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| NAME |  |
| TSC NO. |  |
| SCHOOL |  |

**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 Sub  strand, the learner should be able to:  Explain the basic meaning of the selected surah to enhance positive character formation  Apply the teachings of the selected surah in his/her daily life. | Which  surahs do Muslims recite before going to bed? | Learners are guided to  discuss 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 | **An-Naa** | By the end of the Sub  strand, the learner should be able to:  Explain the basic meaning of the selected surah to enhance positive character formation  Apply the teachings of the selected surah in his/her daily life. | Which  surahs do Muslims recite before going to bed? | Learners are guided to  discuss 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 |  |  |
|  | **3** | QUR’AN | **Al-Falaq** | By the end of the Sub  strand, the learner should be able to:  Apply the teachings of the | What  lessons do we learn from the selected surahs | Learners are guided to  discuss 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/her  daily life. |  | 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 | Resource person |  |  |
| **3** | **1** | QUR’AN | **Al-Ikhlas** | By the end of the Sub  strand, the learner should be able to:  Explain the basic meaning of the selected surah to enhance positive character formation  Apply the teachings of the selected surah in his/her daily life. | What  lessons do we learn from the selected surahs | Learners are guided to  discuss 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 Sub  strand, the learner should be able to:  Explain the basic meaning of the selected surah to enhance positive character formation | What  lessons do we learn from the selected surahs  Why do we recite the selected surahs? | Learners are guided to  discuss 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 |  |  |
|  | **3** | QUR’AN | **An-NAsr** | By the end of the Sub  strand, the learner should be able to:  Explain the basic meaning of the selected surah to enhance positive character | What  lessons do we learn from the selected surahs  Why do we | Learners are guided to  discuss the basic meaning of the selected surahs. - Learners listen to recorded translation of the selected surahs from a digital device. - | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |

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|  |  |  |  | formation | recite the  selected surahs? | In pairs or small groups  learners are guided to discuss the lessons learnt from the selected surahs |  |  |  |
| **4** | **1** | QUR’AN | **Al-**  **Kafirun** | By the end of the Sub  strand, the learner should be able to:  Explain the basic meaning of the selected surah to enhance positive character formation | What  lessons do we learn from the selected surahs | Learners are guided to  discuss the basic meaning of the selected surahs. | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | QUR’AN | **Al-**  **Kafirun** | By the end of the Sub  strand, the learner should be able to:  the importance of the selected surahs by adhering to their teachings | Why do we  recite 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 |  |  |
|  | **3** | HADITH | Prophet  Muhamma d (S.A.W.) a model of good character | By the end of the Sub  strand, the learner should be able to:  Read the selected hadith on the character of the Prophet as a role model | What are the  character traits of a good child | Learners are guided to  read the hadith: “I have been sent for the purpose of perfecting  good morals.” (Narrated  by Al-Hakim) | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **5** | **1** | HADITH | Prophet  Muhamma d (S.A.W.) a model of good character | By the end of the Sub  strand, the learner should be able to:  Discuss ways in w which Prophet Muhammad (S.A.W.) is a model of good | What were  the character traits of Prophet Muhammad (S.A.W.) as  a youth? | In pairs or small groups  learners are guided to discuss ways in which Prophet Muhammad (S.A.W.) is a model of good character (trustworthy, truthful, | Qur’an, Digital  devises Pocket  Board, Charts Flash Cards; Course books, Resource person |  |  |

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|  |  |  |  | character |  | kind, and generous). |  |  |  |
|  | **2** | HADITH | Prophet  Muhamma d (S.A.W.) a model of good character | By the end of the Sub  strand, 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 the  difference between the character of the Prophet and the youth of  today? | Learners role play  character 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 on  Etiquette on  Eating | By the end of the Sub  strand, the learner should be able to:  Read the selected hadith on appropriate manners of eating | What do you  do before eating? | Learners are guided to  read 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 on  Etiquette on  Eating | By the end of the Sub  strand, the learner should be able to:  Practice the etiquettes taught in the hadith when taking meals. | What is the  benefit of saying Bismillah while eating? | In pairs or small groups  learners 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 on  Etiquette on  Eating | By the end of the Sub  strand, the learner should be able to:  Appreciate the importance  of eating in accordance with the teachings of the prophet to earn rewards from Allah (S.W.T.). | Why do you  have to eat what is in front of you? | Learners role play  manners 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 on  brushing teeth | By the end of the Sub  strand, the learner should be able to: a) Read the selected hadith on brushing teeth for the promotion of oral hygiene. | What do you  use to brush your teeth? | Learners are guided to  read the hadith: “Brushing of teeth is a means of purification of mouths and pleasing Allah.” (Narrated by Ibn Majah | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **7** | **1** | HADITH | Hadith on  brushing teeth | By the end of the Sub  strand, the learner should be able to:  Discuss the importance of brushing teeth as per the tradition of the prophet (S.AW). | When do  you brush your teeth | - Learners are guided  individually 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 on  brushing teeth | By the end of the Sub  strand, the learner should be able to:  Discuss the importance of brushing teeth as per the tradition of the prophet (S.AW). | When do  you brush your teeth | - Learners are guided  individually 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 |  |  |
|  | **3** | HADITH | Hadith on  brushing teeth | By the end of the Sub  strand, 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 you  brush your teeth? | Learners discuss in  small groups on the importance of brushing their teeth regularly. - Learners recite/sing song/qasida/poem on brushing teeth. | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **8** | **1** | HADITH | Hadith on  brushing teeth | By the end of the Sub  strand, the learner should be able to:  practice brushing teeth as an act of ibadah. d) Appreciate | Why do you  brush your teeth? | Learners discuss in  small groups on the importance of brushing their teeth regularly. - Learners recite/sing | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, |  |  |

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|  |  |  |  | the importance of brushing  teeth so as to earn rewards from Allah (S.W.T.). |  | song/qasida/poem on  brushing teeth. | Resource person |  |  |
|  | **2** | HADITH | Hadith on  Fitnes | By the end of the Sub  strand, the learner should be able to:  Read the selected Hadith on physical fitness to promote healthy living | What are the  benefits of physical fitness | Learners are guided to  read the hadith: “A strong believer is better and dearer to Allah than a weak believer...” (Narrated by Muslim | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | HADITH | Hadith on  Fitnes | By the end of the Sub  strand, the learner should be able to:  Discuss the importance of physical fitness in the life of a Muslim. | What kind  of games and sports do you participate in? | Learners are guided to  read the hadith: “A strong believer is better and dearer to Allah than a weak believer...” (Narrated by Muslim | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **9** | **1** | HADITH | Hadith on  Fitnes | By the end of the Sub  strand, the learner should be able to:  Discuss the importance of physical fitness in the life of a Muslim. | What kind  of games and sports do you participate in? | Learners are guided to  read the hadith: “A strong believer is better and dearer to Allah than a weak believer...” (Narrated by Muslim | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | **HADIT**  **H** | Hadith on  Fitnes | By the end of the Sub  strand, 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). | What  Islamic rules do you observe while participating in games  and sports activities? What values are inculcated | Learners in pairs or small  groups 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, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |

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|  |  |  |  |  | through  participation in games  and sports? |  |  |  |  |
|  | **3** | PILLARS  OF IMAN | Attributes of  Allah  (S.W.T) | By the end of the Sub  strand, 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 the  favours of Allah (S.W.T.) to mankind? | Learners are guided to  listen to the Attributes of Allah from digital devices. - Leaners sing qasida on the Attributes of Allah | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **10** | **1** | PILLARS  OF IMAN | Attributes of  Allah  (S.W.T) | Explain the significance of  the given Attributes of Allah (S.W.T.) in shaping his/her character. | What are the  Attributes of Allah (S.W.T.)? | Learners are guided to  identify Attributes of Allah and their corresponding meaning (Al-Rahman, ALRahim, Al-Malik, ALSalaam, AL-Samiu and Al- Basir). | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | PILLARS  OF IMAN | Attributes of  Allah  (S.W.T) | Explain the significance of  the given Attributes of Allah (S.W.T.) in shaping his/her character. | What are the  Attributes of Allah (S.W.T.)? | Learners are guided to  identify Attributes of Allah and their corresponding meaning (Al-Rahman, ALRahim, Al-Malik, ALSalaam, AL-Samiu and Al- Basir). | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | PILLARS  OF IMAN | Attributes of  Allah  (S.W.T) | By the end of the Sub  strand, the learner should be able to:  Apply the Attributes of Allah (S.W.T.) while making dua (supplication) | What does  Allah (S.W.T.) do for us | Learners match and sort  the attributes of Allah (S.W.T.) and their meaning - In pairs or small groups learners  are guided to discuss the unique Attributes of Allah (S.W.T.). - | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |

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| **11** | **1** | PILLARS  OF IMAN | Attributes of  Allah  (S.W.T) | By the end of the Sub  strand, the learner should be able to:  Appreciate the unique Attributes of Allah (S.W.T.) as part of Islamic faith. | Why is it  important to believe in  the attributes of Allah (S.W.T.)? | In pairs or small groups  learners 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, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | PILLARS  OF IMAN | Angel and  their duties | By the end of the Sub  strand, the learner should be able to: a) Identify the  names of the angels and their duties as a Pillar of Iman | What are the  duties of angels? | Learners are guided to  name the angels of Allah, (Jibril, Raqib and Atid, Mikail, Israil and Israfil). | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **3** | PILLARS  OF IMAN | Angel and  their duties | By the end of the Sub  strand, the learner should be able to: a) Identify the  names of the angels and their duties as a Pillar of Iman | What are the  duties of angels? | Learners match and sort  the names of angels and their corresponding duties using flashcards/pocket  boards | Qur’an, Digital devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **12** | **1** | PILLARS  OF IMAN | Angel and  their duties | By the end of the Sub  strand, the learner should be able to:  Explain the significance of belief in angels in life of a Muslim | Why did  Allah (S.W.T.) create angels? | In pairs or small groups  learners 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 crossword  puzzle. - | Qur’an, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | PILLARS  OF IMAN | Angel and  their duties | By the end of the Sub  strand, the learner should be able to:  Appreciate angels as Allah’s creation as a Pillar of Iman. | Why did  Allah (S.W.T.) create angels? | Learners are guided to  sing qasida on angels and their duties from a digital device | Qur’an, Digital  devises Pocket  Board, Charts Flash Cards; Course books, Resource person |  |  |

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|  | **3** | PILLARS  OF IMAN | Prophets  mentioned in the Qur’an | by the end of the Sub  strand, the learner should be able to: a) Mention the twenty-five prophets of Allah (S.W.T.) named in  the Qur’an as divine messengers | Who is a  prophet? 2. Why were prophets sent to mankind? | Learners identify fellow  learners 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, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
| **13** | **1** | PILLARS  OF IMAN | Prophets  mentioned in the Qur’an | Identify the Ulul Azm  prophets from among the twenty-five prophets of Allah to strengthen their Iman | Who is a  prophet? 2. Why were prophets sent to mankind? | Learners identify fellow  learners 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, Digital  devises Pocket Board, Charts Flash Cards; Course books, Resource person |  |  |
|  | **2** | PILLARS  OF IMAN | Prophets  mentioned in the Qur’an | Explain the significance of  belief in prophets in the life of a Muslim. | What virtues  do we learn from these prophets | n pairs or small groups  learners 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** | PILLARS  OF IMAN | Prophets  mentioned in the Qur’an | Apply the virtues of the  prophets of Allah in their daily life.  Appreciate the belief in the prophets of Allah as a Pillar of Iman. | What virtues  do we learn from these prophets | n pairs or small groups  learners are guided to discuss the virtues (patience, kindness, honesty, truthfulness, generosity and obedience) of the prophets  Learners sing Qasida on the 25 prophets | Qur’an, Digital  devises Pocket  Board, Charts Flash Cards; Course books, Resource person |  |  |
| **14** | **END OF TERM ONE ASSESSMENT AND CLOSING** | | | | | | | |  |