GRADE 4 SCHEMES OF WORK

ISALAMIC RELIGIOUS EDUCATION

This Scheme of Work provides a structured plan outlining the content, teaching strategies, learning objectives, and assessment methods, ensuring continuity, progression, and alignment with curriculum standards, while fostering engaging, inclusive, and meaningful learning experiences that support students' development of knowledge, skills, and competencies across subjects as designed by Mwalimu Consultancy Experts.

TERM 1-3 SAMPLE

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GRADE 4 ISLAMIC RELIGIOUS EDUCATION SCHEME OF WORK TERM 1

Week	Lesson	Strand	Sub-strand	Specific learning outcomes	Learning experiences	Key inquiry question	Learning resources	Assessment	Reflection
1	**1**	**Qur'an**	Selected surahs - ***Al-Fatiha***	By the end of the lesson, the learner should be able to: • Read the selected surah ***Al-Fatiha*** • Discuss the meaning of surah ***Al-Fatiha*** read • Appreciate reading surah ***Al-Fatiha*** for spiritual growth	Learners in class, groups, pairs, or individuals, read the selected surah ***Al-Fatiha*** Learners are guided to discuss the basic meaning of the selected *surah* ***Al-Fatiha***	Why do we recite suratul - Fatiha in every *swalah*?	CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Grade 4 Pg 1-4	Oral questions, written tests, Observation, Portfolio	
	2	**Qur'an**	Selected surahs - ***Al-Fatiha***	By the end of the lesson, the learner should be able to: • Listen to recorded translation of the selected *surah* ***Al-Fatiha*** from a digital device. • Discuss the lessons learnt from the surah ***Al-Fatiha*** for spiritual nourishment • Apply the teachings of the surah ***Al-Fatiha*** in his/her daily life	Learners listen to recorded translation of the selected surahs Al-Fatiha from a digital device In pairs or small groups learners are guided to discuss the lessons learnt from surah Al-Fatiha	What lessons do we learn from the selected *surah* ***Al-Fatiha***?	CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Grade 4 Page 6-7	Oral questions, portfolio, and observation	
	3	**Qur'an**	Selected surahs - ***Al-Fatiha***	By the end of the lesson, the learner should be able to: • Mention how you call Allah by his name and attributes. • Match and sort verses of the selected *surah* ***Al-Fatiha*** with their corresponding meaning.	Learner to use surah ***Al-Fatiha*** in *Swallah* Using digital devices/flash cards match and sort verses of *surah* ***Al-Fatiha*** with their corresponding meaning.	Why do we recite the selected *surah* ***Al-Fatiha***?	CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Grade 4 Page 6-7	Oral questions, portfolio, observation,	

				• Appreciate the importance of the *surah* ***Al-Fatiha*** by adhering to their teachings				written tests	
2	**1**	**Qur' an**	Selected surah- **An-naas**	By the end of the lesson, the learner should be able to: • Read Surah **An-naas** • Discuss the meaning of surah ***An-naas*** read • Appreciate reading surah ***An-naas*** for spiritual growth	Learners in class, groups, pairs, or individuals, read the selected surah **An-naas** Learners are guided to discuss the basic meaning of the selected *surah* **An-naas**	Why do we recite ***An-naas*** in *swalah*?	CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Grade 4 Page 8-10	Oral questions, portfolio, observation, written tests	
	2	**Qur' an**	Selected surah- **An-naas**	By the end of the lesson, the learners should be able to: • Discuss the lessons learnt from surah ***An-naas*** for spiritual nourishment • Listen to recorded translation of *surah*s ***An-naas*** from a digital device. • Apply the teachings of the selected surah ***An-naas*** in his/her daily life	Learners listen to recorded translation of the selected *surah*s ***An-naas*** from a digital device In pairs or small groups learners are guided to discuss the lessons learnt from *surah* ***An-naas***	What lessons do we learn from the selected *surah* ***An-naas?***	CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Grade 4 Pg10-12	Oral questions, portfolio, observation, written tests	
	3	**Qur' an**	Selected surah- **An-naas**	By the end of the lesson, the learners should be able to: • Mention the attributes of Allah from Surah An-naas. • Match and sort verses of the selected *surah* ***An-naas*** with their corresponding meaning. • Appreciate the importance of the *surah*s ***An-naas*** by adhering to their teachings	Learners to mention the attributes of Allah from Surah An-naas. Learner to use surah An-naas in Swallah Using digital devices/flash cards match and sort verses of surah An-naas with their corresponding meaning.	Why does Allah (S.W.T) call himself by the names in Surah An-naas?	CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Grade 4 Page 10-12	Oral questions, portfolio, observation, written tests	

3	**1**	**Qur' an**	Select ed surah **Al-Falaq**	By the end of the lesson, the learners should be able to: • Read surah ***Al-Falaq*** • Discuss the meaning of surah **Al-Falaq** read • Appreciate reading surah **Al-Falaq** for spiritual growth	Learners in class, groups, pairs, or individuals, read the selected surah ***Al-Falaq*** Learners are guided to discuss the basic meaning of the selected *surah* ***Al-Falaq***	Why do we recite **Al-Falaq** in *Swala h*?	CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Grade 4 Page 12-15	Asking learners question s Writing exercise	
	2	**Qur' an**	Select ed surah **Al-Falaq**	By the end of the lesson, the learners should be able to: • Discuss the translation of S*urah* **Al-Falaq** from a digital device. • Discuss the lessons learnt from the surah **Al-Falaq** for spiritual nourishment • Apply the teachings of the selected surah **Al-Falaq** in his/her daily life	Learners listen to recorded translation of the selected *surah*s **Al-Falaq** from a digital device In pairs or small groups learners are guided to discuss the lessons learnt from *surah* ***Al-Falaq***	What lessons do we learn from the selected *Surah* ***Al-Falaq***?	CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Grade 4 Page 12-15	Asking learners question s Writing exercise	
	3	**Qur' an**	Select ed surah **Al-Falaq**	By the end of the lesson, the learners should be able to: • Discuss evils caused by magic, witchcraft and envy. • Recite the selected surah **Al-Falaq** and use it in *Swallah* for spiritual nourishment. • Appreciate the importance of the *surah* **Al-Falaq** by adhering to their teachings	Learners to Discuss evils caused by magic, witchcraft and envy. Learner to use surah **Al-Falaq** in *Swallah* Using digital devices/flash cards match and sort verses of *surah* **Al-Falaq** with their corresponding meaning.	Why do we recite the selected *surah* ***Al-Falaq***?	CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Grade 4 Page 12-15	Oral question s, written tests, observat ion	
4	**1**	**Qur' an**	Select ed surah **Al-Ikhlas**	By the end of the lesson, the learners should be able to: • Read surah ***Al-Ikhlas***	Learners in class, groups, pairs, or individuals, read the selected surah ***Al-Ikhlas*** Learners are guided to	What is the meaning of surah Al-Ikhlas?	CDs, flash cards, pocket board, Qur'an,	Oral question s, written tests,	

				• Discuss the meaning of surah ***Al-Ikhlas*** read • Appreciate reading surah ***Al-Ikhlas*** for spiritual growth	discuss the basic meaning of the selected *surah* ***Al-Ikhlas***		KLB Visionary IRE Grade 4 Page 15-18	observation	
	2	**Qur'an**	Selected surah **Al-Ikhlas**	By the end of the lesson, the learners should be able to: • Listen to recorded translation of the selected *surah*s ***Al-Ikhlas*** from a digital device. • Discuss the lessons learnt from the surah ***Al-Ikhlas*** for spiritual nourishment • Apply the teachings of the selected surah ***Al-Ikhlas*** in his/her daily life	Learners listen to recorded translation of the selected *surah*s ***Al-Ikhlas*** from a digital device In pairs or small groups learners are guided to discuss the lessons learnt from *surah* ***Al-Ikhlas***	What lessons do we learn from the selected *surah* ***Al-Ikhlas***?	CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Grade 4 Page 15-18	Oral questions, written tests, observation	
	3	**Qur'an**	Selected surah **Al-Ikhlas**	By the end of the lesson, the learners should be able to: • State the importance of surah Al-Ikhlas • Recite the selected surah ***Al-Ikhlas*** and use it in *Swallah* for spiritual nourishment. • Appreciate the importance of the *surah*s ***Al-Ikhlas*** by adhering to their teachings	Learners to recite the selected surah ***Al-Ikhlas*** for spiritual nourishment. Learner to use surah ***Al-Ikhlas*** in *Swallah* Using digital devices/flash cards match and sort verses of *surah* ***Al-Ikhlas*** with their corresponding meaning	Why do we recite the selected *surah* ***Al-Ikhlas***?	CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Grade 4 Page 15-18	Oral questions, written tests, observation	
5	**1**	**Qur'an**	Selected surah **Al-Masad**	By the end of the lesson, the learner should be able to: • Read surah **Al-Masad** • Discuss the meaning of surah **Al-Masad** read • Appreciate reading surah **Al-Masad** for spiritual growth	Learners in class, groups, pairs, or individuals, read the selected surah Al-Masad Learners are guided to discuss the basic meaning of the selected surah Al-Masad	What is the meaning of Surah **Al-Masad**?	Cards, charts, Quran, video clips, KLB Visionary IRE Grade 4 Page 18-21	Oral questions, written tests, Observation, Recitation	

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	2	**Qur'an**	Selected surah **Al-Masad**	By the end of the lesson, the learner should be able to: • Listen to recorded translation of the selected *Surah* **Al-Masad** from a digital device. • Discuss the lessons learnt from the surah **Al-Masad** for spiritual nourishment • Apply the teachings of the selected surah **Al-Masad** in his/her daily life	Learners listen to recorded translation of the selected *surah*s **Al-Masad** from a digital device In pairs or small groups learners are guided to discuss the lessons learnt from *surah* **Al-Masad**	What lessons do we learn from the selected *surah* **Al-Masad** ?	Cards, charts, Quran, video clips, KLB Visionary IRE Grade 4 Page 18-21	Oral questions, written tests, observation	

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GRADE 4 IRE SCHEME OF WORK TERM 2

Week	Lesson	Strand /Theme	Sub-strand	Specific-Learning outcomes	Learning/ Teaching Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	**1**	Pillars of Iman	Attributes of Allah (S.W.T)	By the end of the sub-strand, the learner should be able to: • Discuss the attributes of Allah (S.W.T) • Read and memorise Surah Aaraaf 7:180 • Appreciate Allah as the most gracious and merciful	Learners are guided to discuss the attributes of Allah (S.W.T) In pairs, Read and memorise Surah Aaraaf 7:180	What happens when we ask Allah (S.W.T) for his forgiveness?	KLB Visionary IRE Learner's Book Grade 4 pg. 45-47 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	
	2	Pillars of Iman	Attributes of Allah (S.W.T)	By the end of the sub-strand, the learner should be able to: • Watch a video clip on the attributes of Allah (S.W.T) • Write down and discuss the attributes of Allah (S.W.T) • Appreciate calling upon Allah (S.W.T) by his attributes.	Learners are guided to watch a video clip on the attributes of Allah (S.W.T) Learner to write down and discuss the attributes of Allah (S.W.T)	What is the meaning of the attributes of Allah?	KLB Visionary IRE Learner's Book Grade 4 pg. 48-51 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	
	3	Pillars of Iman	Angels and their duties	By the end of the sub-strand, the learner should be able to: • Define who an angel is. • Read the story about prophet Adam (A.S) and the Angels and write down what you learn from it. • Appreciate angels created by Allah.	Learners are guided to define who an angel is In pairs, learners are guided to read the story about prophet Adam (A.S) and the story and write down what you learn from it.	Who are angels?	KLB Visionary IRE Learner's Book Grade 4 pg. 52-53 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	

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2	**1**	Pillars of Iman	Angels and their duties	By the end of the sub-strand, the learner should be able to: • State why Allah (S.W.T) created Angels. • Write down the names of Angels created by Allah and their duties. • Appreciate the duties carried out by the Angels created by Allah (S.W.T).	Learners are guided to identify why Allah (S.W.T) created Angels. In groups, learners are guided to write down the names of Angels created by Allah and their duties.	Why did Allah (S.W.T) create Angels?	KLB Visionary IRE Learner's Book Grade 4 pg. 53-56 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	
	2	Pillars of Iman	Angels and their duties	By the end of the sub-strand, the learner should be able to: • Explain how Angels were created by Allah (S.W.T). • Sing qasidas on angels created by Allah(S.W.T) • Enjoy singing qasidas on angels (S.W.T).	Learners are guided to explain how Angels were created by Allah (S.W.T) In pairs, learners are guided to sing qasidas on angels created by Allah. .	How many times will Angel Israfil blow the trumpet?	KLB Visionary IRE Learner's Book Grade 4 pg. 53-56 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	
	3	Pillars of Iman	Prophets mentioned in the Quran	By the end of the sub-strand, the learner should be able to: • Identify who prophets are. • Write down the names of prophets mentioned in the Quran. • Appreciate the prophets mentioned in the Quran.	Learners are guided to identify who prophets are. In groups, learners are guided to Write down the names of prophets mentioned in the Quran.	Who are prophets and what are their duties?	KLB Visionary IRE Learner's Book Grade 4 pg. 56-59 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	

3	**1**	Pillars of Iman	Prophets mentioned in the Quran	By the end of the sub-strand, the learner should be able to: • Discuss the duties of prophets of Allah (S.W.T). • Read and recite Quran verses on prophets of Allah (S.W.T). • Appreciate the duties of prophets of Allah (S.W.T).	Learners are guided to discuss the duties of prophets of Allah (S.W.T). In pairs, learners are guided to read and recite Quran verses on prophets of Allah (S.W.T)	Why were prophets chosen by Allah (S.W.T)?	KLB Visionary IRE Learner's Book Grade 4 pg. 56-59 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	
	2	Pillars of Iman	Ulul Azm Prophets	By the end of the sub-strand, the learner should be able to: • Identify the Ulul Azm Prophets. • Write the names of the Ulul Azm Prophets on flash cards and use them to recite the names. • Appreciate the Ulul Azm Prophets.	Learners are guided to identify the Ulul Azm Prophets. In groups, learners are guided to write the names of the Ulul Azm Prophets on flash cards and use them to recite the names.	Who is the Ulul Azm Prophets?	KLB Visionary IRE Learner's Book Grade 4 pg. 60-61 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	
	3	Pillars of Iman	Ulul Azm Prophets	By the end of the sub-strand, the learner should be able to: • Discuss what is outstanding about the Ulul Azm Prophets • Select and colour names of the Ulul Azm Prophets. • Appreciate the importance of the prophets of Allah (S.W.T).	Learners are guided to discuss what is outstanding about the Ulul Azm Prophets In pairs, learners are guided to select and colour names of the Ulul Azm Prophets	Why should we believe in the prophets Allah (S.W.T)?	KLB Visionary IRE Learner's Book Grade 4 pg. 60-61 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	
4	**1**	Pillars of Iman	Significance of Belief in prophets in the	By the end of the sub-strand, the learner should be able to: • Discuss the significance of belief in prophets in the life of a Muslim.	Learners are guided to discuss the significance of belief in prophets in the life of a Muslim.	What is the significance of believing in prophets	KLB Visionary IRE Learner's Book Grade 4 pg. 61-62 Qur'an Digital devices	Oral questions Oral Report Observation Written tests	

			life of a Muslim	• Write down reasons why we believe in the prophets of Allah. • Appreciate the significance of believing in prophets in the life of a Muslim.	In groups, learners are guided to Write down reasons why we believe in the prophets of Allah	for a Muslim?	Charts Realia Pictures Computing devices		
	2	Pillars of Iman	Virtues we learn from the prophets	By the end of the sub-strand, the learner should be able to: • Identify and list virtues practiced by the prophets of Allah (S.W.T). • Apply the virtues learnt from the prophets of Allah (S.W.T) in day to day life. • Appreciate the virtues learnt from the prophets of Allah (S.W.T).	Learners are guided to identify and list virtues practiced by the prophets of Allah (S.W.T). In pairs, learners are guided to apply the virtues learnt from the prophets of Allah (S.W.T) in day to day life.	What are virtues?	KLB Visionary IRE Learner's Book Grade 4 pg. 62-66 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	
	3	Pillars of Iman	Virtues we learn from the prophets	By the end of the sub-strand, the learner should be able to: • Discuss how pupils can practice the virtues practiced by prophets. • Practice the virtues portrayed by the prophets of Allah (S.W.T) at school and at home • Appreciate practicing the virtues portrayed by the prophets of Allah (S.W.T) in daily life.	Learners are guided to discuss how pupils can practice the virtues practiced by prophets In pairs, learners are guided to practice the virtues portrayed by the prophets of Allah (S.W.T) at school and at home.	Which virtue did Prophet Muhammad (S.A.W) practice when working for Khadija (A.S)?	KLB Visionary IRE Learner's Book Grade 4 pg. 62-66 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	
5	**1**	Devotional Acts	Twahara (Ritual Purity)	By the end of the sub-strand, the learner should be able to: • Identify what *Twahara* is and when it is done..	Learners are guided to identify what *Twahara* is and when it is done.	What is Twahara?	KLB Visionary IRE Learner's Book Grade 4 pg. 69 Qur'an	Oral questions Oral Report Observation	

				• Read Surah Al-Baqarah verse 222 and memorise it. • Appreciate the importance of Twahara to a Muslim.	In groups, learners are guided to read Surah Al-Baqarah verse 222 and memorise it		Digital devices Charts Realia Pictures Computing devices	Written tests	
	2	Devotional Acts	Twahara (Ritual Purity)	By the end of the sub-strand, the learner should be able to: • Discuss the things that make our bodies and environment dirty. • Perform Twahara before Ibadah. • Appreciate performing Twahara before Ibadah.	Learners are guided to discuss the things that make our bodies and environment dirty. In pairs, learners are guided to perform Twahara before Ibadah.	How do you clean yourself after using the toilet or latrine?	KLB Visionary IRE Learner's Book Grade 4 pg. 69 Qur'an Digital devices Charts Realia Pictures Computing devices	Oral questions Oral Report Observation Written tests	

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				GRADE FOUR **ISLAMIC RELIGIOUS EDUCATION ACTIVITIES** **SCHEMES OF WORK**					
			Term _____ **Three** _____ **Year** _____ **School** _____						
Week	**Lsn**	**Strand/ Theme**	**Sub strand**	**Specific learning outcomes**	**Key inquiry Questions**	**Learning experiences**	**Learning Resources**	**Assessmen t methods**	**Refl**
1	1	MUAMAL	Obligations of Children to Parents	By the end of the Sub strand, the learner should be able to: a) Outline obligations of children to their parents. b) Explain the importance of obeying and respecting parents as a religious obligation.	1. How do you show obedience and respect to your parents? 2. What do your parents expect from you as their child? 3. Why should children be dutiful towards their parent?	- Learners are guided to discuss the duties of children to their parents. - Learners are guided to discuss the importance of obeying and respecting their parents (Q 17:23-24).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	

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	2		**Obligations of Children to Parents**	b) Explain the importance of obeying and respecting parents as a religious obligation. c) Demonstrate ways on how children obey and respect their parents as an act of worship. d) Appreciate their parents by respecting and obeying them.	1. How do you show obedience and respect to your parents? 2. What do your parents expect from you as their child? 3. Why should children be dutiful towards their parent?	- Learners in small groups role play their obligations to their parents. - Learners watch digital devices showing children performing different obligations to their parents/guardians. - Listen to *qasidas* (e.g. *Ummy*) on importance of respecting and obeying parents.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	

	3		**Obligations of Children to Parents**	b) Explain the importance of obeying and respecting parents as a religious obligation. c) Demonstrate ways on how children obey and respect their parents as an act of worship. d) Appreciate their parents by respecting and obeying them.	1. How do you show obedience and respect to your parents? 2. What do your parents expect from you as their child? 3. Why should children be dutiful towards their parent?	- Learners in small groups role play their obligations to their parents. - Learners watch digital devices showing children performing different obligations to their parents/guardians. - Listen to *qasidas* (e.g. *Ummy*) on importance of respecting and obeying parents.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	

2	**1**		**Children's obligation to other family members**	By the end of the Sub strand, the learner should be able to: a) Discuss obligations of children to other family members as an act of *ibadah* (worship). b) Explain the significance of fulfilling obligations to other family members.	1. Who are the other family members? 2. How do you develop good relationship with other family members? 3. What is the significance of strengthening your relationship with other family members?	- Learners are guided to name other family members. - Learners to discuss children's obligations to other family members (e.g. Respect, visiting, attending ceremonies, helping and caring for them etc.).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	

	2		**Children's obligation to other family members**		1. Who are the other family members? 2. How do you develop good relationship with other family members? 3. What is the significance of strengthening your relationship with other family members?	- Learners are guided to discuss the significance of fulfilling obligations to other family members. - Learners in small groups role play their obligations to other family members. - Learners to watch digital devices on obligations of children to other family members.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	

	3		**Children's obligation to other family members**	By the end of the Sub strand, the learner should be able to: a) Discuss obligations of children to other family members as an act of *ibadah* (worship). b) Explain the significance of fulfilling obligations to other family members. c) Appreciate the strengthening of the bond with other family members by visiting them during special occasions.	1. Who are the other family members? 2. How do you develop good relationship with other family members? 3. What is the significance of strengthening your relationship with other family members?	- Learners are guided to discuss the significance of fulfilling obligations to other family members. - Learners in small groups role play their obligations to other family members. - Learners to watch digital devices on obligations of children to other family members.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	
3	**1**	**History Of Islam**	**Prophet's Marriage to Khadija (R.A).**	By the end of the Sub str the learner should be able a) Discuss the reasons wh Khadija (R.A) proposed t marry the Prophet (S.A.W as to make responsible choices in life. b) Explain the role played Khadija in the life of Pro Muhammad (S.A.W). c) Appreciate the Prophet marriage to Khadija as a model for Muslims.	1. Why did Khadija proposed to Prophet Muhammad (S.A.W). 2. What role did Khadija play in the Prophet's life? 3. What lessons do we learn from prophet's marriage to Khadija (R.A)?	- Learners to be guided to identify the qualities that led Khadija (R.A) to propose to marry the Prophet (e.g. trustworthy, honesty, hardworking). - Learners are guided to discuss the role of Khadija in the life of Prophet Muhammad (S.A.W). (E.g. First person to accept Islam, moral support, all his children were born by Khadija apart from Ibrahim, her wealth support etc.).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	

	2		**Prophet's Marriage to Khadija (R.A).**		1. Why did Khadija proposed to Prophet Muhammad (S.A.W). 2. What role did Khadija play in the Prophet's life? 3. What lessons do we learn from prophet's marriage to Khadija (R.A)?	- Learners to be guided to identify the qualities that led Khadija (R.A) to propose to marry the Prophet (e.g. trustworthy, honesty, hardworking). - Learners are guided to discuss the role of Khadija in the life of Prophet Muhammad (S.A.W). (E.g. First person to accept Islam, moral support, all his children were born by Khadija apart from Ibrahim, her wealth support etc.).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	

	3		**Prophet's Marriag to Khadija (R.A).**		1. Why did Khadija proposed to Prophet Muhammad (S.A.W). 2. What role did Khadij play in the Prophet's lif 3. What lessons do we learn from prophet's marriage to Khadija (R.A)?	- Learners are guided to discuss the role of Khadija in the life of Prophet Muhammad (S.A.W). (E.g. First person to accept Islam, moral support, all his children were born by Khadija apart from Ibrahim, her wealth support etc.). - Learners are guided to listen to story o on the Prophet's marriage to Khadija from a digital device (R.A).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	

4	**1**		**Prophet's Marriag to Khadija (R.A).**	By the end of the Sub strand, the learner should be able to: a) Discuss the reasons why Khadija (R.A) proposed to marry the Prophet (S.A.W) so as to make responsible choices in life. b) Explain the role played by Khadija in the life of Prophet Muhammad (S.A.W). c) Appreciate the Prophet's marriage to Khadija as a model for Muslims.	1. Why did Khadija proposed to Prophet Muhammad (S.A.W). 2. What role did Khadij play in the Prophet's lif 3. What lessons do we learn from prophet's marriage to Khadija (R.A)?	- Learners are guided to discuss the role of Khadija in the life of Prophet Muhammad (S.A.W). (E.g. First person to accept Islam, moral support, all his children were born by Khadija apart from Ibrahim, her wealth support etc.). - Learners are guided to listen to story o on the Prophet's marriage to Khadija from a digital device (R.A).	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	
	2		**Call to Prophetho od**	By the end of the Sub strand, the learner should be able to: a) Discuss the prophet's experience at cave Hira with Angel Jibril for spiritual growth. b) Explain the significance of the first five verses revealed to Prophet (S.A.W) in relation to education.	1. What is the role of Angel Jibril? 2. What was the reaction of the prophet after receiving the first revelation? 3. What are the teaching of the first five verses to be revealed to the Proph (S.A.W)?	- Learners are guided to watch/listen to a story from a Digital Device/resource person on prophet's experience at cave Hira. - Learners are guided to read a story on call to prophethood.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	

	3		**Call to Proph ethood**	By the end of the Sub strand, the learner should be able to: a) Discuss the prophet's experience at cave Hira with Angel Jibril for spiritual growth. b) Explain the significance of the first five verses revealed to Prophet (S.A.W) in relation to education.	1. What is the role of Angel Jibril? 2. What was the reaction of the prophet after receiving the first revelation? 3. What are the teachings of the first five verses to be revealed to the Prophet (S.A.W)?	- Learners are guided to watch/listen to a story from a Digital Device/resource person on prophet's experience at cave Hira. - Learners are guided to read a story on call to prophethood.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	
5	**1**		**Call to Proph ethood**	b) Explain the significance of the first five verses revealed to Prophet (S.A.W) in relation to education. c) Appreciate the role of Prophet (S.A.W) as a messenger of Allah (W.W.T) by emulating his practices.	1. What is the role of Angel Jibril? 2. What was the reaction of the prophet after receiving the first revelation? 3. What are the teachings of the first five verses to be revealed to the Prophet (S.A.W)?	- Learners are guided to recite the first five verses of *Suratul-Alaq*. - Learners are guided to discuss the teachings from the first five verses of *Suratul-Alaq*. - Learners are guided to discuss reaction of the Prophet (S.A.W) after receiving the first revelation.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	

	2		**Call to Prophethood**	b) Explain the significance of the first five verses revealed to Prophet (S.A.W) in relation to education. c) Appreciate the role of Prophet (S.A.W) as a messenger of Allah (W.W.T) by emulating his practices.	1. What is the role of Angel Jibril? 2. What was the reaction of the prophet after receiving the first revelation? 3. What are the teachings of the first five verses to be revealed to the Prophet (S.A.W)?	- Learners are guided to recite the first five verses of *Suratul-Alaq*. - Learners are guided to discuss the teachings from the first five verses of *Suratul-Alaq*. - Learners are guided to discuss reaction of the Prophet (S.A.W) after receiving the first revelation.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	
	3		***Al-Isra wal Mir***		1. What means did the Prophet (S.A.W) use in this journey? 2. What did the prophet encounter during this journey? 3. What lessons do you learn from the Prophet's journey?	- Learners are guided watch a video on *al-Isra wal Miraj* from a digital device. - Learners are guided to discuss the events of *al-Isra wal Miraj*.	Qur'an, Course books, Digital devices, Charts, praying mats	Portfolio, Oral assessment checklist, Observatio n schedule.	

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,2 & 3

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