

# ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

## PRE-PRIMARY TWO TERM II

TEACHERS NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ YEAR: \_\_\_\_\_ TERM: \_\_\_\_\_

W K	LS N	STRANDS	Sub-STRAND	LESSON LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
1	1	Pillars of Iman	Belief in Allah: Introduction to Allah's (S.W.T.) Creation	By the end of the lesson, the learner should be able to: a) Identify Allah's creation (e.g., plants, animals, neighbours) in the immediate environment. b) Sing Islamic songs or recite poems about Allah's creation. c) Appreciate the beauty of Allah's creation.	1. What has Allah created? 2. How are we different from animals?	The learner is guided to: ● sing simple Islamic songs / anashid / qasida or recite poems on Allah's creation in the immediate environment (neighbours, animals, plants), ● talk about Allah's creation and others in the immediate environment (neighbours, animals, roads, foot paths, vehicles, plants) through digital materials, pictures, realia.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	2		Exploring Neighbours as Allah's Creation	By the end of the lesson, the learner should be able to: a) Identify neighbours as part of Allah's creation. b) Engage in a discussion about neighbours in the environment. c) Show care and respect towards neighbours.	1. What has Allah created? 2. How are we different from animals?	The learner is guided to: ● talk about Allah's creation and others in the immediate environment (neighbours, animals, roads, foot paths, vehicles, plants) through digital materials, pictures, realia.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	3		Caring for Allah's Creation	By the end of the lesson, the learner should be able to: a) List ways to care for Allah's creation. b) Engage in cleaning and planting activities. c) Practice caring for the environment as an act of ibadah.	1. What has Allah created? 2. How are we different from animals?	The learner is guided to: ● care for the environment such as picking litter, watering plants.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	

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2	1		Allah's Creation - Animals	By the end of the lesson, the learner should be able to: a) Identify animals as Allah's creation. b) Match animals with their young ones. c) Show love and kindness to animals.	1. What has Allah created? 2. How are we different from animals?	The learner is guided to: ● engage in games/hands-on activities related to Allah (S.W.T.)'s creations in the immediate environment such as sorting and grouping/matching and pairing in pairs or groups into Allah's creation, ● Match families such as an animal and a young one.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	2		Allah's Creation - Plants	By the end of the lesson, the learner should be able to: a) Recognize plants as Allah's creation. b) Draw or colour pictures of plants. c) Appreciate the role of plants in sustaining life.	1. What has Allah created? 2. How are we different from animals?	The learner is guided to: ● engage in games/hands-on activities related to Allah (S.W.T.)'s creations in the immediate environment such as sorting and grouping/matching and pairing in pairs or groups into Allah's creation,	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	3		Transportation in Allah's Creation	By the end of the lesson, the learner should be able to: a) Identify vehicles as part of Allah's creation in the environment. b) Colour, paint, or draw vehicles in the environment. c) Recognize the value of transportation.	1. What has Allah created? 2. How are we different from animals?	The learner is guided to: ● colour, paint, print or draw things in the immediate environment such as vehicles, pedestrians, school bus/van,	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
3	1		Allah (S.W.T.) as Al-Wadud (The Most Loving)	By the end of the lesson, the learner should be able to: a) Recognize Allah's (S.W.T.) attribute as Al-Wadud (The Most Loving). b) Decorate worksheets on the phrase "Al-Wadud." c) Feel love and gratitude toward Allah (S.W.T.).	1. What has Allah created? 2. How are we different from animals?	The learner is guided to: ● Decorate a worksheet on the phrase Al Wadud (The Most Loving).	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	

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	2		Final Review – Allah’s Creation	By the end of the lesson, the learner should be able to: a) Recall Allah’s (S.W.T.) creations in the environment. b) Compile a scrapbook of observed creations. c) Celebrate the beauty of Allah’s creation.	1. What has Allah created? 2. How are we different from animals?	The learner is guided to: ● develop a scrap or picture book on Allah’s creation for example plants, animals, ● take a nature walk within the school environment to identify Allah’s creation, ● Draw and colour Allah (S.W.T.)’s creation in the immediate environment. ● Talk about Allah (S.W.T.) as Al- Wadud (the Most Loving).	The Qur’an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	3	DEVOTIONAL ACTS	Pillars of Islam- five daily prayers Introduction to the Five Daily Prayers	By the end of the lesson, the learner should be able to: a. Name the five daily prayers performed by Muslims. b. Sing or recite anashid/qasida/songs about the five daily prayers. c. Appreciate the significance of Swalah in Islam.	1. What is Swalah? 2. How do We perform Swalah?	The learner is guided to: ● sing simple short anashid/qasida/songs or recite poems on five daily prayers,	The Qur’an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
4	1		Sequence of the Five Daily Prayers	By the end of the lesson, the learner should be able to: a) Memorize the sequence of the five daily prayers. b) Recite the five prayers in the correct order. c) Show enthusiasm in learning the sequence of Swalah as an act of ibadah.	1. What is Swalah? 2. How do We perform Swalah?	The learner is guided to: ● mention the five daily prayers individually, in pairs or groups,	The Qur’an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	2		Morning and Evening Prayers	By the end of the lesson, the learner should be able to: a) Identify Fajr and Maghrib as morning and evening prayers. b) Relate Fajr and Maghrib to specific daily activities like waking up or sunset c) Reflect on the importance of starting and ending the day with Swalah.	1. What is Swalah? 2. How do We perform Swalah?	The learner is guided to: ● news tell on daily prayers, ● talk about five daily prayers in relation to daily activities (waking up in the morning, lunch time, going to bed)	The Qur’an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	

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	3		Midday and Afternoon Prayers	By the end of the lesson, the learner should be able to: a) Recognize Dhuhr and Asr as midday and afternoon prayers. b) Recite the names of Dhuhr and Asr and link them to daily activities like lunchtime. c) Value the consistency of Swalah throughout the day.	1. What is Swalah? 2. How do We perform Swalah?	The learner is guided to: ● news tell on daily prayers, ● talk about five daily prayers in relation to daily activities (waking up in the morning, lunch time, going to bed)	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
5	1		Swalah as a Pillar of Islam	By the end of the lesson, the learner should be able to: a) Recall Swalah as one of the five pillars of Islam. b) Discuss how Swalah integrates into daily life activities. c) Appreciate Swalah as a gift from Allah (S.W.T.).	1. What is Swalah? 2. How do We perform Swalah?	The learner is guided to: ● news tell on daily prayers, ● talk about five daily prayers in relation to daily activities (waking up in the morning, lunch time, going to bed)	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	2	Akhlaq (Moral Teachings)	Islamic Etiquette Farewell Phrases Introduction to Islamic Farewell Phrases	By the end of the lesson, the learner should be able to: a) Recognize Islamic farewell phrases as a form of dua. b) Pronounce "Ma'a Salaam" and "Fi amanillah." c) Appreciate the significance of using Islamic farewell in daily life.	How do we bid farewell?	The learner is guided to: ● listen and sing songs related to Islamic farewell,	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	3		Meaning of Islamic Farewell Phrases	By the end of the lesson, the learner should be able to: a) Understand the meaning of "Ma'a Salaam" and "Fi amanillah." b) Use the phrases appropriately in conversations. c) Value the beauty and meaning behind the phrases.	How do we bid farewell?	The learner is guided to: ● view pictures/videos depicting Islamic farewell and discuss about it in pairs or groups,	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	

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6	1		Practicing Islamic Farewell Phrases	By the end of the lesson, the learner should be able to: a) Recall the Islamic farewell phrases. b) Role-play the exchange of "Ma'a Salaam" and "Fi amanillah" in pairs. c) Build confidence in using the phrases in everyday interactions.	How do we bid farewell?	The learner is guided to: ● pronounce the Islamic greeting (Ma'a Salaam/Fi amanillah), on Islamic farewell phrase.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	2		Everyday Use of Islamic Farewell	By the end of the lesson, the learner should be able to: a) Relate Islamic farewell phrases to daily interactions. b) Use the phrases during various daily situations (e.g., leaving class, greeting peers). c) Develop mindfulness about using Islamic phrases regularly.	How do we bid farewell?	The learner is guided to: ● role-play the exchange of Islamic farewell (Ma'a Salaam/Fi amanillah),	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	3		Creativity with Islamic Farewell	By the end of the lesson, the learner should be able to: a) Name Islamic farewell phrases. b) Decorate worksheets related to the phrases. c) Enjoy creative activities centered on Islamic farewell	How do we bid farewell?	The learner is guided to: ● colour worksheets on Islamic farewell phrase.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
7	1		Importance of Islamic Farewell Phrases	By the end of the lesson, the learner should be able to: a) Understand the role of Islamic farewell phrases as part of dua. b) Share the importance of using the phrases in daily life through storytelling. c) Appreciate the spiritual significance of using farewell phrases.	How do we bid farewell?	The learner is guided to: <input type="checkbox"/> View videos or discuss examples showing the use of Islamic farewell phrases. <input type="checkbox"/> Learners share their thoughts on the importance of the phrases. <input type="checkbox"/> Develop a class booklet on Islamic farewell phrases with illustrations.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	

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	2	Islamic Etiquette Toileting	Introduction to Islamic Toilet Etiquette	By the end of the lesson, the learner should be able to: a) Identify basic Islamic etiquettes of toileting. b) Sing simple anashid or qasida on toilet manners. c) Appreciate the importance of proper toilet etiquette.	1. What should you not do while in the toilet? 2. What do you do after toileting?	The learner is guided to: ● sing simple songs /anashid/qasida on toilet manners, ● watch a video on the dos and don'ts while in the toilet.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	3		Activities Not Allowed in the Toilet	By the end of the lesson, the learner should be able to: a) List activities not allowed in the toilet according to Islamic teachings. b) Create posters showing acts prohibited in the toilet. c) Understand the significance of avoiding such activities.	1. What should you not do while in the toilet? 2. What do you do after toileting?	The learner is guided to: ● talk about activities that are not allowed while in the toilet.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
8	1		Proper Use of Water During Istinja	By the end of the lesson, the learner should be able to: a) Recognize the use of water during and after toileting (istinja). b) Demonstrate proper use of water during and after toileting. c) Value the practice of cleanliness and hygiene through istinja.	1. What should you not do while in the toilet? 2. What do you do after toileting?	The learner is guided to: ● use water properly during and after toileting,	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	2		Using the Left Hand in Toileting	By the end of the lesson, the learner should be able to: a) Identify the Islamic teaching of using the left hand during toileting. b) Role-play the use of the left hand during istinja. c) Develop mindfulness in practicing Islamic toileting etiquette.	1. What should you not do while in the toilet? 2. What do you do after toileting?	The learner is guided to: ● use left hand during toileting (istinja),	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	

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	3		Creating Posters on Toilet Etiquette	By the end of the lesson, the learner should be able to: a) Recall Islamic toileting etiquette. b) Stick and mount pictures to create posters showing proper etiquette. c) Appreciate visual reminders of toilet manners in daily life.	1. What should you not do while in the toilet? 2. What do you do after toileting?	The learner is guided to: ● stick pictures to create posters on acts not allowed in the toilet (eating, drinking, talking, singing, reading Quran) in pairs or groups.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
9		<b>HALF TERM</b>							
10	1		Cleanliness as an Act of Worship	By the end of the lesson, the learner should be able to: a) Understand the importance of cleanliness in Islam. b) Discuss the spiritual and practical benefits of maintaining hygiene. c) Appreciate cleanliness as an act of ibadah and a pillar of good health.	1. What should you not do while in the toilet? 2. What do you do after toileting?	The learner is guided to: ● mount pictures showing Islamic toileting etiquette in pairs or groups.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	2	Islamic Etiquette Manners of Eating	Introduction to Islamic Manners of Eating	By the end of the lesson, the learner should be able to: a) State five manners of eating as per the teachings of the Prophet (S.A.W.). b) Listen to and sing simple anashid/qasida on etiquette of eating. c) Appreciate the importance of eating as per Islamic teachings.	1. What manners do You observe while eating? 2. Why should we Observe manners of eating?	The learner is guided to: ● listen to and sing simple songs /anashid/qasida on etiquette of eating, ● watch video clips on Islamic manners of eating and discuss what they observed in pairs or groups.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	3		Dua Before and After Eating	By the end of the lesson, the learner should be able to: a) Recite the duas (Bismillah before eating and Alhamdulillah after eating). b) Turn-take reciting the duas in pairs. c) Value reciting duas as an act of ibadah.	1. What manners do You observe while eating? 2. Why should we Observe manners of eating?	The learner is guided to: ● turn take to recite dua before (Bismillah) and after eating (Alhamdulillah) in pairs. (Alhamdulillah) in pairs.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	

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11	1		Washing Hands Before Eating	By the end of the lesson, the learner should be able to: a) Identify the significance of washing hands before eating. b) Role-play washing hands as part of eating etiquette. c) Develop mindfulness about hygiene and cleanliness.	1. What manners do you observe while eating? 2. Why should we observe manners of eating?	The learner is guided to: ● role-play Islamic manners of eating (washing hands, Saying Bismillah, using of right hand, eating what is before them and saying Alhamdulillah after eating).	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	2		Eating with the Right Hand	By the end of the lesson, the learner should be able to: a) State why eating with the right hand is recommended in Islam. b) Practice eating with the right hand during a classroom activity. c) Show respect for the Prophet's (S.A.W.) teachings by following this practice.	1. What manners do you observe while eating? 2. Why should we observe manners of eating?	The learner is guided to: ● role-play Islamic manners of eating (washing hands, Saying Bismillah, using of right hand, eating what is before them and saying Alhamdulillah after eating).	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	3		Eating What is Directly in Front	By the end of the lesson, the learner should be able to: a) Recall the manner of eating what is directly in front of oneself. b) Practice this manner during a role-playing activity. c) Cultivate respect and humility while eating.	1. What manners do you observe while eating? 2. Why should we observe manners of eating?	The learner is guided to: ● role-play Islamic manners of eating (washing hands, Saying Bismillah, using of right hand, eating what is before them and saying Alhamdulillah after eating).	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
12	1		Avoiding Wastefulness During Eating	By the end of the lesson, the learner should be able to: a) Explain the importance of avoiding wastefulness while eating. b) Share ways to avoid food wastage during meals. c) Appreciate food as a blessing from Allah (S.W.T.).	1. What manners do you observe while eating? 2. Why should we observe manners of eating?	The learner is guided to: ● sort out good and bad habits of eating in pairs or groups.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	

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	2		Flowchart on Islamic Manners of Eating	By the end of the lesson, the learner should be able to: a) Recall all five Islamic manners of eating. b) Create a flowchart illustrating the steps/manners of eating. c) Appreciate following Islamic eating practices as an act of ibadah.	1. What manners do you observe while eating? 2. Why should we observe manners of eating?	The learner is guided to: ● colour the phrases Bismillah and Alhamdulillah, ● make a flowchart on the manners of eating using manilla, digital devices or any other available resources in pairs or groups.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	3	Islamic phrases Jazakallah khayr	Introduction to Jazakallah Khayr	By the end of the lesson, the learner should be able to: a) Pronounce the Islamic phrase Jazakallah khayr as a way of appreciation. b) Sing qasida containing the phrase Jazakallah khayr. c) Appreciate the significance of using Jazakallah khayr in daily life.	What do you say when someone assist you?	The learner is guided to: ● sing qasida with the Islamic phrases (Jazakallah khayr), ● pronounce the phrase Jazakallah khayr in turns,	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
13	1		Situations for Using Jazakallah Khayr	By the end of the lesson, the learner should be able to: a) Identify situations where Jazakallah khayr is used. b) Watch and discuss video clips/pictures showing the use of Jazakallah khayr. c) Recognize the importance of appreciating others using Islamic phrases.	What do you say when someone assist you?	The learner is guided to: ● watch video clips/pictures on situations where the Islamic phrases (Jazakallah khayr) is used, ● talk about situations when the selected Islamic phrase is used in pairs or groups,	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
	2		Role-Playing with Jazakallah Khayr	By the end of the lesson, the learner should be able to: a) Recall the phrase Jazakallah khayr and its meaning. b) : Role-play scenarios where Jazakallah khayr is used in interactions. c) Develop confidence in applying the phrase in daily life.	What do you say when someone assist you?	The learner is guided to: ● role-play situations when the Islamic phrase (Jazakallah khayr) is used,	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	

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	3		Creativity with Jazakallah Khayr	By the end of the lesson, the learner should be able to: a) State the phrase Jazakallah khayr as an expression of appreciation. b) Colour a worksheet on Jazakallah khayr and create posters. c) Show pride and joy in using Jazakallah khayr in daily interactions.	What do you say when someone assist you?	The learner is guided to: ● colour a worksheet on the phrase Jazakallah khayr.	The Qur'an, books on Hadith, course books,	Oral assessment, aural assessment, portfolio, Observation	
14	1-3	<b>END TERM ASSESSMENT/CLOSING</b>							