Correctly and confidently names the foster mother of the Prophet (S.A.W) and identifies the role played by the Prophet’s guardians. | Correctly names the foster mother of the Prophet (S.A.W) and identifies the role played by the Prophet’s guardians. | Names the foster mother of the Prophet (S.A.W) and identifies the role played by the Prophet’s guardians. | Names the foster mother of the Prophet (S.A.W) and has difficulties in identifying the role played by the Prophet’s guardians. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|-----------------------------------|--|---|---|
| 4.0 HADITH | 4.1 Hadith on swalah (4 lessons) | By the end of the sub-strand the learner should be able to: a) Mention times of the five obligatory prayers . b) Perform the five daily prayers on their prescribed time. c) Appreciate the importance of performing the five daily prayers on time to earn rewards from Allah. | <ul style="list-style-type: none"> Learners in groups, pairs, or individual recite the Hadith on swalah. ‘‘The best deed is to perform swalah on time’’ Learners to read the Hadith on swalah displayed on a chart/screen. Learners to complete the Hadith by picking and arranging words from a pocket board or drag and drop using ICT. Learners are guided on the importance of praying on time. | <ol style="list-style-type: none"> Where do you go for prayers? What are the five daily prayers? Which prayer is performed before breakfast? Which prayer is performed during lunch time? |
| Core Competence to be developed: Communication and collaboration, Learning to learn, Digital literacy | | | | |
| Link to PCIs: life skills: self-esteem, self-awareness; Health education: personal hygiene | | | Link to Values: Unity, responsibility. | |
| Links to other activity areas: Language activities, hygiene and nutrition. Movement and creative activities. | | | Suggested Community Service Learning activities: Participate in Jama’a prayers. | |
| Suggested Non formal Activity to support learning: Attend Madrassa after school and during the holidays. | | | Suggested assessment: Checklist, Oral questions, Portfolio and observation | |
| Suggested Learning Resources: Pocket board, ICT, charts and Clock. | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|--|
| Correctly identifies times for the five daily prayers and performs them on time. | Identifies times for the five daily prayers and performs them on time. | Identifies times for the five daily prayers and performs them. | Identifies times for the five daily prayers and performs some of them. |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|---|---|---|
| | 4.2 Hadith on Iman (Faith) (4 lesson) | By the end of the sub-strand the learner should be able to: a) Memorize the selected Hadith for spiritual nourishment. b) Outline ways through which a muslim can show generosity to his neighbor. c) Appreciate the virtue of generosity as a means of social cohesion. | <ul style="list-style-type: none"> Learners as a class, groups, pairs, or individuals, recite the selected Hadith; “Let him who believes in Allah and the Last Day be generous to his neighbour” Learners in groups or pairs, to sort and arrange flashcards with words from the pocket board / drag and drop words using ICT to complete the Hadith. Learners to read repeatedly the Hadith on neighbours displayed on a chart to help in memorization. Learners in groups or pairs mention things Muslim should do to show generosity to neighbours. Learners share learning items to enhance generosity amongst them. | <ol style="list-style-type: none"> Who can read the hadith on generosity? What can you do to show generosity to your neighbor in class? |
| Core Competences to be developed: Communication and collaboration, Learning to learn, Digital literacy | | | | |
| Link to PCIs: life skills: Skills of knowing and living with others – assertiveness. | | | Link to Values: love, unity, social justice | |
| Links to other activity areas: Language activities, environmental activities. | | | Suggested Community Service Learning activities: Assist the poor neighbours and orphans | |
| Suggested Non formal Activity to support learning: attend madrasa after school to learn and memorise hadith. | | | Suggested assessment: Oral questions, Portfolio and observation | |
| Suggested Learning Resources: ICT, charts, flashcards | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--------------------------------------|---------------------------------------|
| Consistently and correctly reads and memorises the Hadith. | Correctly reads and memorises the Hadith. | Correctly reads the Hadith | Reads the Hadith with difficulties. |
| Willingly shares with other learners | Shares with other learners | Sometimes shares with other learners | Hesitant to share with other learners |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|-----------------------------------|--|---|---|
| | 4.3 Hadith on Love (3 lesson) | By the end of the sub-strand the learner should be able to: a) memorize the selected Hadith to enhance the virtue of love b) outline ways through which a muslim can show love to others. c) appreciate the virtue of love as a way of promoting brotherhood. | <ul style="list-style-type: none"> Learners as a class, groups, pairs, or individuals, recite the Hadith on love “None of you can be a true believer unless he loves for his brother what he loves for himself” Learners in groups or pairs, fill gaps to complete the Hadith from a pool of flashcards. Learners to read repeatedly the Hadith on love displayed on a chart to help in memorization. Learners in groups or pairs mention things Muslim should do to promote the spirit of love. Learners guided to share learning materials to enhance love for each other. | <ol style="list-style-type: none"> How do you show love to your friends? Whom do you share with your food? What do you share in class? |
| Core Competences to be developed: Communication and collaboration, Learning to learn, Citizenship. | | | | |
| Link to PCIs: Citizenship: social cohesion – being kind and friendly to others. Life skills: Skills of knowing and living with others – empathy, caring for others. | | | Link to Values: love, unity, social justice. | |
| Links to other activity areas: Language activities, environmental activities. | | | Suggested Community Service Learning activities: Participate in distribution of sadaqah. | |

| | |
|--|--|
| Suggested Non formal Activity to support learning: Practice sharing with peers in the school. | Suggested assessment: Oral questions, Portfolio and observation |
| Suggested Learning Resources: Charts, food, water, pencil, rubber | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--------------------------------------|---------------------------------------|
| Consistently and correctly reads and memorises the Hadith. | Correctly reads and memorises correctly the Hadith. | Correctly reads the Hadith | Reads the Hadith with difficulties. |
| Willingly shares with other learners | Shares with other learners | Sometimes shares with other learners | Hesitant to share with other learners |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|----------------------------|--|--|--|--|
| 5.0 DEVOTIONAL ACTS | 5.1 Pillars of Islam 5.1.1 Swalah Wudhu Five daily prayers (8 lessons) | By the end of the sub-strand the learner should be able to: a) Perform Wudhu systematically as a prerequisite for performance of prayers. b) Name the five daily prayers. c) Appreciate Wudhu as a purification requirement before performing swalah. | <ul style="list-style-type: none"> • Learners are guided on the Fardh acts of Wudhu. (<i>washing the face, washing the two arms, wiping the head, washing the two feet</i>) • Organize learners to watch a video/clip showing the correct steps in the performance of Wudhu. • Learners to perform Wudhu practically and in order. • Organize to take learners to a nearby mosque to observe the performance of Wudhu by muslims • Learners mention the five daily prayers • Learners through ICT drag and drop the fardh prayers in sequence. | <ol style="list-style-type: none"> 1. What do you do before you pray. 2. Which body parts are washed during wudhu? 3. Which are the five daily prayers? |

| | |
|---|--|
| Core Competences to be developed: Communication and collaboration, Imagination and creativity, Critical thinking and problem solving, Learning to learn. Digital literacy. | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself – self awareness and self esteem- parts of my body. | Link to Values: love, respect, responsibility. |
| Links to other activity areas: Language activities, Hygiene and nutrition, Mathematical activities | Suggested Community Service Learning activities: Attend Jama'a prayers in a mosque. |
| Suggested Non formal Activity to support learning: perform wudhu and prayer at home and in the mosque. | Suggested assessment: Check list, Oral questions, Portfolio and observation |
| Suggested Learning Resources: Flash cards, photographs, video/clips | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|------------------------------------|----------------------------------|
| Always performs wudhu correctly and identifies the fardh parts of wudhu | Always performs wudhu correctly | Sometimes performs wudhu correctly | Rarely performs wudhu correctly. |
| Correctly and consistently names the five daily prayers. | Correctly names the five daily prayers. | Names the five daily prayers. | Names some daily prayers. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|----------------------------|--|---|--|--|
| 6.0 MORAL TEACHINGS | 6.1 Islamic etiquettes: 6.1.1 Manners of toileting 6.1.2 Dua for entering and leaving the toilet (6 lessons) | By the end of the sub-strand the learner should be able to: a) Outline the manners of entering and leaving the toilet as per the Islamic teachings. b) Read the dua before entering and leaving the toilet as taught by the | <ul style="list-style-type: none"> Learners are guided on the manners of entering the toilet ; Reading the Dua before entering (<i>Bismillah Audhu Billah minal khubuth wal khabaith</i>), entering with the left foot first. Learners are guided on the manners of leaving the toilet; leaving with the right foot first, reading the Dua for leaving (<i>ghufranak</i>) | <ol style="list-style-type: none"> How do you enter and leave the toilet? What do you say when entering the toilet? What do you say when you leave the toilet? What do you use |

| | | | | |
|---|--|---|---|-----------------|
| | | Prophet c) Appreciate the Islamic etiquette in toileting as part of character formation. | <ul style="list-style-type: none"> • Learners are guided on (<i>istinja</i>), proper self cleaning during toileting and washing the hands after toileting. • Learners to read the dua (supplication) for toileting displayed /written on the board. | when toileting? |
| Core Competences to be developed: Communication and collaboration, Imagination and creativity, Critical thinking and problem solving, Learning to learn. | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself-coping with emotions-identifying feelings. | | | Link to Values: Responsibility, Respect, Integrity. | |
| Links to other activity areas: Language activities, Hygiene and nutrition, Environmental activities. | | | Suggested Community Service Learning activities: Ensure there is water for <i>istinja</i> in the toilet. | |
| Suggested Non formal Activity to support learning: Hang a water container for washing hands after toilet visitation. | | | Suggested assessment: Oral questions, Portfolio and observation | |
| Suggested Learning Resources: Water, pebbles for <i>istinja</i> ,toilet paper. | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Always demonstrates correctly the manners and says dua for toileting | Demonstrates correctly the manners and says dua for toileting | Sometimes demonstrates correctly the manners and says dua for toileting | Rarely demonstrates the manners and dua for toileting |

THIRD TERM

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|--|--|---|
| | 6.1.3 Dua before and after waking up. (6 Lessons) | By the end of the sub-strand the learner should be able to: a) Read the dua before sleeping and the dua after waking up as per the Sunnah. b) Memorise the dua said before sleeping and after waking up. c) Appreciate the recitation of the dua before sleeping for Allah’s protection and dua after waking up to thank Him. | <ul style="list-style-type: none"> Learners recite in groups or individuals the Dua for sleeping; (<i>Bismika Allahumma amut wa ahaya</i>” Learners in pairs, small groups or as a class, recite the dua for waking up; (<i>Alhamdulillah alladhy ahyana baada ma amatana wa ilaihi nnushur</i>) Learners repeatedly recite the Duas to help in memorization. Learners complete the dua by picking words of the Dua from flashcards. | <ol style="list-style-type: none"> What do you do before sleeping? What do you say after waking up? Why do you recite a dua before sleeping and after waking up? |
| Core Competences to be developed: Communication and collaboration, Self-efficacy, Learning to learn, Critical thinking. | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with oneself – coping with emotions- identifying feelings. | | | Link to Values: Responsibility, integrity, social justice. | |
| Links to other activity areas: Language activities, Environmental activities. | | | Suggested Community Service Learning activities: Discuss with siblings on manners and dua on sleeping and waking up | |
| Suggested Non formal Activity to support learning: attend madrasa after school to learn Duas. | | | Suggested assessment: Oral questions, Portfolio and observation | |
| Suggested Learning Resources: Chart, flashcards | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Correctly recites and memorises the Dua for sleeping and waking up. | Recites and memorises the Dua for sleeping and waking up. | Correctly recites the Dua for sleeping and waking up. | Recites and the Dua for sleeping and waking up. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|--|---|--|
| | <p>6.2 Relationship</p> <p>6.2.1 Love and care for neighbours (4 Lessons)</p> | <p>By the end of the sub-strand the learner should be able to:</p> <p>a) Outline the obligations towards neighbours according to Islamic teachings.</p> <p>b) Identify ways through which love and care can be extended to neighbours.</p> <p>c) Demonstrate love and care for the neighbours for harmonious co-existence.</p> <p>d) Appreciate the love and care for neighbours as an act of <i>ibadah</i>.</p> | <ul style="list-style-type: none"> • Learners in pairs, small groups or as a class, identify their neighbours in class. • Learners in pairs, small groups or as a class, discuss their obligations towards their neighbours. • Learners listen to qasida (songs) and poems with themes on good relations with neighbours from an audio Cd. • Learners act short skits demonstrating good relations with neighbours. • Learners guided to role play on how to love and care for their neighbours. | <ol style="list-style-type: none"> 1. Who is a neighbour? 2. Who are some of your neighbours in class and at home? 3. How do you help your neighbour? 4. What assistance/ help have you ever received from your neighbour? |
| <p>Core Competences to be developed: Communication and collaboration, Learning to learn, Citizenship, Critical thinking.</p> | | | | |
| <p>Link to PCIs: Life skills: Skills of knowing and living with others – assertiveness- an important, you are important; Empathy- caring for others.</p> <p>Service learning and parental empowerment and engagement: avenue for community involvement- sharing and caring in the community.</p> <p>Citizenship: Common humanity</p> | | | <p>Link to Values: Love, Responsibility, Social justice, Integrity.</p> | |
| <p>Links to other activity areas: Language activities, Hygiene and nutrition, Movement and creative activities, Environmental activities.</p> | | | <p>Suggested Community Service Learning activities: assisting in community activities within the neighbourhood.</p> | |

| | |
|--|--|
| Suggested Non formal Activity to support learning: join the neighbours in cleaning the environment. | Suggested assessment: Check list, homework, Oral questions, Profiling and observation |
| Suggested Learning Resources: Charts, ICT. | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Outlines confidently and correctly obligations towards neighbours | Outlines correctly obligations towards neighbours | Outlines obligations towards neighbours | Outlines a few obligations towards neighbours |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------|---|--|--|---|
| | 6.2.2 Love and care for people with special needs (3lessons) | By the end of the sub-strand the learner should be able to: a) Outline the obligations towards people with special needs according to Islamic teachings. b) Identify ways through which love and care can be extended to people with special needs. c) Demonstrate love and care for people with special needs. | <ul style="list-style-type: none"> Learners in pairs, small groups or as a class, discuss their obligations towards people with special needs. Learners are guided on how to help a blind person to cross the road. Learners to be guided on how to interact with people with special needs to avoid stigmatization. Learners draw and colour wheel chair, crutches Learners dramatise how to take care of people with special needs. | <ol style="list-style-type: none"> Who are people with special needs? What assistance can you offer to people with special needs? |

Core Competences to be developed: Communication and collaboration, Learning to learn, Citizenship, Critical thinking and problem solving.

Link to PCIs: Life skills: Skills of knowing and living with others – assertiveness- am important as you are important; Empathy- caring for others.
Service learning and parental empowerment and engagement: avenue for community involvement- sharing and caring in the community.

Link to Values: Love, Responsibility, Social justice, Integrity.

| | |
|--|--|
| Citizenship: Common humanity | |
| Links to other activity areas: Hygiene and nutrition, Movement and creative activities, Environmental activities. | Suggested Community Service Learning activities: Learners to collect items from home with parents guidance put them together and distribute to people with special needs in the community |
| Suggested Non formal Activity to support learning: learners help people with disability outside school. | Suggested assessment: Check list, Rubrics, homework, Oral questions, Profiling and observation |
| Suggested Learning Resources: Charts, crutches, wheel chair | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|---|
| Confidently and correctly outlines obligations towards people with special needs and identifies ways on how to extend love and care to them. | Correctly outlines obligations towards people with special needs and identifies ways on how to extend love and care to them. | Outlines obligations towards people with special needs and identifies ways on how to extend love and care to them. | Outlines some obligations towards people with special needs and identifies ways on how to extend love and care to them. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------|--|--|--|--|
| | 6.3 Environment 6.3.1 Care for domestic animals (5 lesson) | By the end of the sub-strand the learner should be able to: a) Mention the types of care care accorded to domestic animals as per the teachings of Islam b) Care for domestic animals in their environment according to the values of Islam. c) Appreciate the domestic animals as part of creations of | <ul style="list-style-type: none"> Learners in pairs , small groups and as a class name domestic animals in their locality Learners draw and colour domestic animals from their locality. Learners list the types of care accorded to animals; feeding, protection from harm, providing water, treating them when they fall sick. Learners sing qasida (songs) and poems on care for domestic animals. Learners name the products of domestic animals | <ol style="list-style-type: none"> Which animals are found in your locality? What are domestic animals? How do you care for domestic animals? What do we get |

| | | | |
|---|--------|--|------------------------|
| | Allah. | that benefit human beings. | from domestic animals? |
| Core Competences to be developed: Communication and collaboration, Learning to learn, Creativity and imagination, Critical thinking and problem solving. | | | |
| Link to PCIs: Life skills: ESD: Animal welfare Education-domestic animals found at home | | Link to Values: Love, Responsibility. | |
| Links to other activity areas: Language activities, Hygiene and nutrition, Movement and creative activities, Environmental activities. | | Suggested Community Service Learning activities: Discuss with parents on the importance of caring for animals | |
| Suggested Non formal Activity to support learning: Taking photographs of domestic animals | | Suggested assessment: Check list, homework, Oral questions and observation. | |
| Suggested Learning Resources: Pencils, crayons, camera, plasticine, Charts, pictures of animals. | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|---|
| Always demonstrates care and concern for domestic animals | Demonstrates care and concern for domestic animals | Sometimes demonstrates care and concern for domestic animals | Rarely demonstrates care for domestic animals |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|-------------------------------|---|--|--|--|
| 7. 0 ISLAMIC FESTIVALS | 7.1 Milad un-Nabi 7.2 Aqiqah (6 Lessons) | By the end of the sub-strand the learner should be able to: a) Outline the activities that take place during the Milad un-Nabi ceremony for remembrance of the Prophet (S.A.W)’s life. b) mention the activities that take place during Aqiqah ceremony as taught by the Prophet | <ul style="list-style-type: none"> • Learners sing qaswidas in praise of the Prophet (S.A.W). • Learners are guided to name the attributes of the Prophet (S.A.W), <i>AS sadiq, Al Amin</i> • Learners to draw and colour the animals slaughtered during Aqiqah ceremony. • Learners are guided to mention | <ol style="list-style-type: none"> 1. When was the Prophet (S.A.W) born? 2. What do you do when you attend a milad un-Nabi celebration 3. What are the activities carried out when a baby is born? 4. How many animals |

| | | | | |
|---|--|--|--|-----------------------------|
| | | (S.A.W). c) Appreciate Milad un-Nabi celebrations as a way of learning the life history of the Prophet (S.A.W.) d) Appreciate Aqiqah as an Islamic ritual for all children | in pairs or in groups the activities of Aqiqah. | are slaughtered for Aqiqah? |
| Core Competences to be developed: Communication and collaboration, Learning to learn, Creativity and imagination, Critical thinking and problem solving. | | | | |
| Link to PCIs: Life skills: ESD: Animal welfare Education-domestic animals found around the home. | | | Link to Values: Respect, Love, unity, Responsibility. | |
| Links to other activity areas: Language activities, Health and nutrition, Movement and creative activities, Environmental activities. | | | Suggested Community Service Learning activities: Participate in Milad un-Nabi and Aqiqah ceremonies to learn more about these festivals | |
| Suggested Non formal Activity to support learning: Sing qaswidas at home with other siblings. | | | Suggested assessment: Check list, homework, Oral questions and observation. | |
| Suggested Learning Resources: Pencils, crayons, camera,pictures of animals. | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|--|
| Confidently and correctly narrates events during the birth of the prophet and activities of Aqiqah celebrations. | Correctly narrates events during the birth of the prophet and activities of Aqiqah celebrations. | Narrates events during the birth of the prophet and activities of Aqiqah celebrations. | Narrates events during the birth of the prophet and activities of Aqiqah celebrations with difficulty. |

GRADE THREE

FIRST TERM

| Strand | Sub-Strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|---|---|------------------------------|
| 1.0 QUR'AN | 1.1 Selected surah <ul style="list-style-type: none"> • Masad • Nasr • Kafirun (12 lessons) | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) Recite the selected surah correctly. b) Memorize the selected surah for spiritual nourishment. c) Use the selected surah in Swalah. d) Handle the Qur'an with respect as it is the word of Allah. | <ul style="list-style-type: none"> • Learners in class, groups, pairs, or individuals, read the selected surah • Organize learners in class, groups, pairs, or as individuals, to read the selected Surah repeatedly for memorisation. • Learners use electronic device to listen to recitations of the selected surah • Learners use flashcards and a pocket board to sort and arrange the verses of the selected Surah. • Learners fill in the gaps to complete the Surah. • Learners are guided on taking ablution before handling the Qur'an. | 1. Who can recite surah Nasr |
| | Core-Competences to be developed: communication digital literacy, critical thinking and problem solving ,self efficacy | | | |
| Link to PCIs: life skills: effective communication, self esteem. Citizenship: social cohesion | | | Link to Values: love, unity, responsibility | |
| Links to other subject(s): ,language activities, literacy | | | Suggested Community Service Learning: recite the selected Surah to elder siblings for confirmation and memorization | |
| Suggested Non-Formal Activity to support learning: participate in Qur'an recitation competition | | | Suggested assessment: oral question and observation, portfolio. | |
| Suggested Learning Resources: CDs, flash cards, pocket board, Qur'an, | | | | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--|
| Consistently and correctly recites the selected Surah and handles the Qur'an with care. | Correctly recites and reads the selected Surah and handles the Qur'an with care. | Recites and reads the selected Surah and handles the Qur'an with care. | Recites and reads the selected Surah with difficulties and handles the Qur'an with care. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|--|--|---|
| 2.0 PILLARS OF IMAN | 2.1 Believe in the Last Day | By the end of the sub-strand the learner should be able to: | <ul style="list-style-type: none"> • Learners are guided on the names of the Last Day; Yaumul Qiyama, Yaumul Hisab, Yaumul Jazaa, Yaumul Baath. • Lead the learners to discuss events of the Last Day, resurrection, Judgement, reward or punishment. • Learners are guided on the meaning of Qadar; <ul style="list-style-type: none"> - Belief that Allah knows all things. - Belief that Allah has written everything in Lauhul Mahfudh. - Belief that whatever happens only happens by the will of Allah. - Belief that all things that happen are created by Allah. • Learners observe Allah's creation in the environment so as to appreciate the powers of Allah | <ol style="list-style-type: none"> 1. Who created you? 2. What activities will take place on the Last Day? 3. Why do we observe the creation of Allah? |
| | 2.2 Believe in His power (Qadar) (6 lessons) | <ol style="list-style-type: none"> a) Mention names of the Last Day. b) State the meaning of Qadar c) Appreciate the importance of the Last Day by abiding to the teachings of Islam d) Recognize the power of Allah over everything as a pillar of Iman | | |
| Core-Competences to be developed: communication and collaboration, imagination and creativity | | | | |
| Link to PCIs): citizenship-social cohesion, life skills-interpersonal relation | | | Link to Values: love, unity, integrity. | |

| | |
|--|--|
| Links to other subject(s): Environmental activities | Suggested Community Service Learning: discuss the different punishments for different crimes with friends |
| Suggested Non-Formal Activity to support learning : attend madrasa to learn about pillars of Iman | Suggested assessment: oral question, observation |
| Suggested Learning Resources Cards, charts | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|---|
| Can consistently narrates the events of last day and powers of Allah. | Narrates the events of last day and powers of Allah. | Fairly narrates the events of last day and powers of Allah. | Has difficulties to narrate the events of last day and powers of Allah. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|--|--|--|
| 3.0 SIIRAH (life of the prophet) (S.A.W) | 3.1 Early life of the prophet (S.A.W) (9lessons) | By the end of the sub-strand the learner should be able to: a) Mention the activities that were carried out by the prophet (S.A.W)during the early stages of his life. b) Identify qualities of the Prophet (S.A.W) that can be learnt from his early life. c) Appreciate the the importance of the qualities of the Prophet (S.A.W) in shaping the life of a muslim. | <ul style="list-style-type: none"> The learners are guided to mention activities that were carried ou by the prophet in his early life; shephered, merchant. Organize the learners to listen to a narration of the story of the prophet’s journey with his uncle to Syria for trade. Learners are guided to list the qualities of the prophet derived from his early life; hardworking, trustworthy, humble, obedient, patient. | <ol style="list-style-type: none"> What did the Prophet do during his early life? Who travelled with the Prophet S.A.W to Syria? |

| | | | | |
|---|--|--|--|--|
| | | | <ul style="list-style-type: none"> • Learners draw and colour domestic animals. • Learners draw their family members and colour them • Learners are guided to take up roles in school and at home to emulate the character of the Prophet S.A.W • Learners retell the story of the prophets early life to enhance understanding. | |
| Core-Competences to be developed: communication and collaboration, imagination and creativity, learning to learn | | | | |
| Link to PCIs: life skills: self awareness, inter personal relationship | | | Link to Values: obedience, love, responsibility, honesty | |
| Links to other learning activity areas: Language activities Environmental activities | | | Suggested Community Service Learning : learners to take care of domestic animals at home. | |
| Suggested Non-Formal Activity to support learning: Visit madarasa to learn more about the siira of the Prophet. | | | Suggested assessment: oral questions, observation, portfolio | |
| Suggested Learning Resources: flash cards, pictures of family members and charts | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Consistently and correctly mentions the activities undertaken by the Prophet (S.A.W) and identifies his qualities. | Correctly mentions the activities undertaken by the Prophet (S.A.W) and identifies his qualities. | Mentions the activities undertaken by the Prophet (S.A.W) and identifies his qualities. | Mentions the activities undertaken by the Prophet (S.A.W) and identifies his qualities with difficulties. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|---|--|--|--|
| 4.0 HADITH (Traditions of the Prophet Muhammad S.A.W) | 4.1 Hadith on:Ihsaan (3 lessons) | By the end of the sub-strand the learner should be able to: a) Read the selected Hadith for spiritual nourishment. b) Outline the teachings of the Hadith to strengthen one’s consciousness of Allah(SWT) c) Appreciate the teachings of the Hadith in nurturing the piousness of a Muslim. | <ul style="list-style-type: none"> Learners are guided to read the selected Hadith, “.....To worship Allah as if you see Him for if you don’t see Him He sees you...” Learners listen to a story depicting ihsan and Allah’s attribute, The All seeing “Al basiir” Learners in class, groups, or pairs, give experiences where they have practiced Ihsaan Organize learners in class, groups, or pairs, to discuss the importance of Ihsaan in their daily lives. Learners are guided to recite repeatedly the Hadith on Ihsaan individually or in small groups to facilitate memorization. | <ol style="list-style-type: none"> What is Ihsaan? Why do you worship Allah? |
| Core-Competences to be developed: Communication and Collaboration Critical Thinking and Problem Solving | | | | |
| Link to PCIs: life skills: self awareness, inter personal relationship, effective communication | | | Link to Values : Responsibility, unity: | |
| Suggested Learning Resources: charts | | | | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--|
| Correctly and consistently recites the Hadith and outlines its teachings. | Correctly recites the Hadith and outlines its teachings. | Recites the Hadith and outlines its teachings. | Recites the Hadith and outlines its teachings with difficulties. |

SECOND TERM

| Strand | sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|---|--|--|
| | 4.2 Hadith on:Honesty (3 lessons) | By the end of the sub-strand the learner should be able to: a) Read the selected Hadith correctly. b) Apply the teachings of the Hadith in nurturing piety. c) Appreciate the teachings of the Hadith to inculcate the virtue. | <ul style="list-style-type: none"> • Learners are guided to read the selected Hadith, ‘Speak the truth even if it is bitter’ • Learners listen to a story on the virtue of honesty • Learners are guided through problems on issues related to honesty and provide solutions to the problems. • Organize learners in class, groups, or pairs, to discuss the importance of honesty • Learners read hadith on honesty displayed /written on the board for practice • Learners to sing qaswida(songs) on honesty • Learners to tell a story on honesty. | <ol style="list-style-type: none"> 1. What is honesty? 2. When do you practice honesty? 3. What would you do when you collect your friend’s pen in class? |
| Core-Competences to be developed: Communication and collaboration Critical thinking and problem solving Learning to learn Citizenship | | | | |
| Link to PCIs: life skills: life skills; self awareness, interpersonal relations | | | Link to Values: responsibility, unity, love | |
| Links to other subject(s): Language activities, Environmental activities | | | Suggested Community Service Learning : Tell a story on honesty to others at home | |
| Suggested Non-Formal Activity to support learning: share stories on honesty with siblings at home. | | | Suggested assessment: oral question and observation, portfolio | |
| Suggested Learning Resources: charts | | | | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Correctly and consistently recites the Hadith and applies its teachings. | Correctly recites the Hadith and applies its teachings. | Recites the Hadith and applies its teachings. | Recites the Hadith and applies its teachings with difficulties. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|------------------------------------|---|--|--|
| | 4.3 Hadith on: Respect (3 lessons) | By the end of the sub-strand the learner should be able to: a) Recite the selected hadith correctly. b) Outline ways of showing respect to the elders as per the teachings of the Hadith c) Appreciate the importance of the virtue of respect as a way of abiding by the teachings of Hadith of the Prophet (S.A.W) | <ul style="list-style-type: none"> Learners in class, groups, pairs, or individuals, recite Hadith on respect 'He is not among us he who does not show mercy to our young ones and does not respect the elders' Organize learners in class, groups, or pairs, to give situations when they accord respect to elders. Learners read repeatedly the hadith on respect displayed /written on the board for memorisation Learners listen to stories about the consequences of disobeying elders. | <ol style="list-style-type: none"> What is respect? How do you show respect to parents? What will happen if you fail to obey your elders? |
| Core-Competences to be developed: Communication and collaboration Learning to learn | | | | |
| Link to PCIs: life skills; self awareness Citizenship; social cohesion | | | Link to Values: respect | |
| Links to other subject(s): Language activities, Environmental activities | | | Suggested Community Service Learning : Tell a story on respect to elders | |

| | |
|---|---|
| Suggested Non-Formal Activity to support learning: share stories on respect to elders with siblings at home. | Suggested assessment: oral question and observation, |
| Suggested Learning Resources: charts. | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|---|
| Consistently and correctly recites the Hadith and lists the ways of showing respect to the elders as per the teachings Hadith | Correctly recites the Hadith and lists the ways of showing respect to the elders as per the teachings Hadith | Recites the Hadith and lists the ways of showing respect to the elders as per the teachings Hadith | Recites the Hadith and lists the ways of showing respect to the elders as per the teachings Hadith with difficulties. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|---|--|---|--|
| | 4.4 Hadith on: responsibility (3 lessons) | By the end of the sub-strand the learner should be able to: a) Recite the selected Hadith correctly. b) Identify responsible ways of taking care of the facilities in school. c) Appreciate the teachings of the selected <i>Hadith</i> in nurturing a responsible person | <ul style="list-style-type: none"> Learners in groups, pairs, or individuals, recite the <i>Hadith</i> on responsibility “Every one of you is a shepherded and is responsible for his flock” Learners listen to a story about the virtue of responsibility. Organize learners in class, groups, or pairs, to discuss the importance of being responsible Learners read the <i>hadith</i> on responsibility displayed /written on the board for practice. Learners listen to a talk on responsibility given by a resource person such as an Imam. | <ol style="list-style-type: none"> What is responsibility? How can you be responsible in school? Why should you be responsible? |
| Core-Competences to be developed: Communication and collaboration Learning to learn Critical thinking and problem solving | | | | |

| | |
|---|--|
| Citizenship-group work | |
| Link to PCIs: life skills: self awareness, empathy, effective communication | Link to Values: respect, unity, integrity, |
| Links to other subject(s): Language activities, Environmental activities. | Suggested Community Service Learning : Visit the aged members of the society and help with light duties |
| Suggested Non-Formal Activity to support learning: provide learners with responsibilities in class. For example class leader of the day: to issue the other learners with learning materials | Suggested Assessment: oral question and observation, portfolio |
| Suggested Learning Resources: charts | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|---|
| Consistently and correctly recites the Hadith and states its teachings on responsibility. | Correctly recites the Hadith and states its teachings on responsibility. | recites the Hadith and states its teachings on responsibility. | recites the Hadith and states its teachings on responsibility with some difficulties. |
| Always cares for self, belongings and others | Cares for self, belongings and others | Cares for self belongings | sometimes Cares for self and belongings |

| Strand 5.0 DEVOTIONAL ACTS | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|--|---|---|
| | 5.1 Pillars of Islam Swalah (6 lessons/) | By the end of the sub-strand the learner should be able to: a) Name the five daily prayers performed by Muslims as a pillar of Islam. b) Demonstrate the correct postures for validity of Swalah c) Appreciate swalah as a form of thanking Allah | <ul style="list-style-type: none"> • Learners name the five pillars of Islam. • Learners are guided in naming the five daily prayers. • Learners watch a video of a congregational prayer. • Learners are shown photographs of the postures of Swala, (qiyam,rukuu, itdal,sujud and jalsa) • Learners match, draw or colour different types of clothes worn by male and female during the prayers • Learners role play the different postures of Swalah. • Visit a Masjid to observe people praying. | <ol style="list-style-type: none"> 1. Why do we pray? 2. How many times do you pray in a day? 3. Which are the postures of Swala.? 4. How do you dress when you go for prayers? |
| Core-Competences to be developed: Communication and collaboration Learning to learn Critical thinking and problem solving Citizenship-group work | | | | |
| Link to PCIs: life skills; inter personal relationship Citizenship: social cohesion | | | Link to Values: respect, unity, Love | |
| Links to other subject(s): mathematics activities psychomotor activities and creative arts | | | Suggested Community Service Learning : Practice Swala at home with other siblings. | |
| Suggested Non-Formal Activity to support learning: visit a nearby mosque and perform Swala in congregation. | | | Suggested assessment: Oral questions, Observation | |
| Suggested Learning Resources: charts ,mart, video, photographs. | | | Suggested Assessment: Oral questions, observation | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|---|
| Accurately states the sequence of postures of Swalah and its proper dress code. | States the sequence of postures of Swalah and its proper dress code. | Fairly states the sequence of postures of Swalah and its proper dress code. | Hardly states the sequence of postures of Swalah and its proper dress code. |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|----------------------------|--|--|--|---|
| 6.0 MORAL TEACHINGS | 6.1 Islamic etiquettes | By the end of the sub-strand the learner should be able to: | <ul style="list-style-type: none"> Learners are guided on the importance of a mosque in the life of a muslim. Learners watch a video of the different parts of the mosque; mihrab mimbar, praying hall, dome. Learners are guided on manners of entering and leaving the Masjid, (reciting the dua for entering the mosque (<i>Allahumma ftah ly abwaba rahmatik</i>), entering on your right foot first, observe silence while in the mosque, leave the mosque on your left foot first, recite the dua for leaving the mosque, (<i>Allahumma inna nas aluka min fadhlik</i>). Organise the learners pairs, small groups or as individuals to practise Islamic manners of entering and leaving the Masjid through role play Learners recite dua for entering and leaving the Masjid in pairs or groups Learners to visit a Masjid for practice. | <ol style="list-style-type: none"> What is a Masjid? How do you enter and leave the Masjid? Which dua do you recite when entering and leaving the Masjid? What do you do while in the Masjid? |
| | 6.1.1Masjid (3 lessons) | <ol style="list-style-type: none"> State the manners of entering and leaving the mosque as a sign of respect for the Masjid Use appropriate manners and dua (supplication)when entering and leaving the Masjid to receive blessings from Allah Appreciate the use of appropriate Islamic manners and dua when entering and leaving the masjid as an act of ibadah | | |
| | <p>Core-Competencies to be developed: Communication and collaboration Citizenship Self efficacy</p> <p>Link to PCIs : life skills: Citizenship- Social cohesion</p> | | | |

| | | |
|--|---|---|
| | Life skills- interpersonal relations, Values: love, unity, respect. | |
| | Suggested Community Service Learning: participate in the jamaah (congregation) prayers in a masjid | Non-Formal Activity to support learning: Going to the Masjid to learn appropriate manners and ways of entering and leaving the Masjid |
| | Suggested Resources: Masjid, pictures, Audio visual materials. | Suggested Assessment: Oral questions, observation |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|---|
| Consistently states and applies the manners of entering and leaving the mosque and recites duas correctly. | states and applies the manners of entering and leaving the mosque and recites duas correctly. | Fairly states and applies the manners of entering and leaving the mosque and recites duas correctly. | Have difficulties to state and applies the manners of entering and leaving the mosque and recites duas correctly. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------|-------------------------------|---|--|---|
| | 6.1.2 Sneezing (3 lessons) | By the end of the sub-strand the learner should be able to: a) Name the manners to be observed by muslims in the event one sneezes b) Apply the manners of sneezing in day to day life to promote good personal hygiene. c) Recite the appropriate dua related to sneezing as per the teachings of the prophet (SAW). d) Appreciate the virtue of praying for one another to seek Allah’s mercy | <ul style="list-style-type: none"> Learners are guided to recite the the Dua said when someone sneezes, “ Alhamdulillah” Learners in groups or as a class are guided on how to respond to the Dua for sneezing, (Yarhamukallah)” Learners are guided on what to say after the second Dua for sneezing, “ yahdikumullah wa Yuslih balakum.” Learners role play the manners of sneezing. | <ol style="list-style-type: none"> What do you do when sneezing? What do you say after sneezing? What do you say when someone sneezes? |

| | | | | |
|---|--|--|--|--|
| | | | <ul style="list-style-type: none"> Learners read the displayed dua of sneezing displayed on a chart. | |
| Core-Competences to be developed: Communication and collaboration Citizenship Learning to learn | | | | |
| Link to PCIs: Citizenship- social cohesion Life skills- etiquette Values: love, responsibility, unity, respect | | | Links to other subject(s): Language activities, Environmental activities Hygiene and nutrition activities | |
| Suggested Community Service Learning: discuss with siblings and peer on manners and dua on sneezing Non-Formal Activity to support learning through application: visit Madrasa and Masjid to learn more about manners and dua for sneezing | | | | |
| Suggested Resources: handkerchief, charts, flashcards, | | | Suggested Assessment: Oral questions, observation | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|--|
| Always demonstrates manners of sneezing | Demonstrates manners of sneezing | Sometimes demonstrates manners of sneezing | Rarely demonstrates manners of sneezing |
| Always says dua after sneezing for self and others | Says dua after sneezing for self and others | Says dua after sneezing for self | Sometimes says dua after sneezing for self |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--------|--|--|---|---|
| | 6.1.3 Islamic phrases (5 lessons) | By the end of the sub-strand the learner should be able to: a) Read the selected Islamic phrases correctly to build reliance on Allah | <ul style="list-style-type: none"> Learners are organised in pairs, small groups and as a class, to recite the selected Islamic phrases, (<i>Hasbunallah wa ni'imal wakil</i>) (<i>La haula wa La Quwwata</i>) | <ol style="list-style-type: none"> When do you say <i>Hasbunallah wa ni'imal wakil</i>? When do you say <i>La haula wa La</i> |

| | | | | |
|---|--|---|--|-----------------------------|
| | | b) Give the circumstances under which the selected Islamic phrases are said. c) Appreciate the use of the selected Islamic phrases in their day to day experiences | <i>illa billahi)</i> <ul style="list-style-type: none"> Learners are guided to give the situations when it's appropriate to use the selected Islamic phrases. Learners repeatedly read the Islamic phrases displayed for memorization and practice. Learners are guided to complete the phrases using flashcards. | <i>quwwata illa Billah?</i> |
| Core-Competences to be developed; Communication and collaboration , Citizenship | | | | |
| Link to PCIs: life skills- interpersonal relationship, etiquettes Citizenship- Social cohesion Values: Love, Unity | | | Links to other subject(s): Language activities, Environmental activities, hygiene and nutrition. | |
| Suggested Community Service Learning: Recite the selected phrases with siblings. | | | Non-Formal Activity to support learning through application: Share the Islamic phrases with siblings and parents. | |
| Suggested Resources: ICT, charts, Flashcards. | | | Suggested Assessment: Oral questions, observation | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Consistently and correctly recites the Islamic phrases and gives circumstances when they are said. | Correctly recites the Islamic phrases and gives circumstances when they are said. | Recites the Islamic phrases and gives circumstances when they are said. | Recites the Islamic phrases and gives circumstances when they are said with difficulties. |

| Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|--|
| 6.2.Relationship 6.2.1 care and dua for the sick (3 lessons) | By the end of the sub-strand the learner should be able to: a) Recite the dua to comfort the sick and seek Allah’s help for recovery b) Identify ways of showing care for the sick to enhance the spirit of brotherhood c) Appreciate the importance of visiting the sick as per the Islamic teachings | <ul style="list-style-type: none"> Learners are guided to recite the Dua for the Sick. <i>La ba’asa alaika tuhurun inshallah.</i> Learners are guided on the ways of showing care for the sick, Visit them pray for them assist them. Learners to role play ways of helping the sick Learners to visit the sick. | <ol style="list-style-type: none"> What do you do for the sick? which dua do you recite when you visit the sick? |
| Core-Competences to be developed; Communication and collaboration, Citizenship, Learning to learn | | | |
| Link to PCIs: life skills- interpersonal relations, Citizenship- social cohesion | | Values: love, responsibility, unity | |
| Links to other subject(s): Language activities, Environmental activities | | | |
| Suggested Community Service Learning: Visiting the sick and praying for them. | | | |
| Suggested Non-Formal Activity to support learning : Visiting a sick person and make dua | | | |
| Suggested Resources: charts, boards, card, plain papers. | | Suggested assessment: Oral questions and observation | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|------------------------------|--|-------------------------------------|
| Always shows concern for the sick | Shows concern for the sick | Sometimes shows concern for the sick | Rarely shows concern for the sick |
| Consistently recites the dua for the sick | Recites the dua for the sick | Sometimes recites the dua for the sick | Rarely recites the dua for the sick |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|---|---|--|
| | 6.2.2 places of worship (3 lessons) | By the end of the sub-strand the learner should be able to: a) Name the places of worship to acknowledge religious diversity b) Identify the symbols for the differentiate places of worship. c) Respect the other places of worship to enhance peaceful co-existence. | <ul style="list-style-type: none"> Learners identify different places of worship Learners are guided to identify the symbols of the different places of worship. Learners are guided to mention the different religious groups that use the Mosque, church and the temple. Learners to draw and colour a places of worship. | <ol style="list-style-type: none"> What symbols represent various places of worship? What activities take place in the places of worship? Which religious groups use the following places of worship? <ul style="list-style-type: none"> Mosque Church Temple |
| Core-Competences to be developed; Communication and collaboration, Citizenship, Critical thinking, Learning to learn | | | | |
| Link to PCIs: Life skills: Interpersonal relations Citizenship: Ethnic and Social relations, Human rights and Responsibilities, Social cohesion Values: love, responsibility, unity, respect, | | | Links to other subject(s): Language activities. | |
| Suggested Community Service Learning: participate in community activities involving people of different faith. | | | Suggested Non-Formal Activity to support learning Visit the neighbouring places of worship and learn more about places of worship | |
| Suggested Resources; charts, crayons, colours | | | Suggested assessment : Oral questions and observations | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|------------------------------|
| names correctly the places of worship and Identifies their symbols. | names the places of worship and Identifies their symbols. | names correctly the places of worship. | names the places of worship. |

THIRD TERM

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--|--|---|--|
| | 6.3 Environment 6.3.1 cleanliness of the environment (3 lessons) | By the end of the sub-strand the learner should be able to: a) State the importance of living in a clean environment as stated in Islamic teachings b) Identify the activities that can be carried out to keep the environment clean. c) Appreciate the importance of cleanliness within the neighbourhood for healthy living | <ul style="list-style-type: none"> Learners in pairs, small groups and as a class, clean their school and neighbourhood. Learners identify the items needed in cleaning Learners draw and colour items used in cleaning. Learners are guided on the importance of keeping the environment clean | <ol style="list-style-type: none"> What do you do when your environment is dirty? What are the items needed for cleaning? Why do we keep our environment clean? |
| Core-Competences to be developed: Communication and collaboration, Critical thinking and problem solving, Citizenship, Learning to learn | | | | |
| Link to PCIs: life skills-interpersonal relations, life skills education Health Education- personal hygiene Citizenship- ethical and social relations, patriotism Values: responsibility, unity | | | Links to other subject(s): Language activities, environmental activities Hygiene and nutrition activities | |
| Suggested Community Service Learning: Participate in cleaning up activities in the environment. | | | Non-Formal Activity to support learning: Discuss with their siblings and parents to learn more about the importance of living in a clean environment. | |
| Suggested Resources: wheelbarrows, rake, slashers and brooms. | | | Suggested assessment: Oral questions and observation | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|---|
| Consistently and correctly States the importance of living in a clean environment | Correctly states the importance of living in a clean environment | Occasionally states the importance of living in a clean environment | Rarely states the importance of living in a clean environment |
| Always maintains cleanliness | Maintains cleanliness | Sometimes maintains cleanliness | Not keen in maintaining cleanliness |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|--|--------------------------------------|--|---|---|
| | 6.3.2 care for plants (3 lessons) | By the end of the sub-strand the learner should be able to: a) mention plants that are found in their locality for conservation b) identify ways of caring for the plants as per the teachings of Islam c) Appreciate the need to care for plants in their immediate environment to earn thawab | <ul style="list-style-type: none"> Learners to observe plants in their immediate environment Learners to name some plants in the locality Learners draw and colour some plants within their school environment Learners are guided on ways of conserving the environment like planting trees, watering, fencing among others. | <ol style="list-style-type: none"> What plants are found in your school compound? How do you care for plants? |
| Core-Competences to be developed: Communication and collaboration, Critical thinking and problem solving, Citizenship, Learning to learn. | | | | |
| Link to PCIs: life skills- interpersonal relationship Citizenship; Social cohesion, Human rights and Responsibility Health Education; preventive health Values: love, responsibility, unity, patriotism | | | Links to other subject(s): Language activities, Environmental activities Hygiene and nutrition activities | |
| Suggested Community Service Learning: Planting trees and caring for them | | | Suggested Non-Formal Activity to support learning: Learners to visit tree nursery centres within their environment and learn more about importance and care for plants | |
| Suggested Resources: colours, charts. Seedlings, water | | | Suggested Assessment: Oral questions, observation | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|---|
| Correctly identifies and names some plants in the immediate environment | Correctly identifies plants in the immediate environment | Identifies some plants in the immediate environment | Rarely identifies plants in the immediate environment |
| Identifies ways of caring and always cares for plants | Identifies ways of caring and cares for plants | Identifies ways of caring and rarely cares for plants | Identifies ways of caring for plants. |

| Strand | Sub-strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s) |
|---|--|---|--|--|
| 7.0 ISLAMIC FESTIVALS | 7.1 Eid (6 lessons) | By the end of the sub-strand the learner should be able to: a) Name the Islamic Months where the two major Eids fall. b) Identify the two Eid festivals in the Islamic calendar. c) Appreciate the Eid celebrations as a way of enhancing brotherhood and unity. | <ul style="list-style-type: none"> Learners are guided to name the Islamic months when Eid is celebrated, <i>Shawwal</i> and <i>Dhulhijja</i>. Learners discuss the activities that take place during the Eid celebrations Learners to narrate the activities that take place before and during the Eid festival Learners recite the takbir for Eid to glorify Allah. Learners are guided and encouraged to exchange gift during Eid. | <ol style="list-style-type: none"> Which month do we celebrate Eid –ul -Fitr? When do we celebrate Eid-ul-Adh’ha How do you prepare for Idd celebrations? What is recited during the Eid celebrations? |
| | Core-Competences to be developed: Communication and collaboration, Critical thinking and problem solving, Citizenship, Learning to learn. | | | |
| Link to PCIs: Life skills- interpersonal relationship. Morals, Citizenship: Social Cohesion, | | | Values: love, unity, responsibility | |
| Links to other subject(s): Environmental activities , Hygiene and Nutrition Activities, Mathematical Activities | | | | |
| Suggested Community Service Learning: Assist in the preparations of Eid Festivals | | | Suggested Non-Formal Activity to support learning: Participate in Eid prayers and celebration to learn more about the Eid activities. | |
| Suggested Resources: Islamic Calendar, charts, Greetings cards, | | | Suggested assessment: oral questions and observation | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--|
| Consistently and correctly names the months in which the two Eids fall0 | Correctly names the months in which the two Eids fall0 | Names the months in which the two Eids fall. | Names the months in which the two Eids fall with difficulties. |