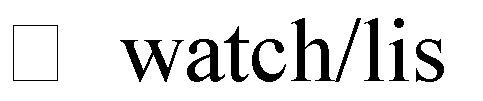
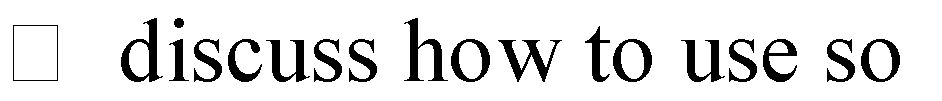
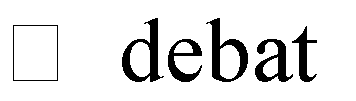
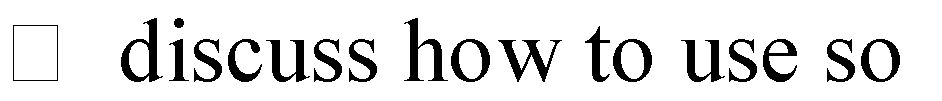
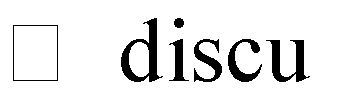
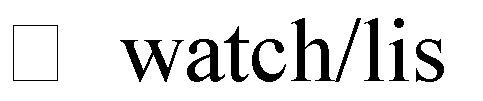
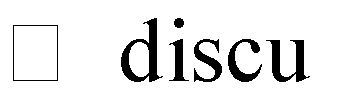
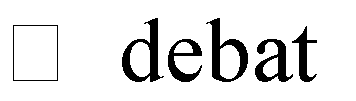
 **IRE SCHEME OF WORK GRADE 5 TERM 3**



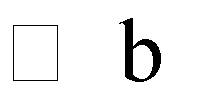
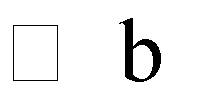
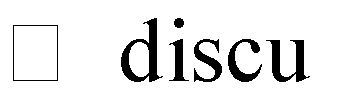
|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** |  | **Ls n** | **Strand/ Theme** | **Sub strand** | **Specific Learning Outcomes** | **Key Inquiry Questions** | **Learning Experiences** | **Learning Resources** | **Assessment Methods** | **Ref** |
| **1** | | **1** | **DEVOTI ONAL ACTS** | **Nullifiers of saum** | By the end of the sub strand, the learner should be able to:   1. Identify the nullifiers of saum to safeguard the validity of saum. 2. differentiate between nullifiers of saum and swalah to strengthen ibadah 3. appreciate fasting as a means of gaining taqwa (piety) | 1. Why should Muslims observe rules and regulation when fasting? 2. What virtues do Muslims learn from fasting? | Individually/in pairs/in small groups, learners are guided to:  Discuss the nullifiers of saum and make oral presentation in class  Sort nullifiers of saum from of nullifiers swalah    regulations of saum and make presentation in class | * Charts, course books, resource * person, flash cards, digital devices, * resource persons, personal logs | Oral assessment and observation schedule, written assessments, portfolio, Journals |  |
|  | | **2** |  | **Nullifiers of saum** | By the end of the sub strand, the learner should be able to:   1. differentiate between nullifiers of saum and swalah to strengthen ibadah 2. Fast while observing the rules and regulations for spiritual growth. 3. appreciate fasting as a means of gaining taqwa (piety) | 1. Why should Muslims observe rules and regulation when fasting? 2. What virtues do Muslims learn from fasting? | Individually/in pairs/in small groups, learners are guided to:  Discuss the nullifiers of saum and make oral presentation in class  sort nullifiers of saum from of nullifiers swalah    regulations of saum and make presentation in class | * Charts, course books, resource * person, flash cards, digital devices, * resource persons, personal logs | Oral assessment and observation schedule, written assessments, portfolio, Journals |  |
|  | | **3** | **AKHLAQ (MORAL VALUES)** | **Virtues**  Sabr (Patience) | By the end of the sub strand, the learner should be able to:   1. explain the importance of exhibiting patience in their daily life 2. Practice patience as a virtue necessary for character formation. 3. Appreciate the virtue of patience as a means earning rewards from Allah. | 1. How do you react when annoyed by your schoolmates? 2. Why should a Muslim observe patience? 3. When should a Muslim   practise patience? | Individually/in pairs/in small groups, learners are guided to:  Narrate short stories portraying patience.  Watch/listen to a story on patience and deduce the teachings  Discuss the importance of observing patience  Participate in activities that involve practising patience  e.g.turn taking during games, when queueing. | * Charts, course books, Digital devices, | Oral assessment, observation schedule |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | Encourage/show patience. |  |  |  |
| **2** | **1** |  | **Virtues**  Sabr (Patience) | By the end of the sub strand, the learner should be able to:   1. explain the importance of exhibiting patience in their daily life 2. Practice patience as a virtue necessary for character formation. 3. Appreciate the virtue of patience as a means earning rewards from Allah. | 1. How do you react when annoyed by your schoolmates? 2. Why should a Muslim observe patience? 3. When should a Muslim   practise patience? | Individually/in pairs/in small groups, learners are guided to:  Narrate short stories portraying patience.  ten to a story on patience and deduce the teachings  ss the importance of observing patience  participate in activities that involve practising patience e.g.turn taking during games,  when queueing.    Encourage/show patience. | * Charts, course books, Digital devices, | Oral assessment, observation schedule |  |
|  | **2** |  | Effects of social media | By the end of the sub strand, the learner should be able to:   1. Explain the positive and negative effects of social media on the youth. 2. Outline ways of using social media responsibly to facilitate learning. 3. use social media responsibly to benefit self   and others | 1. How can one use social media positively? 2. How can social media enhance learning? | Individually/in pairs/in small groups, learners are guided to:  e on the positive and negative effects of social media  cial media responsibly and present in class  demonstrate how to use social media to facilitate learning | * Charts, course books, Digital devices, | Oral assessment, observation schedule |  |
|  | **3** |  | Effects of social media | By the end of the sub strand, the learner should be able to:   1. Explain the positive and negative effects of social media on the youth. 2. Outline ways of using social media responsibly to facilitate learning. 3. use social media   responsibly to benefit self and others | 1. How can one use social media positively? 2. How can social media enhance learning? | Individually/in pairs/in small groups, learners are guided to:  e on the positive and negative effects of social media  cial media responsibly and present in class  demonstrate how to use social media to facilitate learning | * Charts, course books, Digital devices, | Oral assessment, observation schedule |  |
| **3** | **1** |  | **Vices**  Evils of gambling | By the end of the sub strand, the learner should be able to:  a. explain the evils of gambling to promote responsible citizenship | 1. What are the effects of participating in gambling? 2. Why is gambling forbidden in Islam? | Individually/in pairs/in small groups, learners are guided to:  ss the effects of gambling and present in class  (loss of property, family break- down) | * Charts, course books, Digital devices, | Oral assessment, observation schedule |  |



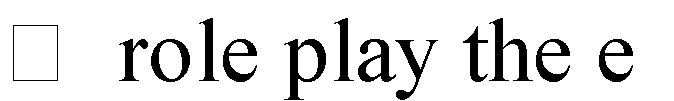
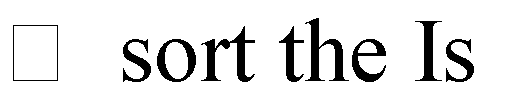
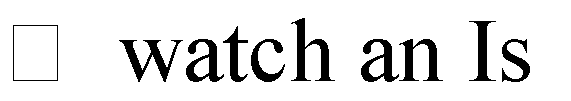
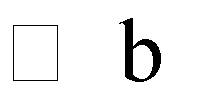


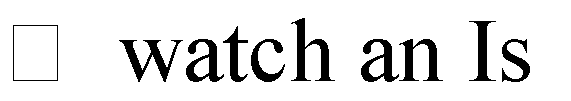
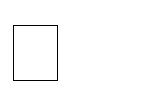
|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 1. state ways of discouraging gambling in the society 2. appreciate the prohibition of   gambling by working hard for halaal (legal) earning |  | gambling    discouraging gambling in the society and display a chart |  |  |  |
|  | **2** |  | **Vices**  Evils of gambling | By the end of the sub strand, the learner should be able to:   1. explain the evils of gambling to promote responsible citizenship 2. state ways of discouraging gambling in the society 3. appreciate the prohibition of gambling by working hard for halaal (legal) earning | 1. What are the effects of participating in gambling? 2. Why is gambling forbidden in Islam? | Individually/in pairs/in small groups, learners are guided to:  ss the effects of gambling and present in class (loss of property, family break-  down)    gambling    discouraging gambling in the  society and display a chart | * Charts, course books, Digital devices, | Oral assessment, observation schedule |  |
|  | **3** |  | **Dua (Supplications)** Dua on increase in  knowledge | By the end of the sub strand, the learner should be able to:   1. Recite/memorise the selecteddua as a form of ibadah. 2. apply the teachings of the dua (supplication ) for spiritual nourishment 3. appreciate the act of supplication as a form of Ibadah (act of worship) | 1. What is the importance of making dua always? | Individually/in pairs/in small groups, learners are guided to:  and recite the following dua from a digital device/teacher,  “Oh Allah make what you teach me beneficial, teach me what is beneficial, and increase me in knowledge.”  recite the dua every morning before start of class.  rainstorm on the importance of making dua and write notes | * Charts, course books, Digital devices, | Oral assessment,  observation  schedule |  |
| **4** | **1** |  | **Dua (Supplications)** Dua on increase in  knowledge | By the end of the sub strand, the learner should be able to:   1. Recite/memorise the selecteddua as a form of ibadah. 2. apply the teachings of the dua (supplication ) for spiritual nourishment 3. appreciate the act of supplication as a form of Ibadah (act of worship) | 1. What is the importance of making dua always? | Individually/in pairs/in small groups, learners are guided to:  and recite the following dua from a digital device/teacher,  “Oh Allah make what you teach me beneficial, teach me what is beneficial, and increase me in knowledge.”  recite the dua every morning before start of class.  rainstorm on the importance of making dua and write notes | * Charts, course books, Digital devices, | Oral assessment,  observation  schedule |  |



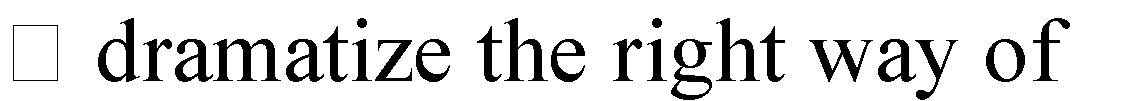
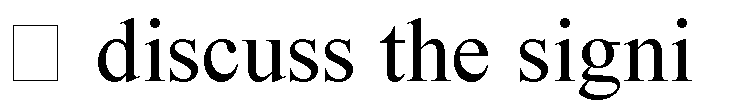
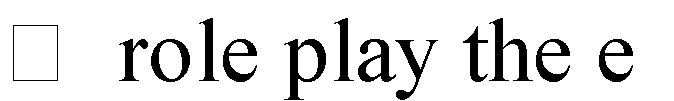


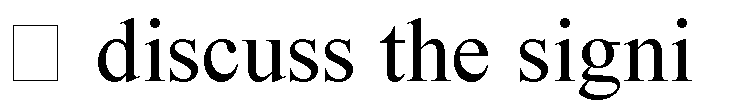
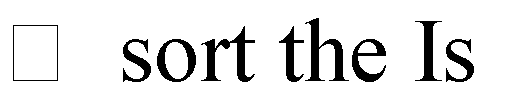
|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2** |  | **Dua (Supplications)** Dua on increase in  knowledge | By the end of the sub strand, the learner should be able to:   1. apply the teachings of the dua (supplication ) for spiritual nourishment 2. Explain the importance of the dua to a person seeking knowledge. 3. appreciate the act of supplication as a form of Ibadah (act of worship) | 1. What is the importance of making dua always? | Individually/in pairs/in small groups, learners are guided to:  listen and recite the following dua from a digital device/teacher,  “Oh Allah make what you teach me beneficial, teach me what is beneficial, and increase me in knowledge.”  recite the dua every morning before start of class.  rainstorm on the importance of making dua and write notes | * Charts, course books, Digital devices, | Oral assessment,  observation  schedule |  |
|  | **3** | **MUAMA LAT** | **Etiquette of Islamic**  **wedding celebrations** | By the end of the sub strand, the learner should be able to:   1. describe the etiquette to be observed during Islamic wedding celebrations 2. Outline un-islamic activities that take place during wedding celebrations. 3. Appreciate Islamic wedding celebrations as part of Islamic heritage. | 1. What are the activities that take place during wedding celebrations? | Individually/in pairs/in small groups, learners are guided to:  on a wedding celebration they have attended and note down what they observed/experienced  lamic wedding celebration from a digital device and the etiquette observed  lamic and un- islamic activities performed during wedding celebrations using flash cards  tiquette to be observed during the celebration  e.g. (appropriate dressing, gender separation, avoiding Israaf and music) | * Digital devices, realia, shop items. | Oral questions, observation  schedule, written  assessment,  project work |  |
| **5** | **1** |  | **Etiquette of Islamic wedding**  **celebrations** | By the end of the sub strand, the learner should be able to:   1. describe the etiquette to be observed during Islamic wedding celebrations 2. Outline un-islamic activities that take place during wedding celebrations. 3. Appreciate Islamic wedding celebrations as part of   Islamic heritage. | 1. What are the activities that take place during wedding celebrations? | Individually/in pairs/in small groups, learners are guided to:  on a wedding celebration they have attended and note down what they observed/experienced  lamic wedding celebration from a digital device and the etiquette observed | * Digital devices, realia, shop items. | Oral questions, observation schedule,  written  assessment,  project work |  |



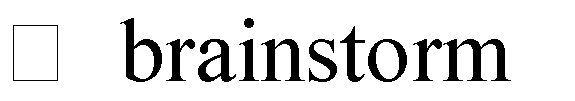
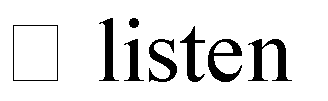
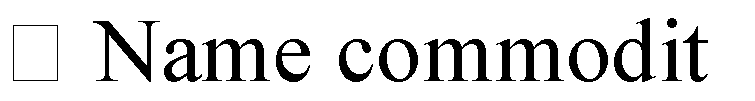
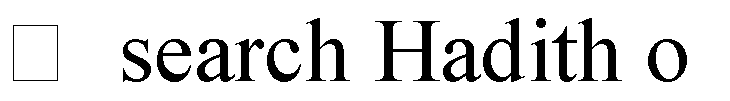


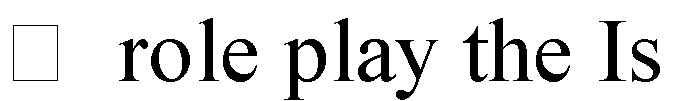
|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | lamic and un- islamic activities performed during wedding celebrations using flash cards  tiquette to be observed during the celebration  e.g. (appropriate dressing,  gender separation, avoiding Israaf and music) |  |  |  |
|  | **2** |  | **Rights of Neighbours** | By the end of the sub strand, the learner should be able to:   1. Outline the rights of neighbours for harmonious living. 2. Demonstrate the awareness of the rights of neighbours as an act of ibadah. 3. Appreciate the rights of neighbours as an obligatory act upon a Muslim. | 1. How should Muslims relate with neighbours? 2. What are the rights of neighbours? 3. What is the significance of upholding good neighbourhood? | Individually/in pairs/in small groups, learners are guided to:    neighbours in Islam using digital devices/print media and make notes.  ficance of treating neighbours well and display on a chart.  treating neighbours. rights of neighbours and  deduce lessons from it using  digital devices/ books/resource persons | * Digital devices, realia, shop items. | Oral questions, observation schedule, written assessment, project work |  |
|  | **3** |  | **Rights of Neighbours** | By the end of the sub strand, the learner should be able to:   1. Outline the rights of neighbours for harmonious living. 2. Demonstrate the awareness of the rights of neighbours as an act of ibadah. 3. Appreciate the rights of neighbours as an obligatory act upon a Muslim. | 1. How should Muslims relate with neighbours? 2. What are the rights of neighbours? 3. What is the significance of upholding good neighbourhood? | Individually/in pairs/in small groups, learners are guided to:    neighbours in Islam using digital devices/print media and make notes.  ficance of treating neighbours well and display on a chart.  treating neighbours. rights of neighbours and  deduce lessons from it using  digital devices/ books/resource persons | * Digital devices, realia, shop items. | Oral questions, observation schedule, written assessment, project work |  |
| **6** | **12** |  | **Islamic rules of buying and selling** | By the end of the sub strand, the learner should be able to:  a. State the Islamic rules on buying and selling to | 1. What should Muslims avoid while buying and selling? 2. What are | Individually/in pairs/in small groups, learners are guided to:    buying and selling and | * Digital devices, realia, shop items. | Oral questions, observation schedule, |  |



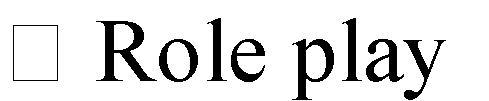
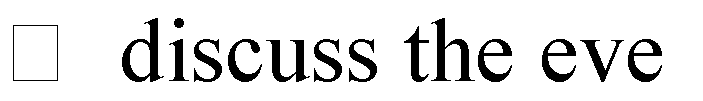
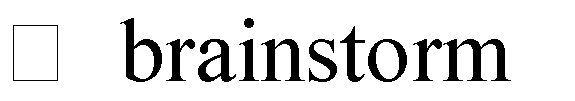
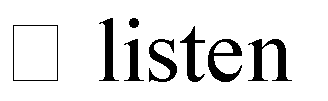
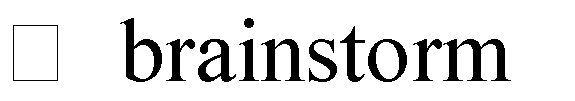


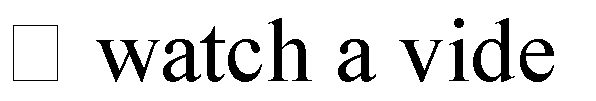
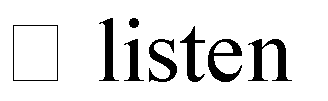
|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | promote a healthy business society.   1. State the benefits of observing the Islamic rules on buying and selling. 2. Observe the Islamic etiquette on buying and selling in day to day life. 3. appreciate Islamic etiquette on the rules and regulations of buying and selling to   earn rewards from Allah (Q83: 1-6) | Islamic  teachings on buying and selling? | make oral presentation    observing Islamic rules and regulations  n buying and selling and write notes on lessons learnt using digital devices/books/resource persons |  | written assessment, project work |  |
|  | **2** |  | **Islamic rules of buying and selling** | By the end of the sub strand, the learner should be able to:   1. State the Islamic rules on buying and selling to promote a healthy business society. 2. State the benefits of observing the Islamic rules on buying and selling. 3. Observe the Islamic etiquette on buying and selling in day to day life. 4. appreciate Islamic etiquette on the rules and regulations of buying and selling to earn rewards from Allah   (Q83: 1-6) | 1. What should Muslims avoid while buying and selling? 2. What are   Islamic teachings on buying and selling? | lamic rules and regulations on buying and selling  ies that they have bought from the market.    creating a shop corner  by collecting items, write a price list and a list  of Islamic rules to be observed | * Digital devices, realia, shop items. | Oral questions, observation schedule, written assessment, project work |  |
|  | **3** | **HISTOR Y OF ISLAM** | **Prophet (s.a.w)’s journey to Taif.** | By the end of the sub strand, the learner should be able to:   1. Narrate the story of the Prophet(s.a.w)’s journey to Taifand its implications on Islamic history. 2. practise the virtues demonstrated by the Prophet (s.a.w) in his journey to Taif. 3. Appreciate the virtues demonstrated by the Prophet (s.a.w) while in   Taif. | 1. What lessons can Muslims learn from the Prophet (s.a.w)’s journey toTaif? 2. How did the Prophet (s.a.w)   relate with the people of Taif? | Individually/in pairs/in small groups, learners are guided to:  /watch a story on the Prophet (s.a.w)’s journey to Taif from a digital device/ resource persons.    from the Prophet (s.a.w)’s journey to Taif and display them on a chart  on the situations that require exhibition of the following virtues: (patience,  tolerance and perseverance) | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |



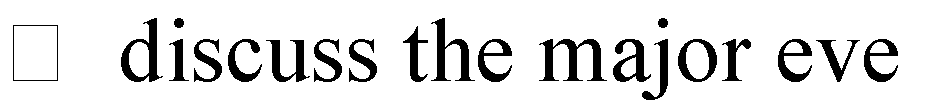
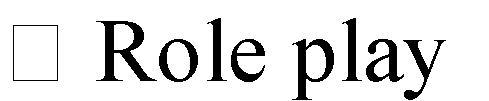
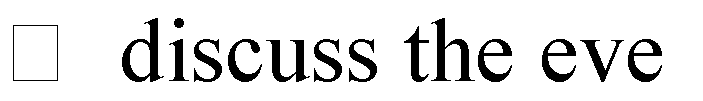
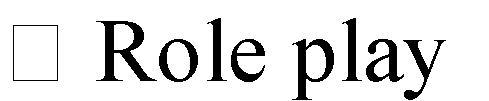
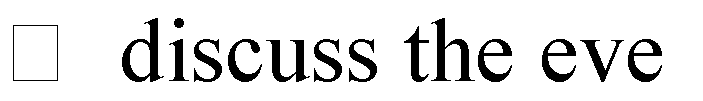
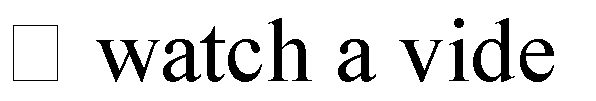


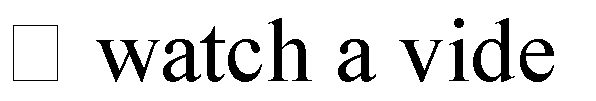
|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7** | **1** |  | **Prophet (s.a.w)’s journey to Taif.** | By the end of the sub strand, the learner should be able to:   1. Narrate the story of the Prophet(s.a.w)’s journey to Taifand its implications on Islamic history. 2. practise the virtues demonstrated by the Prophet (s.a.w) in his journey to Taif. 3. Appreciate the virtues demonstrated by the   Prophet (s.a.w) while in Taif. | 1. What lessons can Muslims learn from the Prophet (s.a.w)’s journey toTaif? 2. How did the Prophet (s.a.w)   relate with the people of Taif? | Individually/in pairs/in small groups, learners are guided to:  /watch a story on the Prophet (s.a.w)’s journey to Taif from a digital device/ resource persons.    from the Prophet (s.a.w)’s journey to Taif and display them on a chart  on the situations that require exhibition of the  following virtues: (patience, tolerance and perseverance) | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |
|  | **2** |  | **Prophet (s.a.w)’s journey to Taif.** | By the end of the sub strand, the learner should be able to:   1. Narrate the story of the Prophet(s.a.w)’s journey to Taifand its implications on Islamic history. 2. practise the virtues demonstrated by the Prophet (s.a.w) in his journey to Taif. 3. Appreciate the virtues demonstrated by the   Prophet (s.a.w) while in Taif. | 1. What lessons can Muslims learn from the Prophet (s.a.w)’s journey toTaif? 2. How did the Prophet (s.a.w)   relate with the people of Taif? | Individually/in pairs/in small groups, learners are guided to:  /watch a story on the Prophet (s.a.w)’s journey to Taif from a digital device/ resource persons.    from the Prophet (s.a.w)’s journey to Taif and display them on a chart  on the situations that require exhibition of the  following virtues: (patience, tolerance and perseverance) | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |
|  | **3** |  | **Pledges of Aqabah** | By the end of the sub strand, the learner should be able to:   1. describe the events that led to the signing of the pledges of Aqabah as part of Islamic history 2. identify the terms of the pledges of Aqabah for character formation 3. explain the significance of the pledges of Aqabah in the History of Islam | 1. Why are the pledges of Aqabah important in the life of a Muslim? 2. How did Muslims benefit from the pledges of   Aqabah? | Individually/in pairs/in small groups, learners are guided to:  o on the pledges of Aqaba from a digital device and write the terms.  nts that led to the signing of the pledges of Aqabah  and present in class (e.g the Prophet (s.a.w) meeting delegates from Yathrib, preaching by Mus’ab bin Umayr in Madina, signing the pledges…)  on the  significance of the pledges of Aqaba and display on a chart. | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |



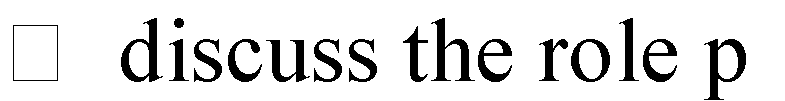


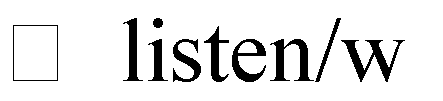
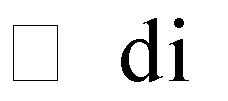
|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **8** | **1** |  | **Pledges of Aqabah** | By the end of the sub strand, the learner should be able to:   1. describe the events that led to the signing of the pledges of Aqabah as part of Islamic history 2. identify the terms of the pledges of Aqabah for character formation 3. explain the significance of the pledges of Aqabah in the History of Islam | 1. Why are the pledges of Aqabah important in the life of a Muslim? 2. How did Muslims benefit from the pledges of   Aqabah? | Individually/in pairs/in small groups, learners are guided to:  o on the pledges of Aqaba from a digital device and write the terms.  nts that led to the signing of the pledges of Aqabah  and present in class (e.g the Prophet (s.a.w) meeting delegates from Yathrib, preaching by Mus’ab bin Umayr in Madina, signing the pledges…)  on the  significance of the pledges of Aqaba and display on a chart. | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |
|  | **2** |  | **Pledges of Aqabah** | By the end of the sub strand, the learner should be able to:   1. describe the events that led to the signing of the pledges of Aqabah as part of Islamic history 2. identify the terms of the pledges of Aqabah for character formation 3. explain the significance of the pledges of Aqabah in the History of Islam | 1. Why are the pledges of Aqabah important in the life of a Muslim? 2. How did Muslims benefit from the pledges of   Aqabah? | Individually/in pairs/in small groups, learners are guided to:  o on the pledges of Aqaba from a digital device and write the terms.  nts that led to the signing of the pledges of Aqabah  and present in class (e.g the Prophet (s.a.w) meeting delegates from Yathrib, preaching by Mus’ab bin Umayr in Madina, signing the pledges…)  on the significance of the pledges of  Aqaba and display on a chart. | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |
|  | **3** |  | **Hijra to Madina** | By the end of the sub strand, the learner should be able to:   1. Narrate the events on the Prophet’s migration to Madina and the major events as part of Islamic Heritage. 2. Explain the significance of the Prophet (s.a.w)’s   journey to Madina as a milestone in Islam. | 1. Why did the Prophet (s.a.w) migrate to Madina? 2. What events took place during the Prophet’s journey   to Madinah?   1. Why is Hijra important to Muslims? | Individually/in pairs/in small groups, learners are guided to:    Prophet (s.a.w)’s migration to Madina from a digital device/teacher  nts that took place during the Prophet (s.a.w)’s migration to Madina e.g.(the Prophet (s.a.w) leaving  Ali in his house ,departure | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |





|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | c. appreciate the Prophet (s.a.w)’s journey to Madina as the beginning of Islamic  civilization |  | with Abubakar, at cave Thaur, the incident of Suraqah,reception in Madina). |  |  |  |
| **9** | **1** |  | **Hijra to Madina** | By the end of the sub strand, the learner should be able to:   1. Narrate the events on the Prophet’s migration to Madina and the major events as part of Islamic Heritage. 2. Explain the significance of the Prophet (s.a.w)’s journey to Madina as a milestone in Islam. 3. appreciate the Prophet (s.a.w)’s journey to Madina as the beginning of Islamic   civilization | 1. Why did the Prophet (s.a.w) migrate to Madina? 2. What events took place during the Prophet’s journey   to Madinah?   1. Why is Hijra important to Muslims? | Individually/in pairs/in small groups, learners are guided to:    Prophet (s.a.w)’s migration to Madina from a digital device/teacher  scuss the major events that took place during the Prophet (s.a.w)’s migration to Madina e.g.(the Prophet (s.a.w) leaving Ali in his house ,departure  with Abubakar, at cave Thaur, the incident of Suraqah,reception in Madina). | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |
|  | **2** |  | **Hijra to Madina** | By the end of the sub strand, the learner should be able to:   1. Narrate the events on the Prophet’s migration to Madina and the major events as part of Islamic Heritage. 2. Explain the significance of the Prophet (s.a.w)’s journey to Madina as a milestone in Islam. 3. appreciate the Prophet (s.a.w)’s journey to Madina   as the beginning of Islamic civilization | 1. Why did the Prophet (s.a.w) migrate to Madina? 2. What events took place during the Prophet’s journey   to Madinah?   1. Why is Hijra important to Muslims? | the Prophet (S.A.W) i.e Talaal Badru ‘alaynaa)    Hijra and make short  note e.g. end of persecution, unity of the Ummah, beginning of the Islamic calendar). | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |
|  | **3** |  | **Unity between the Muhajirun and the Ansar** | By the end of the sub strand, the learner should be able to:   1. describe how the Prophet (s.a.w) united theMuhajirun and the Ansar in Madina 2. Explain the role played by the Ansar in the settlement of Muhajirun in Madina. 3. develop a desire to maintain   Islamic brotherhood as per the teachings of Islam | 1. How did the Prophet (s.a.w) unite the Muhajirun and the Ansar? 2. What role did the Ansar play in the settlement of the Muhajirun | Individually/in pairs/in small groups, learners are guided to:  who are the Muhajirun and the Ansar  atch a story on how united the Muhajirun and the Ansar were from a digital device/teacher  layed by the Ansar in settling the Muhajirun (e.g. shared their | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |





|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | wealth, assisted them in integration and settlement)  sons learnt from the spirit of brotherhood established by the Prophet  (s.a.w)(Muslims must be united, assist one another) |  |  |  |
| **10** | **1** |  | **Unity between the Muhajirun and the Ansar** | By the end of the sub strand, the learner should be able to:   1. describe how the Prophet (s.a.w) united theMuhajirun and the Ansar in Madina 2. Explain the role played by the Ansar in the settlement of Muhajirun in Madina. 3. develop a desire to maintain Islamic brotherhood as per the teachings of Islam | 1. How did the Prophet (s.a.w) unite the Muhajirun and the Ansar? 2. What role did the Ansar play in the settlement of the Muhajirun | Individually/in pairs/in small groups, learners are guided to:  who are the Muhajirun and the Ansar  atch a story on how united the Muhajirun and the Ansar were from a digital device/teacher  layed by the Ansar in settling the Muhajirun (e.g. shared their wealth, assisted them in integration and settlement)  sons learnt from the spirit of brotherhood established by the Prophet (s.a.w)(Muslims must be  united, assist one another) | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |
|  | **2** |  | **Unity between the Muhajirun and the Ansar** | By the end of the sub strand, the learner should be able to:   1. describe how the Prophet (s.a.w) united theMuhajirun and the Ansar in Madina 2. Explain the role played by the Ansar in the settlement of Muhajirun in Madina. 3. develop a desire to maintain Islamic brotherhood as per the teachings of Islam | 1. How did the Prophet (s.a.w) unite the Muhajirun and the Ansar? 2. What role did the Ansar play in the settlement of the Muhajirun | Individually/in pairs/in small groups, learners are guided to:  who are the Muhajirun and the Ansar  atch a story on how united the Muhajirun and the Ansar were from a digital device/teacher  layed by the Ansar in settling the Muhajirun (e.g. shared their wealth, assisted them in integration and settlement)  sons learnt from the spirit of brotherhood established by the Prophet (s.a.w)(Muslims must be  united, assist one another) | * - Story books on the sirah, course * books and digital devices * - Islamic calendar/char ts | Oral questions, observation schedule, project |  |
|  | **3** | **END OF TERM ASSESSMENT** | | | | | | | |

