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INTRODUCTION

The Islamic Charity Projects Association (ICPA) facilitates the delivery of accredited child protection and classroom management courses to its scripture teachers. This is achieved in partnership with accredited NSW school staff in order to ensure that our teachers are up to date with the relevant legislations, policies and best practice when volunteering in NSW government schools.

The purpose of SRE is to enrich students with Islamic knowledge of beliefs and practices and to guide them as to the best manners and conduct which would lead to their harmonious existence in Australian society. Our scripture curriculum is designed upon basic concepts that are taught in the early primary school years, and which are gradually taught in more depth as the student progresses through their school years.

Our curriculum is fundamentally based around:

- Islamic events
- Good manners
- Islamic practises common to all Muslims
- Living harmoniously within society while practising Islam in Australia

These points expand in the later to school years to cover issues such as:

- Developing a strong network of trusted contacts and friends
- Knowing the appropriate conduct when interacting with different people and in different situations
- Knowing what Islam is about and what it means to be an Australian Muslim
- Knowing the bad effects of abusive behavior and illicit drug use
- Knowing how to seek help when in trouble
- Identifying the signs of extremism and knowing how to refute it

Our teachers are trained in matters of child protection and safety as well as in the restorative behavior management strategy. We believe that by attending our classes, students would receive a well-rounded education in



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regard to their religion while also being mindful of matters of their social well-being and welfare.

CURRICULUM OVERVIEW: YEAR 5 and 6

Objectives to be achieved:

To know the meaning of racism and to know that it is not accepted in Islam

To know the components of good manners, to be able to give examples and practice some of them

To memorise some statements of the Prophet, peace be upon him, related to good manners and patience and be able to give an example of how they would be practiced.

To understand the importance of supplications during different situations and to memorise some of them

To be able to present songs about Islam and good manners

To understand the concepts of sin, repentance and forgiveness

To be able to conduct oneself appropriately in the classroom, displaying respect and good manners

To be able to recite all verbal integrals of the daily Prayers

To be able to describe all actions of the Prayer

To be able to role play the integrals of ablution before the Prayer

To be able to define lying and to think about the consequences of lying and why it is wrong

To be able to briefly describe the significance of various events in the Islamic calendar and how they are celebrated

To understand the importance of mosques and related rites

To be able to identify good deeds in their day to day practices

To understand the importance of the Holy month of RamaDan and the Night of Qadr



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To be able to produce Islamic arts and crafts such as the RamaDan lantern, Ka^bah model and ^Id greeting card

To be able to narrate briefly the stories related to events such as the Immigration of the Prophet MuHammad, peace be upon him, and the story of Prophet Abraham's sacrifice

To know some facts about Prophet MuHammad, namely his father and mother's name, cities of birth and death, where he was revealed to and from where to where his immigration took place.

To know the names of the first and last and best five Prophets and to be able to talk about some of their miracles

To understand the importance of charity in Islam

To memorise several sayings of the Prophet, peace be upon him, about important topics such as the best of deeds, the Islamic belief and practices.

To be able to say the testifications of faith in English and Arabic and to know their meaning in general

To understand the meanings of a few short chapters of the Qur'an

To be able to match a sentence of explanation with each of the 13 Attributes of God known by necessity

To know the location of some chapters of the Qur'an

To know the attributes of the Angels and the roles of some of them

To memorise some Verses of the Qur'an about Islam and kind treatment of the parents

To be able to give examples of good treatment and bad treatment of parents, teachers, neighbors and friends

To have a wide vocabulary related to Islamic concepts and practices

To know the names of the most famous Divine Books and to which Prophets they were revealed

To know how to make the call for Prayer and to know its meaning



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CURRICULUM MATERIALS

Text book – “The Islamic Education Series Book 3”

Worksheet and resources booklet

Program:

Session	Outcomes	Learning activities
Lessons regarding Belief		
1 The Belief in Allah and His Messenger p. 11	<p>Students:</p> <p>Are introduced to and develop good relationship with teacher</p> <p>Implement Islamic greeting</p> <p>Learn the supplication</p> <p>Learn about belief: what is <i>iman</i>, some of the Attributes of Allah, about the role of the prophets and Divine books</p>	<p>Teacher introduces themselves and says Islamic greeting.</p> <p>Students are asked to design their name tags and think of the meaning and examples of respect/disrespect. As each student introduces themselves the poster of respect/disrespect is produced to be put up in the classroom and referred to in terms of classroom rules.</p> <p>The teacher teaches the students the supplications.</p> <p>Bismillahilladhi la yaddurru ma[^]asmihi shay'un fil arDi wa laa fis-samaa' wa Huwwas-Sami[^]ul-[^]Alim</p> <p><i>This may be done by repeating the supplication with the class, then gradually leaving out words so the students can say it by themselves.</i></p> <p>Teacher reads the Lesson 1- Chapter of Belief TISE Book 3</p> <p>Teacher can ask following questions as the lesson progresses:</p>



		<p><i>What is iman (belief)?;</i> <i>Why did Allah send prophets and messengers?;</i> <i>Who is the first prophet? (refer to Book 3)</i></p> <p>Students match terms and their definitions</p> <p>Lesson is concluded by quick revision of main points covered in the lesson and by singing the song "Patient and brave, Prophet Noah"</p>
<p>2</p> <p>Islam</p> <p>p. 14</p>	<p>Learn about</p> <p>The meaning of Iman and Islam;</p> <p>The most important matters of the Religion</p> <p>Learn a Verse from the Qur'an which is related</p> <p>Learn about sins and obligations</p>	<p>Teacher reads the Lesson 2: ISLAM - TIES Book 3</p> <p>The teacher then quizzes the students about their understanding.</p> <p><i>What is the meaning of Islam?</i> <i>Mention a hadith of the Prophet of Allah that mentions the most important matters of Islam.</i> <i>What did Imam Abu Hanifah say about Islam and iman?</i> <i>What is the meaning of iman?</i> <i>When would a Muslim have a complete iman?</i> <i>What do we call the Muslim who commits enormous sins?</i></p> <p><i>The teacher recites Verse 85 of Surat Al ^Imran and lets students repeat it</i></p> <p>Activity: Students design poster on clearly distinguishing between sins and obligations</p>
<p>3</p> <p>Allah is One Without Partner</p> <p>p. 17</p>	<p>Learn basic concepts about God</p> <p>Learn about the Attribute of Allah - Oneness;</p>	<p>Teacher reads the Lesson 3: Allah is one without a partner TIES Book 3</p> <p>The teacher then begins reading another time but this time lets a student complete the last word of each sentence. For each sentence choose a different student.</p> <p>Quiz</p>



	<p>Learn all 13 Attributes of Allah – memorise them</p> <p>Learn related verses of the Qur'an</p>	<p>1. Give an ayah of the Qur'an that states the Oneness of Allah.</p> <p>2. Mention an ayah from the Qur'an that states that Allah is clear of having anything similar to Him</p> <p>3. What did Dhunnun al-Misriyy say?</p> <p>Students do a Find a word activity sheet containing terms for 13 Attributes of Allah</p> <p>Teacher repeatedly recites the verse of the Qur'an and encourages students to do so as well. Then teacher chooses few students to recite the verse and its meaning in English in front of the class, with teacher's help.</p>
<p>4</p> <p>The Best Deeds</p> <p>p. 20</p>	<p>Learn what is the best deed</p> <p>Memorise the Prophetic Saying,</p> <p>Memorise the verses of the Qur'an</p>	<p>Teacher reads <i>Lesson 4: The best of the deeds</i>- TIES Book 3</p> <p>Teacher quizzes the students as the lesson progresses in order to ensure comprehension and learning is achieved.</p> <p>Teach the students the meaning of the Verse and Prophetic Saying in English and the supplication in Arabic. This may be done by repeating with the class, then gradually letting the students say it by themselves.</p> <p>Activity: The names of good deeds are written vertically, students are instructed to think of a word for each letter.</p> <p>E.g. for prayer:</p> <p>Peace Rayyan Allah Yemen Every RamaDan</p>
<p>5</p> <p>The Prophets (^Alayhimus-Salatu was-</p>	<p>Recitation of Supplication</p>	<p>Revise supplication: <i>Allahumma tawaffana ^alal-iman waj^alna min ahlil-Jannah.</i> Which means: "O Allah, make us die as true believers and make us among the people of</p>



<p>Salam)</p> <p>p. 23</p>	<p>Learn that all the prophets and messengers came with the same belief;</p> <p>Memorise the hadith and who related it.</p> <p>Students learn that Prophets were of different races and that racism is not accepted in Islam</p>	<p>Paradise.”</p> <p>Teacher reads the <i>Lesson 5: The Prophets - TIES Book 3</i></p> <p>Students memorise the Prophetic Saying about the message that all the prophets were sent with.</p> <p>The teacher talks about some of the different languages of the Prophets, emphasising that racism is not accepted in Islam, but rather it is harmful to society.</p>
<p>6</p> <p>The Attributes of the Prophets</p> <p>p. 25</p>	<p>Learn about the attributes that befit and do not befit prophets Learn the names of first Prophet and the final Prophet</p> <p>Memorise a saying of the Prophet and who related it.</p> <p>Memorise a verse of the Qur'an</p>	<p>Teacher reads the <i>Lesson 6 The attributes of Prophets - TIES Book 3</i></p> <p>QUESTIONS:</p> <p><i>Mention a Verse that proves that the prophets have been selected over others.</i></p> <p><i>Mention some of the attributes of the prophets</i></p> <p>Lesson is conclusion with a revision of the main points. Students colour in a stencil of Islamic scenery and listen to the song “Night and Day”</p>
<p>7</p> <p>Muhammad, the Messenger of Allah, Sallallahu ^alahi wa sallam</p> <p>p. 28</p>	<p>Revise a supplication:</p>	<p><i>Allahumma inni asbahtu ushhiduka wa ushhidu hamalata ^arshika wa mala'ikataka wa jami^a khalkika annaka antallahu La ilaha illa anta wahdaka la sharika laka wa anna Muhammadan ^abduka wa rasuluk.</i> (In the evening say “amsaytu” instead of asbahtu.)</p> <p>Which means: O Allah, I now, passing through the morning time, (in the evening you say: I now, passing through the evening time) testify to You and I testify to the carriers of Your Throne, Your angels, and to all your creations that You are Allah; no one is God but You with no partners and that Muhammad is Your slave and Messenger</p>



	<p>Learn that Prophet MuHammad ^alayhissalam was sent to people with the message to believe in Allah and not to associate partners with Him, as well as some of the other matters regarding the religion of Islam.</p> <p>Learn how to express the love for the Prophet peace be upon him.</p> <p>Become familiar of the City Madinah and the Prophet's Mosque in Madinah</p>	<p>Teacher reads the <i>Lesson 7: Muhammad, the Messenger of Allah, Sallallahu ^alayhi wa sallam</i> – TIES Book 3</p> <p>Teacher quizzes the students about the main points covered in the lesson</p> <p>Teacher encourages students to think about their love for the Prophet peace be upon him and guides them about the way we can express that love</p> <p>Students practice saying “Sallallahu ^alayhi wa sallam” whenever the Prophet’s name is mentioned; or peace be upon him.</p> <p>Students do activity sheet about the life of the Prophet peace be upon him with word bank</p> <p>SONG: “My eyes long for you”</p> <p>Teacher also shows some of the photos/videos of Madinah – students draw the Prophet’s Mosque in Madinah and colour it</p>
<p>8</p> <p>The Honorable Angels</p> <p>p. 31</p>	<p>Learn about the Angels</p> <p>Learn about their attributes</p> <p>Learn about the angels that are highest in rank and about their management</p>	<p>Ask the students about themselves: where do you live? Do you eat and drink? Do you sleep? How many humans do you think are alive now on the Earth?</p> <p>Ask students if they have ever heard of the Angel names: Jibril, Mika'il, Azra'il, Israfil.</p> <p>Make a sentence to remember these Angels names by making the first letter of each word correspond to the first letter in each name. E.g. Jump in a museum.</p> <p>Teacher reads the <i>Lesson 8: The Honourable Angels</i> - TIES Book 3</p> <p>The teacher then begins reading another</p>



		<p>time but this time lets a student complete the last word of each sentence. For each sentence choose a different student.</p> <p>Students do activity sheet with word bank while listening to the SONG: "We Begin in the Name of God"</p>
<p>9</p> <p>The Divine Books p. 34</p>	<p>Revise Supplication:</p> <p>Learn that Divine Books were revealed to some of the prophets in order to convey the message of Islam.</p> <p>Learn that there are 4 most famous Divine books, their names and to whom they were revealed to.</p>	<p><i>Rabbana la tuzigh qulubana ba^da idh hadaytana wa hab lana mil ladunka rahmatan innaka Antal-Wahhab</i></p> <p>Meaning: O Allah do not misguide our hearts after You granted us guidance and grant us mercy. You are the One who brings the endowments</p> <p>Teacher reads <i>Lesson 9: The Divine Books-</i> TIES Book 3</p> <p>Students do activity sheet with word bank while listening to the recording of the chapters of the Qur'an</p> <p>The teacher outlines the good manners of the Prophets and lets students think of examples of good manners and bad manners related to their own life.</p>
<p>10</p> <p>The Day of Judgment p. 37</p>	<p>Learn what the Day of Judgement is and its importance</p> <p>Learn about other names used for Day of Judgement</p> <p>Learn about some of the events that occur on the Day of Judgement</p>	<p>Teacher reads <i>Lesson 10: The Day of Judgement-</i> TIES Book 3</p> <p>Teacher quizzes students by asking questions about the Day of Judgement (refer to Book 3)</p> <p>Students do activity sheet about the events of Judgement Day while listening to the song and singing along: "A Day will surely come"</p> <p>The teacher explains the terms sins, repentance and forgiveness to the students and they learn to use these terms in sentences.</p>
<p>11</p>	<p>Learn about the Attribute of Allah – Will</p>	<p>Teacher reads <i>Lesson 11: Believing in the Qadar -</i> Book 3</p>



<p>Believing in the Qadar p. 40</p>	<p>Learn that everything happens by Destining of Allah</p> <p>Memorise the verse of the Qur'an</p> <p>Memorise the saying of the Prophet and who related it.</p>	<p>The teacher then begins reading another time but this time lets a student complete the last word of each sentence. For each sentence choose a different student</p> <p><i>Inna kulla shay'in khalag^hu biqadar.</i></p> <p><i>Ayah 49 of Suratul-Qamar means that Allah creates everything according to His Will and in its order according to His Wisdom.</i></p> <p><i>Ma sha' Allahu kana wa ma lam yasha' lam yakun.</i></p> <p>"Whatever Allah willed to be shall be and whatever Allah did not will to be shall not be." (<i>Abu Dawud</i>).</p> <p>The teacher talks about the importance of patience during times of hardship and as patience being a major component in good manners.</p>
<p>Lessons regarding Acts of Worship</p>		
<p>12 Wudu' p. 45</p>	<p>Learn the integrals of Ablution – actions that are obligatory to perform</p> <p>Learn the recommended actions of Ablution</p> <p>Make up a song about Ablution</p>	<p>Teacher reads the <i>Lesson 1: Wudu'</i>- Book 3 (<i>Chapter: Acts of Worship</i>)</p> <p>The teacher demonstrates how the ablution is performed by role playing then instructs the class to follow the actions. Then teacher chooses students to role play the integral actions of <i>wudu'</i>.</p> <p>Teacher plays a song about the Ablution and children learn to sing along then they try to make up their own song about Ablution.</p>
<p>13 Invalidators of</p>	<p>Learn the invalidators of Ablution</p>	<p>Teacher reads <i>Lesson 2: Invalidators of Wudu'</i>- Book 3 (<i>Chapter: Acts of Worship</i>)</p>



<p>Wudu' (Ablution)</p> <p>p.48</p>	<p>Learn the supplication after the ablution →</p>	<p>Teacher chooses a few students to repeat the invalidators of wudu'</p> <p><i>As a class activity, students draw a diagram classifying integrals, recommended actions and invalidators of wudu'</i></p> <p>The teacher repeats the supplication to the students and gradually allows students to say it by themselves. The students learn the meaning of the supplication and recognise the importance of Purification in Islam.</p>
<p>14</p> <p>Istinja'</p> <p>p. 50</p>	<p>Learn what istinja' is and its importance</p> <p>Learn how the istinja' is performed properly</p> <p>Memorise the verse of the Qur'an</p>	<p>Teacher reads <i>Lesson 3: Istinja' (Cleaning Oneself After Defecation and Urination)- Book 3 (Chapter: Acts of Worship)</i></p> <p>Students are asked to give examples about performing istinja' properly and improperly</p> <p><i>Innallaha yuhibbut-tawwabin wa yuhibul mutatahhirin</i></p> <p><i>Ayah 222 of Suratul-Baqarah means that Allah loves those who repent and those who fulfil purification</i></p>
<p>15</p> <p>The Adhan and Iqamah</p> <p>p. 52</p>	<p>Learn the call for Prayer</p>	<p>The teacher brings in an audio of the call for Prayer.</p> <p>Teacher reads the <i>Lesson 4: The Adhan and Iqamah- Book 3 (Chapter: Acts of Worship)</i></p> <p>The students learn the words and the meaning.</p> <p>Students identify where the testification of faith is in the call for Prayer and say the meaning in English.</p> <p>Students compare and contrast the adhan and iqamah (call for Prayer and call to start the Prayer)</p>
<p>16</p>	<p>Learn the names of 5 daily prayers</p>	<p>Teacher reads <i>Lesson 5: The Obligatory</i></p>



<p>The Obligatory Prayers and Their Times</p> <p>p. 56</p>	<p>Learn about times of 5 daily prayers</p> <p>Learn how many cycles each prayer consists of</p> <p>Learn about the importance of 5 daily prayers</p>	<p><i>prayers and their times</i>- Book 3 (Chapter: Acts of Worship).</p> <p>Teacher demonstrates using Powerpoint projection how all of the prayers' time are determined using the sun, shadows and other signs.</p> <p>The teacher then quizzes students about the names, times and number of cycles of the 5 Prayers until they memorise them.</p>
<p>17</p> <p>The Conditions for a Valid Prayer</p> <p>p. 59</p>	<p>Learn about 7 conditions for validity of the prayer</p>	<p>Teacher reads <i>Lesson 6: The Conditions for a Valid prayer</i> - Book 3 (Chapter: Acts of Worship).</p> <p>Teacher repeats the conditions and chooses a few students to repeat them in front of the class.</p> <p>Students do an activity sheet about identifying najas-filthy substances which are un-exempted in the Prayer.</p> <p>The students colour a picture showing what clothes a person should wear during the Prayer and they describe examples of clothes that would not be sufficient to pray with.</p>
<p>18</p> <p>Integrals of Salah (Prayer)</p> <p>p. 62</p>	<p>Learn about the 17 integrals of the prayer</p> <p>Learn about physical and verbal integrals</p> <p>Learn the recitation of Al-FatiHah</p>	<p>Teacher reads <i>Lesson 6: The Integrals of Salah (Prayer)</i> - Book 3 (Chapter: Acts of Worship).</p> <p>Teacher uses Powerpoint projection to describe each action of the Prayer to students and students recite what is said in each (as a whole class and sometimes individually).</p> <p>Students do a matching activity for al-FatiHah - the Verse to the meaning.</p> <p>Teacher brings in the Qur'an and shows the students where in the Qur'an the FatiHah is</p>



		Students listen to a song about the Prayer
19 Invalidators of Salah (Prayer) p. 65	Learn about the invalidators of Prayer	<p>Teacher reads <i>Lesson 7: The Invalidators of Salah (Prayer) - Book 3 (Chapter: Acts of Worship)</i>.</p> <p>The students make up actions for all of the invalidators mentioned and then some role play them in front of the class.</p> <p>The teacher repeats the invalidators to the students and gradually allows students to say them by themselves</p> <p>As a class activity, students make up a song or poem about integrals and invalidators of Prayer</p>
20 Chapters of the Qur'an – Recitation of Surah al-Falaq and Surah an-Nas	Learn these short chapters of the Qur'an and their meanings	<p>Split up the class into groups of six. Each student in the group memorises one ayah. Do this by numbering the students in the group from 1 to 6 then as a class practice repeating with all number ones then twos etc. Then get each group to recite the chapter in front of the class by reciting one Verse each.</p> <p>Worksheet for cutting out the verses (English transliteration) to place them in order.</p>
Lessons regarding Manners		
21 Some of the Manners of the Prophet, Sallallahu ^alayhi wa sallam p. 83	<p>Learn about some of the manners of The Prophet Sallallahu ^alayhi wa sallam</p> <p>Memorise some of the sayings of companions about the manners of the Prophet Sallallahu ^alayhi wa sallam</p> <p>Memorise the verse of Qur'an describing the manners of the Prophet Sallallahu ^alayhi wa</p>	<p>Teacher reads <i>Lesson 1 : Some of the Manners of the Prophet, Sallallahu ^alayhi wa sallam - Book 3 (Chapter: Manners)</i>.</p> <p>The teacher asks students to identify some of their good manners and speaks about the components of good manners.</p> <p><i>Wa innaka la^ala khulugin ^adhim.</i> <i>Ayah 4 of Suratul Qalam means: "Verily,</i></p>



	sallam	<p>your manners are distinguished and great.”</p> <p>Students listen some of the songs about the Prophet Sallallahu ^alayhi wa sallam and identify ways in which they can improve their conduct with others.</p>
<p>22</p> <p>The Tongue</p> <p>p. 86</p>	<p>Learn about the importance of how to use tongue in obedience and avoid its sins</p> <p>Memorise the saying of the Prophet</p>	<p>Teacher reads the <i>Lesson 2 : The Tongue</i> - TISE Book 3 (Chapter: Manners).</p> <p>Teacher asks students to mention some examples of using your tongue in obedience and disobedience. Students identify nice and kind words as well as hurtful words.</p> <p>‘Most of the sins of the offspring of <u>Adam</u> are from their tongues.’ ” (Related by <u>at-Tabaraniyy</u>)</p>
<p>23</p> <p>Lying</p> <p>p. 89</p>	<p>Describe examples of true and false statements</p> <p>Learn the definition of lying</p> <p>Learn about consequences of lying</p> <p>Students to memorise the following statement:</p> <p>Memorise some of the Prophetic Sayings regarding lying</p>	<p>Students are asked to give some examples of true sayings and lies.</p> <p>Teacher reads <i>Lesson 3 : Lying</i> - Book 3 (Chapter: Manners).</p> <p>Students brainstorm the consequences of lying e.g. Ruin your reputation, might hurt the victim.</p> <p><i>* This activity will help students to understand the wisdom behind why lying is sinful.</i></p> <p>“Muslims should not lie, whether serious or joking.”</p> <p><i>l_yya_ka wal kadh_ib fa’innal-kadh_iba yah_di ilal-fuj_ur, wal fuj_uru yah_di ilan-N_qr.</i></p> <p>Which means: “Beware of lying, because lying leads one to commit enormous sins and committing enormous sins leads to Hellfire.” (Related by <u>Ibn Majah</u>).</p>



	Are warned against Aprils Fool joke	<i>La ya<u>s</u>lu<u>h</u>ul-kadhibu fi jiddiw wala fi hazl</i> Which means: "Lying is not virtuous whether done seriously or jokingly." (Related by <i>al-Bayhaqiyy</i>)
24 Sincerity (Ikhlas) and Insincerity (Riya') p. 91	Define sincerity Define insincerity Memorise verse from the Qur'an Memorise the Hadith	Teacher reads <i>Lesson 4 : Sincerity (Ikhlas) and Insincerity (Riya')</i> - Book 3 (Section: Manners). Students are asked to define and give some examples of sincerity and insincerity. The teacher recites the following Verse and meaning and lets students find it in the Qur'an. <i>Faman kana yarju liqa'a Rabbihi falya^mal ^amalan <u>s</u>alihaw wala yushrik bi^ibadati Rabbihi <u>a</u>hada.</i> <i>Ayah 110 of <u>S</u>uratu-l<u>K</u>ahf means: "Let those who believe in the Day of Judgment do the obedience which <u>A</u>llah accepts and refrain from falling into insincerity when doing the worship." The teacher recites the following Hadith and lets students repeat it and talks about the meaning. <i>Innam<u>a</u>l-a^malu binniyyat.</i> Which means: "Good deeds are rewardable only when they are done with good intentions." (Related by <i>al-Bukhariyy</i> and <i>Muslim</i>)</i>
25 Showing Kindness to Parents p. 95	Learn about treating parents kindly and some obligations towards parents	Students are asked to talk about good things they do for their parents and how they show their love and respect towards them. Students are also asked to give some examples of being disrespectful towards parents. Teacher reads <i>Lesson 5 : Showing kindness to Parents</i> - Book 3 (Chapter: Manners).



		<p>Students draw a card/letter or compose a poem (with teacher guidance) expressing love towards their parents</p> <p><i>Students sing the song "My mummy taught me to be kind to orphans"</i></p>
<p>26</p> <p>Maintaining Good Relations with Relatives (Arham)</p> <p>p. 98</p>	<p>Learn about keeping good relations with one's relatives, its benefits and how this is performed according to the rules of Religion</p> <p>Memorise the Hadith</p>	<p>Students are asked about how often and when they visit or contact family and relatives</p> <p>Teacher reads the <i>Lesson 5 : Maintaining Good Relations with Relatives (Arham)</i> - Book 3 (Chapter: Manners).</p> <p>The teacher recites the following Hadith and explains its meaning.</p> <p><i>La yadkhulul-jannata qati^.</i></p> <p>Which means: "The one who severs the obligatory ties of kinship does not deserve admittance to Paradise without torture." (Related by <i>al-Bukhariyy</i>).</p> <p>Students draw a family tree of their relatives.</p>
<p>27</p> <p>Humbling Oneself</p> <p>p. 101</p>	<p>Learn how to treat others with humbleness and good manners.</p> <p>Learn about arrogance and its consequences</p> <p>Learn about racism and that it is not accepted in Islam</p> <p>Memorise the Hadith</p>	<p>Teacher reads the <i>Lesson 7 : Humbling oneself to Muslims</i> - Book 3 (Chapter: Manners).</p> <p>Students are asked to brainstorm examples of arrogant and racist behaviour</p> <p>As a class activity, they are split into groups of 4 or 5 and each given an example of arrogant or racist behaviour. They think of a solution – they are to present their work in front of the class</p> <p>The teacher recites the following hadiths and their meanings:</p>



	<p>Applying good manners</p>	<p><i>Al-kibru baṭarūl-haqqi wa ghamṭun-naṣ.</i> Which means: “Arrogance is ejecting the truth said by one and looking down on people.” (Related by <i>Muslim</i>)</p> <p><i>La yadkhumul-jannata man kana fi qalbihi mithqalu dharratim min kibr.</i> Which means: “The one who has in his heart arrogance that weighs as much as an atom will not be admitted to Paradise [with the first batch].” (Related by <i>Ahmad</i>)</p> <p>Students apply what they have learnt to their own experiences by assessing themselves using the clover diagram from the resource folder.</p>
<p>Lessons regarding Islamic Events</p>		
<p>28 The 15th of Sha[^]ban</p>	<p>Learn about the significance of the Month of Sha[^]ban and its 15th day</p> <p>Learn about the highly recommended deeds to be performed in this month</p> <p>Memorise the Hadith</p>	<p>Teacher reads the lesson about the Month of Sha[^]ban and its merits from the resource folder.</p> <p>Teacher quizzes students by asking following questions:</p> <p><i>Question 1: What is the lunar month after the month of Sha[^]ban?</i></p> <p><i>Question 2: What did the Prophet say regarding the 15th of Sha[^]ban?</i></p> <p><i>Question 3: What are some examples of good deeds to perform on this night?</i></p> <p>Students memorise the Hadith related by Ibn Majah by repetition then selection of few students to recite it on their own</p> <p>Class activity: brainstorm the acts of obedience one can do</p> <p>Students do a Find a word worksheet with examples of acts of obedience or Class is split into groups of 5, they are</p>



		instructed to make a collage of drawings of acts of obedience
29 Fasting Ramadan p. 73	Learn what Fasting is Learn about the integrals of Fasting Learn about the invalidators of Fasting Memorise the verse of the Qur'an about the obligation of Fasting	Teacher reads the <i>Lesson 11: Fasting Ramadan - Book 3 (Chapter: Acts of Worship)</i> . Teacher quizzes students about integrals and invalidators of Fasting. The teacher recites the following Verse and meaning and encourages students to repeat then memorise it. <i>Ya ayyhual-ladhina amanu kutiba ^alaykumus-siyamu kama kutiba ^alal-ladhina min qablikum la^allakum tattaqun.</i> <i>Ayah 183 of Suratul-Baqarah means: "O believers, fasting (Ramadan) is ordained (obligatory) upon you as it was ordained (obligatory) upon the (Muslims) before you to earn piety."</i>
30 The Night of Qadr	Learn that Night of the Qadr is the best night of the year Learn about some of the matters that occur during the Night of Qadr Memorise the Chapter of Qur'an – Al-Qadr	Teacher reads about the Night of Qadr from the resource folder The teacher shows the students an Islamic calendar and they identify the last ten nights of RamaDan, the 27 th , 29 th and odd numbered nights. The teacher recites the Chapter al-Qadr Verse by Verse and helps the students to memorise it.
31 Eid ul Fitr	Learn about the celebration of ^Idul Fitr	The teacher shows pictures of the ^Id Prayer and ^Id festivities. The teacher tells the students how to congratulate each other on the day of ^Id. Students draw pictures of what they intend to do on the ^Id.



<p>32</p> <p>Hajj (Pilgrimage)</p> <p>p. 79</p>	<p>Learn about the Pilgrimage</p> <p>Learn about its integrals</p> <p>Get familiar with the appearance of Ka^bah</p> <p>Students are to make a model of the Ka^bah.</p>	<p>Students are asked what they know about Pilgrimage and if they have any family members that have performed it.</p> <p>Then teacher reads the <i>Lesson 13: Hajj (Pilgrimage) - Book 3 (Chapter: Acts of Worship)</i>.</p> <p>Teacher shows photos or video regarding the integrals of Pilgrimage – Hajj</p> <p>Students are to decorate the Ka^bah template and then fold along the edges to make the model</p> <p>Students do activity of matching the pictures to corresponding integrals of Pilgrimage</p> <p>Students listen to song: "I am turning"</p>
<p>33</p> <p>The Story about Prophet Ibrahim and Prophet Isma^il</p>	<p>Learn about the stories of Lady Hajar, prophet Ibrahim ^alayhissalam and their son prophet Isma^il</p>	<p>Teacher reads the story from the resource folder</p> <p>Students are asked to draw pictures about the story and make a list of the events.</p>
<p>34</p> <p>Eid ul AdHa</p>	<p>Learn about the celebration of ^Idul AdHa</p>	<p>The teacher shows pictures of the ^Id Prayer and ^Id festivities.</p> <p>The teacher practises with the students how to congratulate each other on the day of ^Id.</p> <p>Students make a greeting card for the ^Id.</p>
<p>35</p> <p>Hijrah</p>	<p>Learn about the Islamic new year</p> <p>Learn how to greet one another on this occasion</p> <p>Learn about the events that occurred at the time of Prophet MuHammad peace be upon him.</p>	<p>The teacher shows the students the Islamic calendar.</p> <p>The teacher shows a video of Islamic new year celebrations.</p> <p>Teacher reads about the events that occurred during Hijrah at the time of the Prophet MuHammad peace be upon him.</p> <p>Teacher shows the photos of Makkah, Cave</p>



		<p>Thawr and Madinah.</p> <p>The teacher plays a video clip of the song “Tala^al badru ^alayna” being performed and students learn to sing along and perform the actions.</p> <p>The teacher talks about the significance of this song in regard to the Immigration.</p>
<p>36</p> <p>Miracles of Prophet Muhammad sallallahu ^alayhi wa sallam</p>	<p>Learn about some of the Miracles of Prophet Muhammad sallallahu ^alayhi wa sallam</p>	<p>Teacher tells the students about the life of Prophet Muhammad sallallahu ^alayhi wa sallam and some of the miracles that occurred to him.</p> <p>Teacher then quizzes the students about these miracles and they do Find a word activity sheet containing terms used in the lesson</p> <p>Students listen and sing along the song about the miracles and life of the Prophet MuHammad – “MuHammad, o MuHammad many thanks to you we convey, we ask Allah that He may raise your rank every day”</p> <p>The teacher lists on the board important facts about the Prophet including his name, father’s and mother’s name, city of birth, and city of burial.</p>
<p>37</p> <p>Celebrating the birth of Prophet MuHammad sallallahu ^alayhi wa sallam</p>	<p>Learn about the celebrating the Prophet’s birth</p> <p>Learn about the deeds that are performed on this occasion</p> <p>Learn about seeking blessings by the relics of Prophet MuHammad sallallahu ^alayhi wa sallam</p>	<p>Student watch the video of celebrating the Prophet’s birth</p> <p>They are quizzed about what they have seen in the video, and together as a class list the deeds that are performed on this occasion</p> <p>Teacher tells students about permissibility and rewardability of seeking blessings by the items that belong to Prophet MuHammad and shows some photos of these items.</p> <p>Students discuss how such items can reach our times.</p>
<p>38</p>	<p>Learn about the Islamic event of the miracle of the Night Journey</p>	<p>The teacher tells children the story of the Night Journey.</p>



<p>Isra - the Night Journey</p>	<p>Learn about the matters that occurred to the Prophet sallallahu ^alayhi wa sallam on his night journey to Masjid-al-Aqsa</p> <p>Become familiar with the appearance of a mosque in Jerusalem</p> <p>Memorise the statement →</p>	<p>Students are asked the following questions:</p> <p><i>Question 1: Who accompanied the Prophet during the Isra’?</i></p> <p><i>Question 2: What animal did the Prophet ride during the journey?</i></p> <p><i>Question 3: What is the name of the Mosque where the Prophet travelled to and prayed?</i></p> <p><i>Question 4: Who gathered at the Mosque to pray behind the Prophet?</i></p> <p>Teacher shows students the photo of Masjid al-Aqsa</p> <p>“Prophet MuHammad’s Night Journey was by body and soul”</p> <p>Teacher tells the students the story of the pious woman who used to comb the hair of Pharaoh’s daughter</p> <p>Students do activity sheet with word bank regarding the Night Journey and list the events in the story of the woman who used to comb the hair of the pharaoh’s daughter.</p>
<p>39</p> <p>Mi'raj - the Ascension</p>	<p>Learn about the Islamic event of the miracle of the Prophet’s Ascension to the skies</p> <p>Learn about the matters that occurred to the Prophet sallallahu ^alayhi wa sallam on his Ascension to the skies</p>	<p>Teacher reads the story about the Prophet’s sallallahu ^alayhi wa sallam Miracle of Ascension to the skies from resource folder</p> <p>Students are quizzed using the following questions</p> <p><i>Question 1: Which Prophets did Prophet MuHammad see during his ascension to the seven heavens?</i></p> <p><i>Question 2: How many Angels enter al Baytul-Ma^mur every day?</i></p> <p><i>Question 3: Who is the Angel in charge of Hellfire?</i></p> <p><i>Question 4: Who is the Angel in charge of</i></p>



	Memorise the statement	<p><i>Paradise?</i></p> <p>“Prophet MuHammad’s Night Journey and ascension to the skies were by body and soul.”</p> <p>Students draw a picture of a mosque and colour it</p> <p>Students do activity sheet with word bank regarding the Ascension</p>
40	Learn about the Prophet ^Isa and his mother Lady Maryam	<p>Teacher reads the biography of Prophet ^Isa peace be upon him (from the book “Miracles of Prophet ^Isa, peace be upon him”).</p> <p>Students are quizzed using the following questions:</p> <p><i>Question 1: What was the message of all the Prophets?</i></p> <p><i>Question 2: Who was the Prophet that came before the Prophet MuHammad?</i></p> <p><i>Question 3: Who are the five best Prophets?</i></p> <p><i>Question 4: What was the name of Prophet ^Isa’s mother?</i></p> <p>The students form groups and each group chooses a miracle to speak about.</p>