**GRADE TWO IRE SCHEMES OF WORK TERM 1**

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| **WK** | **LES** | **STRAND** | **SUB-STRAND** | **SPECIFIC LEARNING**  **OUTCOMES** | **LEARNING EXPERIENCES** | **KEY INQUIRY QUESTION(S)** | **LEARNING RESOURCES** | **ASSESSM** **ENTS** | **REMARK**  **S** |
| 1 | Revision of grade 1 work in preparation for grade two work | | | | | | | |  |
| 2 | 1 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner  should be able to: read Arabic alphabet with vowels in readiness for  reading the Qur’an | Learners read simple Arabic words from flash cards | How do you pronounce -(t*eacher to write the words in* *Arabic script as per the curriculum design)?* | flash card,Juzuu, Pocket Boards. | Oral questions, Portfolio and observation |  |
| 2 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner should be able to: read Arabic alphabet with vowels in readiness for  reading the Qur’an | Learners read simple Arabic words from flash cards | How do you pronounce (*teacher to write the words in* *Arabic script as per the curriculum design)?* | flash card,Juzuu, Pocket Boards. | Oral questions, Portfolio and observation |  |
| 3 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner should be able to: read Arabic alphabet with vowels in readiness for  reading the Qur’an | Learners read simple Arabic words from flash cards | How do you pronounce *(teacher to write the words in* *Arabic script as per the curriculum design)?* | flash card,Juzuu, Pocket Boards. | Oral questions, Portfolio and observation |  |
| 3 | 1 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner  should be able to: pronounce Arabic sounds in simple Arabic words | Learners listen to Arabic sounds from a cd/resource person/teacher | How do you spell  *( teacher to write the* *words in Arabic script as per the curriculum design)?* | flash card,Juzuu, Pocket Boards. | Oral questions, Portfolio and observation |  |
| 2 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner  should be able to: pronounce Arabic sounds in simple Arabic words | Learners listen to Arabic sounds from a cd/resource person/teacher | How do you spell   (*teacher to write the* *words in Arabic script as per the curriculum design*) | flash card,Juzuu, Pocket Boards. | Oral questions, Portfolio and observation |  |
| 3 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner  should be able to: pronounce Arabic sounds in simple Arabic words | Learners listen to Arabic sounds from a cd/resource person/teacher | How do you spell   (*teacher to write the* *words in Arabic script as per the curriculum design*)? | flash card,Juzuu, Pocket Boards. | Oral questions, Portfolio and observation |  |

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| 4 | 1 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner  should be able to: pronounce Arabic sounds in simple Arabic words | Learners in pairs or groups, pick simple Arabic words from the  selected surah and read them | How many letters are in (*teacher to write the words in Arabic script as per*  *the curriculum design*) | flash card,Juzuu, Pocket Boards. | Oral questions, Portfolio and observation |  |
| 2 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner  should be able to: pronounce Arabic sounds in simple Arabic words | Learners in pairs or groups, pick simple Arabic words from the  selected surah and read them | How many letters are in (*teacher to write the words in Arabic script as per*  *the curriculum design*)? | flash card,Juzuu, Pocket Boards. | Oral questions, Portfolio and observation |  |
| 3 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner  should be able to: pronounce Arabic sounds in simple Arabic words | Learners in pairs or groups, pick simple Arabic words from the  selected surah and read them | How many letters are in (*teacher to write the words in Arabic script as per*  *the curriculum design*) | flash card,Juzuu, Pocket Boards. | Oral questions, Portfolio and observation |  |
| 5 | 1 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner  should be able to: pronounce Arabic sounds in simple Arabic words | Learners in pairs or groups sort and group words written on flash cards and pronounce them | Which alphabet and vowels are in  (*teacher to write the words in Arabic script as per the curriculum design*)? | flash card,Juzuu, Pocket Boards. | Oral questions, Portfolio and observation |  |
| 2 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner  should be able to: pronounce Arabic sounds in simple Arabic words | Learners in pairs or groups sort and group words written on flash cards and pronounce them | Which alphabet and vowels are in  (*teacher to write the words in Arabic script as per the curriculum design*)? | flash card,Juzuu, Pocket Boards. | Oral questions, Portfolio and observation |  |
| 3 | QUR-AN | Arabic alphabets | By the end of the sub-strand the learner  should be able to: pronounce Arabic sounds in simple Arabic words -appreciate the importance of correct pronunciation of the four letter words for proper recitation of the | Learners in pairs or groups sort and group words written on flash cards and pronounce them | Which alphabet and vowels are in   (*teacher to write the* *words in Arabic script as per the curriculum design*)? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 6 | 1 | QUR-AN | Surah Al-Falaq | By the end of the sub-strand the learner  should be able to: recite the selected | Learners as a class, groups, pairs, or | Who can recite surah Al falaq? | Flash card,Juzuu, Pocket Boards | Oral questions, |  |

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|  |  |  |  | surah correctly. | individuals read the  selected surah |  |  | Portfolio and observation |  |
| 2 | QUR-AN | Surah Al-Falaq | By the end of the sub-strand the learner  should be able to: recite the selected surah correctly. | Learners as a class, groups, pairs, or individuals read the selected surah | Who can recite surah Al falaq? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 3 | QUR-AN | Surah Al-Falaq | By the end of the sub-strand the learner  should be able to: recite the selected surah correctly. | Learners form groups to use cards to fill gaps to complete verses in the selected surah | How many verses are there in Surah AL-Falaq? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 7 | 1 | QUR-AN | Surah Al-Falaq | By the end of the sub-strand the learner  should be able to: recite the selected surah correctly. | Learners sort and arrange the verses of the selected surah from pocket boards | How many verses are there in Surah AL-Falaq? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 2 | QUR-AN | Surah Al-Falaq | By the end of the sub-strand the learner  should be able to:  -Use the selected surah in swalah. -Appreciate the significance of Qur’an recitation for spiritual nourishment. | Learners role play a congregation  prayer while reciting the selected surah | Which surah do  muslim recite before sleeping? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 3 | QUR-AN | Surah Al-Falaq | By the end of the sub-strand the learner  should be able to:  -Use the selected surah in swalah. -Appreciate the significance of Qur’an recitation for spiritual nourishment. | Learners role play a congregation  prayer while reciting the selected surah | Which surah do  muslim recite before sleeping? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 8 | Half term | | | | | | | |  |
| 9 | 1 | QUR-AN | Surah Ikhlas | By the end of the sub-strand the learner  should be able to: recite the selected surah correctly. | Learners as a class, groups, pairs, or individuals read the selected surah | Who can recite surah Ikhlas? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 2 | QUR-AN | Surah Ikhlas | By the end of the sub-strand the learner  should be able to: recite the selected surah correctly. | Learners as a class, groups, pairs, or individuals read the | Who can recite surah Ikhlas? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio |  |

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|  |  |  |  |  | selected surah |  |  | and observation |  |
| 3 | QUR-AN | Surah Ikhlas | By the end of the sub-strand the learner  should be able to: recite the selected surah correctly. | Learners form groups to use cards to fill gaps to complete verses in the selected surah | How many verses are there in Surah? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 10 | 1 | QUR-AN | Surah Ikhlas | By the end of the sub-strand the learner  should be able to: recite the selected surah correctly. | Learners form groups to use cards to fill gaps to complete verses in the selected surah | How many verses are there in Surah? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 2 | QUR-AN | Surah Ikhlas | By the end of the sub-strand the learner  should be able to:  -Use the selected surah in swalah. -Appreciate the significance of Qur’an recitation for spiritual nourishment. | Learners role play a congregation prayer  while reciting the selected  surah | How many verses are there in Surah? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 3 | QUR-AN | Surah Ikhlas | By the end of the sub-strand the learner  should be able to:  -Use the selected surah in swalah. -Appreciate the significance of Qur’an recitation for spiritual nourishment. | Learners role play a congregation prayer  while reciting the selected  surah | Which surah do  muslim recite before sleeping? | Flash card,Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 11 | 1 | PILLARS OF  IMAN | -Belief in his books | By the end of the sub-strand the learner  should be able to: name the four revealed scriptures from Allah | Learners identify the holy Qur’an from assorted books.  -Learners sing Qasida or recite poems on pillars of Iman | How many books were revealed by Allah to mankind? | Flash cards, Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 2 | PILLARS OF IMAN | -Belief in his books | By the end of the sub-strand the learner should be able to:  name the prophets on whom the Allah's books were revealed | -Learners pick the names of the prophets who were given devine books from a pocket board or flash  cards | What is the name of the book revealed to prophet Muhammad S.A.W? | Flash cards, Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 3 | PILLARS OF IMAN | -Belief in his books | By the end of the sub-strand the learner should be able to:  appreciate the Prophets and the holy Books as sources of guidance to | -Learners in groups match the books and the prophets to whom they were revealed  -Learners draw and | Why did Allah send books and prophets to mankind? | Flash cards, Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |

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|  |  |  |  |  | colour the Holy Quran |  |  |  |  |
| 12 | 1 | PILLARS OF  IMAN | -Belief in his prophets | By the end of the sub-strand the learner should be able to: Identify the reasons why the prophets were sent by  Allah to mankind | --Learners sing Qasida or recite poems on pillars of Iman | Why did Allah send books and prophets to mankind? | Flash cards, Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 2 | PILLARS OF IMAN | -Belief in his prophets | By the end of the sub-strand the learner should be able to: Identify the reasons why the prophets were sent by  Allah to mankind | -Learners in groups match the books and the prophets to whom they were revealed  -Learners name some prophets | Why did Allah send books and prophets to mankind? | Flash cards, Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 3 | PILLARS OF IMAN | -Belief in his prophets | By the end of the sub-strand the learner should be able to:  -Identify the reasons why the prophets were sent by Allah to mankind -Learners name some prophets -Appreciate the Prophets  as sources of guidance to mankind | -Learners name some prophets  -Learners recite poems on pillars of Iman | Why did Allah send prophets to  mankind? | Flash cards, Juzuu, Pocket Boards | Oral questions, Portfolio and observation |  |
| 13 | 1-3 Revision of covered content in the term to reinforce retention | | | | | | | |  |
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