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| NAME |  |
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**IRE SCHEME OF WORK GRADE 4 TERM ONE**

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| **Week** | **Lesson** | **Strand** | **Sub****strand** | **Specific learning****outcomes** | **Key****inquiry questions** | **Learning experiences** | **Learning****resources** | **Assessme****nt** | **Remark****s** |
| **1** | **OPENING SCHOOL AND PREPARATIONS** |  |
| **2** | **1** | QUR’AN | **Al-Fatiha** | By the end of the Substrand, the learner should be able to:Explain the basic meaning of the selected surah to enhance positive character formationApply the teachings of the selected surah in his/her daily life. | Whichsurahs do Muslims recite before going to bed? | Learners are guided todiscuss the basic meaning of the selected surahs. - Learners listen to recorded translation of the selected surahs from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected surahs | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | QUR’AN | **An-Naa** | By the end of the Substrand, the learner should be able to:Explain the basic meaning of the selected surah to enhance positive character formationApply the teachings of the selected surah in his/her daily life. | Whichsurahs do Muslims recite before going to bed? | Learners are guided todiscuss the basic meaning of the selected surahs. - Learners listen to recorded translation of the selected surahs from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected surahs | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | QUR’AN | **Al-Falaq** | By the end of the Substrand, the learner should be able to:Apply the teachings of the | Whatlessons do we learn from the selected surahs | Learners are guided todiscuss the basic meaning of the selected surahs. - Learners listen to recorded translation | Qur’an, Digital devises Pocket Board, Charts Flash Cards; Course books, |  |  |

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|  |  |  |  | selected surah in his/herdaily life. |  | of the selected surahsfrom a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected surahs | Resource person |  |  |
| **3** | **1** | QUR’AN | **Al-Ikhlas** | By the end of the Substrand, the learner should be able to:Explain the basic meaning of the selected surah to enhance positive character formationApply the teachings of the selected surah in his/her daily life. | Whatlessons do we learn from the selected surahs | Learners are guided todiscuss the basic meaning of the selected surahs. - Learners listen to recorded translation of the selected surahs from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected surahs | Qur’an, Digital devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | QUR’AN | **Al-Masad** | By the end of the Substrand, the learner should be able to:Explain the basic meaning of the selected surah to enhance positive character formation | Whatlessons do we learn from the selected surahsWhy do we recite the selected surahs? | Learners are guided todiscuss the basic meaning of the selected surahs. - Learners listen to recorded translation of the selected surahs from a digital device. - In pairs or small groups learners are guided to discuss the lessons learnt from the selected surahs | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | QUR’AN | **An-NAsr** | By the end of the Substrand, the learner should be able to:Explain the basic meaning of the selected surah to enhance positive character | Whatlessons do we learn from the selected surahsWhy do we | Learners are guided todiscuss the basic meaning of the selected surahs. - Learners listen to recorded translation of the selected surahs from a digital device. - | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |

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|  |  |  |  | formation | recite theselected surahs? | In pairs or small groupslearners are guided to discuss the lessons learnt from the selected surahs |  |  |  |
| **4** | **1** | QUR’AN | **Al-****Kafirun** | By the end of the Substrand, the learner should be able to:Explain the basic meaning of the selected surah to enhance positive character formation | Whatlessons do we learn from the selected surahs | Learners are guided todiscuss the basic meaning of the selected surahs. | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | QUR’AN | **Al-****Kafirun** | By the end of the Substrand, the learner should be able to:the importance of the selected surahs by adhering to their teachings | Why do werecite the selected surahs? | Learners listen torecorded translation of the selected surahs from a digital device. - In pairs or small groups learners are guided to discuss the lessonslearnt from the selected surahs | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | HADITH | ProphetMuhamma d (S.A.W.) a model of good character | By the end of the Substrand, the learner should be able to:Read the selected hadith on the character of the Prophet as a role model | What are thecharacter traits of a good child | Learners are guided toread the hadith: “I have been sent for the purpose of perfectinggood morals.” (Narratedby Al-Hakim) | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **5** | **1** | HADITH | ProphetMuhamma d (S.A.W.) a model of good character | By the end of the Substrand, the learner should be able to:Discuss ways in w which Prophet Muhammad (S.A.W.) is a model of good | What werethe character traits of Prophet Muhammad (S.A.W.) asa youth? | In pairs or small groupslearners are guided to discuss ways in which Prophet Muhammad (S.A.W.) is a model of good character (trustworthy, truthful, | Qur’an, Digitaldevises PocketBoard, Charts Flash Cards; Course books, Resource person |  |  |

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|  |  |  |  | character |  | kind, and generous). |  |  |  |
|  | **2** | HADITH | ProphetMuhamma d (S.A.W.) a model of good character | By the end of the Substrand, the learner should be able to:Emulate the character of the Prophet in his/her daily life. Appreciate the Prophet as a role model by practicing his character traits in daily life | What is thedifference between the character of the Prophet and the youth oftoday? | Learners role playcharacter traits of the Prophet - Learners are guided to watch/listen to the story of Prophet Muhammad (S.A.W.) from a digital device/teacher | Qur’an, Digital devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | HADITH | Hadith onEtiquette onEating | By the end of the Substrand, the learner should be able to:Read the selected hadith on appropriate manners of eating | What do youdo before eating? | Learners are guided toread the hadith: “…Mention the name of Allah, eat with your right, and eat what is directly in front of you.” (Narrated by Al- Bukhari). | Qur’an, Digital devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **6** | **1** | HADITH | Hadith onEtiquette onEating | By the end of the Substrand, the learner should be able to:Practice the etiquettes taught in the hadith when taking meals. | What is thebenefit of saying Bismillah while eating? | In pairs or small groupslearners demonstrate the etiquettes on eating. - Learners role play manners of eating | Qur’an, Digital devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | HADITH | Hadith onEtiquette onEating | By the end of the Substrand, the learner should be able to:Appreciate the importanceof eating in accordance with the teachings of the prophet to earn rewards from Allah (S.W.T.). | Why do youhave to eat what is in front of you? | Learners role playmanners of eating - Learners are guided to watch a video on good manners of eating | Qur’an, Digital devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |

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|  | **3** | HADITH | Hadith onbrushing teeth | By the end of the Substrand, the learner should be able to: a) Read the selected hadith on brushing teeth for the promotion of oral hygiene. | What do youuse to brush your teeth? | Learners are guided toread the hadith: “Brushing of teeth is a means of purification of mouths and pleasing Allah.” (Narrated by Ibn Majah | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **7** | **1** | HADITH | Hadith onbrushing teeth | By the end of the Substrand, the learner should be able to:Discuss the importance of brushing teeth as per the tradition of the prophet (S.AW). | When doyou brush your teeth | - Learners are guidedindividually on how to brush their teeth. - Learners discuss in small groups on the importance of brushing their teeth regularly | Qur’an, Digital devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | HADITH | Hadith onbrushing teeth | By the end of the Substrand, the learner should be able to:Discuss the importance of brushing teeth as per the tradition of the prophet (S.AW). | When doyou brush your teeth | - Learners are guidedindividually on how to brush their teeth. - Learners discuss in small groups on the importance of brushing their teeth regularly | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | HADITH | Hadith onbrushing teeth | By the end of the Substrand, the learner should be able to:practice brushing teeth as an act of ibadah. d) Appreciate the importance of brushing teeth so as to earn rewards from Allah (S.W.T.). | Why do youbrush your teeth? | Learners discuss insmall groups on the importance of brushing their teeth regularly. - Learners recite/sing song/qasida/poem on brushing teeth. | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **8** | **1** | HADITH | Hadith onbrushing teeth | By the end of the Substrand, the learner should be able to:practice brushing teeth as an act of ibadah. d) Appreciate | Why do youbrush your teeth? | Learners discuss insmall groups on the importance of brushing their teeth regularly. - Learners recite/sing | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, |  |  |

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|  |  |  |  | the importance of brushingteeth so as to earn rewards from Allah (S.W.T.). |  | song/qasida/poem onbrushing teeth. | Resource person |  |  |
|  | **2** | HADITH | Hadith onFitnes | By the end of the Substrand, the learner should be able to:Read the selected Hadith on physical fitness to promote healthy living | What are thebenefits of physical fitness | Learners are guided toread the hadith: “A strong believer is better and dearer to Allah than a weak believer...” (Narrated by Muslim | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | HADITH | Hadith onFitnes | By the end of the Substrand, the learner should be able to:Discuss the importance of physical fitness in the life of a Muslim. | What kindof games and sports do you participate in? | Learners are guided toread the hadith: “A strong believer is better and dearer to Allah than a weak believer...” (Narrated by Muslim | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **9** | **1** | HADITH | Hadith onFitnes | By the end of the Substrand, the learner should be able to:Discuss the importance of physical fitness in the life of a Muslim. | What kindof games and sports do you participate in? | Learners are guided toread the hadith: “A strong believer is better and dearer to Allah than a weak believer...” (Narrated by Muslim | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | **HADIT****H** | Hadith onFitnes | By the end of the Substrand, the learner should be able to:Participate in games and sports while observing Islamic values. d) Appreciate the importance of physical fitness as means of being dearer to Allah (S.W.T). | WhatIslamic rules do you observe while participating in gamesand sports activities? What values are inculcated | Learners in pairs or smallgroups to discuss the types of games and sports permissible in Islam. - Learners discuss Islamic etiquettes to be observed during games and sports activities (dressing mode, observing times for swalah). | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |

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|  |  |  |  |  | throughparticipation in gamesand sports? |  |  |  |  |
|  | **3** | PILLARSOF IMAN | Attributes ofAllah(S.W.T) | By the end of the Substrand, the learner should be able to: a) Identify the Attributes of Allah (S.W.T.) and their corresponding meaning to strengthen their belief in Allah (S.W.T.). | What are thefavours of Allah (S.W.T.) to mankind? | Learners are guided tolisten to the Attributes of Allah from digital devices. - Leaners sing qasida on the Attributes of Allah | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **10** | **1** | PILLARSOF IMAN | Attributes ofAllah(S.W.T) | Explain the significance ofthe given Attributes of Allah (S.W.T.) in shaping his/her character. | What are theAttributes of Allah (S.W.T.)? | Learners are guided toidentify Attributes of Allah and their corresponding meaning (Al-Rahman, ALRahim, Al-Malik, ALSalaam, AL-Samiu and Al- Basir). | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | PILLARSOF IMAN | Attributes ofAllah(S.W.T) | Explain the significance ofthe given Attributes of Allah (S.W.T.) in shaping his/her character. | What are theAttributes of Allah (S.W.T.)? | Learners are guided toidentify Attributes of Allah and their corresponding meaning (Al-Rahman, ALRahim, Al-Malik, ALSalaam, AL-Samiu and Al- Basir). | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | PILLARSOF IMAN | Attributes ofAllah(S.W.T) | By the end of the Substrand, the learner should be able to:Apply the Attributes of Allah (S.W.T.) while making dua (supplication) | What doesAllah (S.W.T.) do for us | Learners match and sortthe attributes of Allah (S.W.T.) and their meaning - In pairs or small groups learnersare guided to discuss the unique Attributes of Allah (S.W.T.). - | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |

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| **11** | **1** | PILLARSOF IMAN | Attributes ofAllah(S.W.T) | By the end of the Substrand, the learner should be able to:Appreciate the unique Attributes of Allah (S.W.T.) as part of Islamic faith. | Why is itimportant to believe inthe attributes of Allah (S.W.T.)? | In pairs or small groupslearners are guided to discuss the unique Attributes of Allah (S.W.T.). - Learners recite duas that mention the given Attributes of Allah (S.W.T.). | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | PILLARSOF IMAN | Angel andtheir duties | By the end of the Substrand, the learner should be able to: a) Identify thenames of the angels and their duties as a Pillar of Iman | What are theduties of angels? | Learners are guided toname the angels of Allah, (Jibril, Raqib and Atid, Mikail, Israil and Israfil). | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | PILLARSOF IMAN | Angel andtheir duties | By the end of the Substrand, the learner should be able to: a) Identify thenames of the angels and their duties as a Pillar of Iman | What are theduties of angels? | Learners match and sortthe names of angels and their corresponding duties using flashcards/pocketboards | Qur’an, Digital devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **12** | **1** | PILLARSOF IMAN | Angel andtheir duties | By the end of the Substrand, the learner should be able to:Explain the significance of belief in angels in life of a Muslim | Why didAllah (S.W.T.) create angels? | In pairs or small groupslearners are guided to discuss the significance of angels in their lives. - In pairs or small groups learners are guided to find names of angels from a crosswordpuzzle. - | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | PILLARSOF IMAN | Angel andtheir duties | By the end of the Substrand, the learner should be able to:Appreciate angels as Allah’s creation as a Pillar of Iman. | Why didAllah (S.W.T.) create angels? | Learners are guided tosing qasida on angels and their duties from a digital device | Qur’an, Digitaldevises PocketBoard, Charts Flash Cards; Course books, Resource person |  |  |

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|  | **3** | PILLARSOF IMAN | Prophetsmentioned in the Qur’an | by the end of the Substrand, the learner should be able to: a) Mention the twenty-five prophets of Allah (S.W.T.) named inthe Qur’an as divine messengers | Who is aprophet? 2. Why were prophets sent to mankind? | Learners identify fellowlearners named after prophets. - Learners are guided to name the prophets of Allah in the Qur’an (Q.4:163-165,6:84-86, 21: 85-88 | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **13** | **1** | PILLARSOF IMAN | Prophetsmentioned in the Qur’an | Identify the Ulul Azmprophets from among the twenty-five prophets of Allah to strengthen their Iman | Who is aprophet? 2. Why were prophets sent to mankind? | Learners identify fellowlearners named after prophets. - Learners are guided to name the prophets of Allah in the Qur’an (Q.4:163-165,6:84-86, 21: 85-88 | Qur’an, Digitaldevises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | PILLARSOF IMAN | Prophetsmentioned in the Qur’an | Explain the significance ofbelief in prophets in the life of a Muslim. | What virtuesdo we learn from these prophets | n pairs or small groupslearners are guided to discuss the virtues (patience, kindness, honesty, truthfulness, generosity and obedience) of the prophets | Qur’an, Digital devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | PILLARSOF IMAN | Prophetsmentioned in the Qur’an | Apply the virtues of theprophets of Allah in their daily life.Appreciate the belief in the prophets of Allah as a Pillar of Iman. | What virtuesdo we learn from these prophets | n pairs or small groupslearners are guided to discuss the virtues (patience, kindness, honesty, truthfulness, generosity and obedience) of the prophetsLearners sing Qasida on the 25 prophets | Qur’an, Digitaldevises PocketBoard, Charts Flash Cards; Course books, Resource person |  |  |
| **14** | **END OF TERM ONE ASSESSMENT AND CLOSING** |  |