



**Primary Three – IRE**

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**Time, t, is now!!!**

## PRIMARY THREE IRE

### Term 1

### Weeks 1-3: Theme

### Reading from the Qur'an

**Sub-theme: Nature of the Qur'an Learning outcome:** The child understands and appreciates the aspects of holiness of the Qur'an for meaningful religious practices and spiritual growth.

### Arabic Alphabet

#### 1. Recognition of the Alphabet

The Arabic alphabet has **28 letters**.

It is written from **right to left** (different from English).

Each letter has a unique shape.

Pupils should learn to recognize the letters visually, even before pronouncing them.

#### 2. Pronunciation of the Alphabet

Each letter has its own sound.

Some sounds are similar to English (like ب = *b*), while others are unique (like ع = '*'*).

Practice is important: pupils repeat after the teacher to learn correct pronunciation.

Here are the **28 letters** in order:

ا ب ت ث ج ح خ  
د ذ ر ز س ش ص  
ض ط ظ ع غ ف ق  
ك ل م ن ه و ي

Letters with their sounds:

| Letter | Name  | Sound in English                    | Example Word (Arabic)          |
|--------|-------|-------------------------------------|--------------------------------|
| ا      | Alif  | "a" as in <i>apple</i>              | أب ( <i>ab</i> = father)       |
| ب      | Baa   | "b" as in <i>ball</i>               | باب ( <i>baab</i> = door)      |
| ت      | Taa   | "t" as in <i>top</i>                | تين ( <i>teen</i> = fig)       |
| ث      | Thaa  | "th" as in <i>think</i>             | ثوب ( <i>thawb</i> = robe)     |
| ج      | Jeem  | "j" as in <i>jam</i>                | جمل ( <i>jamal</i> = camel)    |
| ح      | Haa   | deep "h" sound                      | حب ( <i>hubb</i> = love)       |
| خ      | Khaa  | "kh" like German <i>Bach</i>        | خبز ( <i>khubz</i> = bread)    |
| د      | Daal  | "d" as in <i>dog</i>                | دار ( <i>daar</i> = house)     |
| ر      | Raa   | rolled "r"                          | رجل ( <i>rajul</i> = man)      |
| س      | Seen  | "s" as in <i>sun</i>                | سمك ( <i>samak</i> = fish)     |
| ش      | Sheen | "sh" as in <i>ship</i>              | شمس ( <i>shams</i> = sun)      |
| ع      | 'Ayn  | throat sound, no English equivalent | علم ( <i>'ilm</i> = knowledge) |
| غ      | Ghayn | "gh" like French <i>r</i>           | غابة ( <i>ghaaba</i> = forest) |
| ف      | Faa   | "f" as in <i>fun</i>                | فم ( <i>fam</i> = mouth)       |
| ك      | Kaaf  | "k" as in <i>kite</i>               | كتاب ( <i>kitaab</i> = book)   |
| م      | Meem  | "m" as in <i>man</i>                | ماء ( <i>maa'</i> = water)     |
| ن      | Noon  | "n" as in <i>net</i>                | نور ( <i>noor</i> = light)     |
| هـ     | Haa   | "h" as in <i>hat</i>                | هو ( <i>huwa</i> = he)         |
| و      | Waw   | "w" as in <i>water</i>              | ورد ( <i>ward</i> = flower)    |
| ي      | Yaa   | "y" as in <i>yes</i>                | يد ( <i>yad</i> = hand)        |

### Exercise 1

1. How many letters are in the Arabic alphabet?
2. Which direction is Arabic writing done?
3. Write the first three letters of the Arabic alphabet.
4. Pronounce the letters ب, ت, ث.



### Suggested Answers

1. 28 letters.
2. From right to left.
3. ا, ب, ت.
4. ب = b, ت = t, ث = th.

## Classroom Chant

Alif, Baa, Taa we say,

Arabic letters every day.

From the right we start to write,

Learning sounds with joy and light!

**Teaching Tip:** Use flashcards with each Arabic letter. On one side, write the letter; on the other, write its name and sound. Pupils can play recognition games to reinforce learning.

## Units of the Qur'an

### 1. Ayah (Verse)

An **Ayah** is a single verse in the Qur'an.

Each Surah (chapter) is made up of several Ayahs.

Example: *Surat Al-Fatiha* has **7 Ayahs**.

Ayahs are like sentences that carry messages from Allah.

### 2. Surah (Chapter)

A **Surah** is a chapter in the Qur'an.

The Qur'an has **114 Surahs**.

Surahs vary in length: some are short (like *Al-Kawthar* with 3 verses), others are long (like *Al-Baqarah* with 286 verses).

Each Surah has a name, often linked to its main theme.

### 3. Juzu (Section)

A **Juzu** (plural: *Ajzaa*) is a section of the Qur'an.

The Qur'an is divided into **30 Juzu** for easy recitation and memorization.

Muslims often complete reading the Qur'an in one month by reading one Juzu per day.

Example: *Juzu Amma* (the 30th Juzu) contains short Surahs like *Al-Nas* and *Al-Falaq*.

### Summary Table

| Unit         | Meaning | Number in Qur'an | Example                  |
|--------------|---------|------------------|--------------------------|
| <b>Ayah</b>  | Verse   | Thousands        | Al-Fatiha has 7 Ayahs    |
| <b>Surah</b> | Chapter | 114              | Al-Baqarah, Al-Kawthar   |
| <b>Juzu</b>  | Section | 30               | Juzu Amma (30th section) |

### Exercise 2

1. What is an Ayah in the Qur'an?
2. How many Surahs are in the Qur'an?
3. Why is the Qur'an divided into 30 Juzu?
4. Give an example of a short Surah and a long Surah.



### Suggested Answers

1. An Ayah is a verse in the Qur'an.
2. There are 114 Surahs.
3. To make recitation and memorization easier.
4. Short Surah: Al-Kawthar; Long Surah: Al-Baqarah.

### Classroom Chant

Ayah is a verse we say,

Surah is a chapter every day.

Juzu makes Qur'an complete,

Thirty parts, the recitation sweet!

**Teaching Tip:** Use flashcards with "Ayah," "Surah," and "Juzu" written on them. Pupils can match the word with its meaning and example to reinforce learning.

## Nature of the Qur'an

### Definition of the Nature of the Qur'an

The Qur'an is the **final revelation from Allah** to Prophet Muhammad (peace be upon him).

It is the **word of Allah**, perfect and unchanged.

It provides **guidance** for all aspects of life: spiritual, moral, social, and legal.

It is written in **Arabic** and preserved without alteration.

### How the Qur'an Text Should Be Kept

The Qur'an must be treated with **respect and cleanliness**.

It should be kept in a **clean place**, often on a high shelf.

Muslims should perform **wudu (ablution)** before touching it.

It should not be placed on the floor or in dirty places.

When not in use, it should be **covered or wrapped** to protect it.

### People Who Should Not Read the Qur'an

Those who are **ritually impure** (without wudu).

Women during **menstruation** or post-childbirth bleeding.

Anyone in a state of **major impurity (janabah)** until they perform ghusl (ritual bath).

People who intend to **mock or disrespect** the Qur'an.

## Exercise 3

1. Define the nature of the Qur'an.
2. Mention two ways Muslims should keep the Qur'an.

3. Who should not read the Qur'an?
4. Why must the Qur'an be treated with respect?

### **Suggested Answers**

1. It is the word of Allah, final revelation, and guidance for mankind.
2. Keep it in a clean place and cover it when not in use.
3. Those without wudu, menstruating women, and those in janabah.
4. Because it is the holy word of Allah.

### **Classroom Chant**

Qur'an is pure, Qur'an is light,

Keep it clean, treat it right.

Only with wudu we read each day,

Allah's word will guide our way!

**Teaching Tip:** Pupils can role-play how to respectfully handle the Qur'an (washing hands, placing it on a high shelf, covering it), to reinforce the lesson practically.

### **Term: Weeks 4-6**

**Theme: Tawhiid (Faith) Sub-theme:** Divine Books Learning outcome: The child recognizes appreciates the importance of the four divine books and applies their teaching / concern in the day-to-day life

### **Nature of the Four Revealed Books**

#### **1. Zaburi (Psalms)**

Revealed to **Prophet Dawud (David)**.

Contains **songs, praises, and hymns** glorifying Allah.

Teaches worship, trust in God, and spiritual wisdom.

Nature: Focuses on **praise and devotion**.

## **2. Tawrat / Taurat (Torah)**

Revealed to **Prophet Musa (Moses)**.

Contains **laws, commandments, and guidance** for the Children of Israel.

Emphasizes **justice, obedience, and monotheism**.

Nature: A **book of law and guidance**.

## **3. Injili (Gospel)**

Revealed to **Prophet Isa (Jesus)**.

Contains teachings of **love, mercy, forgiveness, and righteousness**.

Calls people to **repentance and compassion**.

Nature: A **book of mercy and moral guidance**.

## **4. Qur'an**

Revealed to **Prophet Muhammad (peace be upon him)**.

Final and complete revelation, preserved without change.

Contains **guidance for all humanity** in spiritual, moral, social, and legal matters.

Nature: A **universal and eternal book of guidance**.

### **Exercise 4**

1. To whom was the Saburi revealed?
2. What is the nature of the Tourat?
3. Mention two teachings found in the Injili.
4. Why is the Qur'an considered the final revelation?

## Prophets and the Four Revealed Books

1. Zaburi (Psalms)

Revealed to Prophet Daudi (David).

Nature: Songs, praises, and hymns glorifying Allah.

Purpose: To guide people in worship and devotion.

2. Taurat / Tawrat (Torah)

Revealed to Prophet Musa (Moses).

Nature: Laws, commandments, and guidance for the Children of Israel.

Purpose: To teach justice, obedience, and monotheism.

3. Injili (Gospel)

Revealed to Prophet Isa (Jesus).

Nature: Teachings of mercy, love, forgiveness, and righteousness.

Purpose: To call people to repentance and compassion.

4. Qur'an

Revealed to Prophet Muhammad (peace be upon him).

Nature: Final and complete revelation, preserved without change.

Purpose: Universal guidance for all humanity in spiritual, moral, social, and legal matters.

## Exercise 5

1. To whom was the Zaburi revealed?
2. What kind of teachings are found in the Taurat?
3. Mention two lessons from the Injili.
4. Why is the Qur'an considered the final revelation?



Suggested Answers

1. Prophet Daudi (David).
2. Laws and commandments for the Children of Israel.
3. Mercy and forgiveness.
4. Because it is complete, preserved, and meant for all humanity.

### **Classroom Chant**

Zaburi to Daudi we sing,

Taurat to Musa laws did bring.

Injili to Isa love and care,

Qur'an to Muhammad guidance to share!



### **Suggested Answers**

1. Prophet Dawud (David).
2. It is a book of law and commandments.
3. Love and forgiveness.
4. Because it is complete, preserved, and meant for all humanity.

### **Classroom Chant**

Zaburi sings, Taurat law,

Injili mercy for all we saw.

Qur'an guides both night and day,

Allah's word to show the way!

**Teaching Tip:** Pupils can role-play each prophet receiving their book, with one group singing praises (Zaburi), another acting laws (Taurat), another showing mercy (Injili), and the last reciting verses (Qur'an).

## **Holiness of the Qur'an**

**1. From God**

The Qur'an is the word of Allah revealed to Prophet Muhammad (peace be upon him).

It is divine, not written by humans.

**2. Not to be Touched Without Wudhu**

Muslims must perform **wudhu (ablution)** before touching or reading the Qur'an.

This shows respect and purity when handling the holy book.

**3. Qur'an Has Remained the Same**

Since its revelation, the Qur'an has never been changed or altered.

Allah promised to protect it from corruption (Qur'an 15:9).

Muslims all over the world read the same Qur'an in Arabic.

**Exercise 6**

1. Why is the Qur'an considered holy?
2. What must a Muslim do before touching the Qur'an?
3. How has the Qur'an remained unchanged since revelation?



**Suggested Answers**

1. Because it is the word of Allah revealed to Prophet Muhammad.
2. Perform wudhu (ablution).
3. Allah has protected it from corruption, and it remains the same everywhere.

## Classroom Chant

*"The Qur'an is from God,*

*Pure and holy, we nod.*

*Touch with wudhu, keep it clean,*

*Unchanged forever, always seen!"*

**Teaching Tip:** Use role-play where one child pretends to prepare for wudhu before reading the Qur'an, showing respect and purity.

## Term: Weeks 7-9

**Theme: Fiqh (Practice), Sub-theme:** Nullifiers of Salat Learning outcome: The child understands and takes care of the different aspects that nullify Salat in the daily Fiqh (practice) for meaningful prayer and spiritual growth.

### Nullifiers of Salat

These are actions or conditions that make a prayer invalid. A Muslim must avoid them to ensure Salat is accepted by Allah.

#### 1. Praying at the Wrong Time

Salat must be performed at its prescribed time.

Praying too early or too late without valid reason nullifies it.

#### 2. Eating or Drinking During Salat

Salat requires full focus and purity.

Consuming food or drink breaks the prayer.

#### 3. Talking Words Not Connected to Salat

Speaking intentionally about worldly matters invalidates Salat.

Only Qur'an recitation and prayer words are allowed.

**4. Praying in Impure Clothes**

Clothes must be clean and pure.

Impurity (najasa) makes Salat invalid.

**5. Fighting During Salat**

Quarreling or hitting others breaks concentration and nullifies prayer.

**6. Unnecessary Movement**

Excessive actions like playing, turning, or walking without reason invalidate Salat.

**7. Excretion or Urinating**

Losing purity during Salat nullifies it.

**8. Praying Without Wudhu**

Wudhu (ablution) is a condition for valid Salat.

Without it, prayer is not accepted.

**9. Drunkenness**

Salat requires a clear mind.

Being drunk invalidates prayer.

**10. Sleeping During Salat**

Falling asleep while praying breaks Salat.

**Exercise 7**

1. Name three actions that nullify Salat.
2. Why must a Muslim perform wudhu before Salat?
3. What happens if one prays at the wrong time?

### Suggested Answers

1. Eating/drinking, fighting, praying without wudhu.
2. Because purity is required for prayer.
3. The Salat becomes invalid.

### Classroom Chant

*"Salat needs purity,*

*Salat needs time,*

*No eating, no talking,*

*Stay focused, stay fine!"*

Teaching Tip: Use **scenario questions** (e.g., "Ali started eating during Salat—what happens?") to help pupils apply the lesson in real-life situations.

### How to Avoid Nullifiers of Salat

#### 1. Pray at the Right Time

Know the correct times for each prayer (Fajr, Dhuhr, Asr, Maghrib, Isha).

Use an alarm or mosque call to prayer as a reminder.

#### 2. Do Not Eat or Drink During Salat

Finish meals before prayer.

Keep focus on Allah during Salat.

#### 3. Avoid Talking Unrelated Words

Only recite Qur'an verses and prayer words.

Keep silence and concentration.

#### 4. Wear Clean Clothes

Ensure clothes are free from dirt and impurities.

Wash and prepare prayer garments.

**5. Keep Peace During Salat**

Do not quarrel or fight.

Salat requires humility and calmness.

**6. Limit Movements**

Stand still except for required actions (ruku, sujud).

Avoid playing or unnecessary gestures.

**7. Maintain Purity**

Perform wudhu before prayer.

Avoid urinating or excretion during Salat.

**8. Stay Away from Alcohol**

Do not pray while drunk.

Keep a clear mind for worship.

**9. Stay Awake and Alert**

Do not pray when sleepy.

Rest before prayer if tired.

**Exercise 8**

1. How can a Muslim avoid praying at the wrong time?
2. Why should one wear clean clothes during Salat?
3. What should you do if you feel sleepy before prayer?



**Suggested Answers**

1. By knowing and following the prescribed prayer times.
2. Because impurity makes Salat invalid.
3. Rest first, then pray when alert.

### **Classroom Chant**

*"Pray on time, keep clothes clean,*

*No talking, no eating, stay serene.*

*With wudhu pure, and mind awake,*

*Salat accepted for Allah's sake!"*

## **Term 1: Weeks 7-9**

### **Theme: Moral Spiritual Teaching**

**Sub-theme: Islamic Values** – Patience, Perseverance and Reliance on Allah (God)

**Learning outcome:** The child appreciates and applies Islamic moral and spiritual teaching for harmonious interaction in society.

### **Moral Values**

#### **1. Swabru (Patience)**

Enduring hardships calmly without complaining.

*Qur'an 2:153: "Indeed, Allah is with the patient."*

Helps Muslims remain strong in trials and avoid anger.

#### **2. Tahammu (Perseverance)**

Continuing to do good despite challenges.

Encourages consistency in worship, study, and work.

Builds resilience and determination in life.

### 3. Tawakkul (Reliance on God)

Trusting Allah after making effort.

*Qur'an 3:159: "...When you have decided, then rely upon Allah."*

Teaches believers to balance effort with faith.

### Practice Questions

1. What does Swabru mean in Islam?
2. Give one example of Tahammu in daily life.
3. Why is Tawakkul important for Muslims?



### Suggested Answers

1. Patience in facing hardships.
2. Continuing studies even when exams are difficult.
3. Because it shows trust in Allah after making effort.

### Classroom Chant

*"Patience is strength,*

*perseverance is light,*

*Reliance on Allah makes everything right!"*

**Teaching Tip:** Ask pupils to share real-life examples of patience, perseverance, and reliance on God (e.g., waiting calmly, working hard in school, trusting Allah in sickness).

## Importance of Islamic Values

### 1. Guidance in Daily Life

Values like patience, perseverance, and reliance on God guide Muslims in making good decisions.

They help believers live according to Allah's will.

## **2. Building Good Character**

Values shape moral behavior such as honesty, kindness, humility, and respect.

They make Muslims role models in society.

## **3. Strengthening Faith**

Values deepen trust in Allah and encourage obedience.

They help Muslims remain steadfast in worship and trials.

## **4. Promoting Peace and Unity**

Values encourage forgiveness, fairness, and cooperation.

They reduce conflicts and strengthen community bonds.

## **5. Preparing for the Hereafter**

Living by Islamic values earns Allah's reward.

They prepare believers for eternal life after death.

### **Exercise 9**

1. Why are Islamic values important in daily life?
2. How do Islamic values promote peace in society?
3. What is the reward for living by Islamic values?



### **Suggested Answers**

1. They guide Muslims to live according to Allah's will.
2. By encouraging forgiveness, fairness, and cooperation.
3. Allah's reward and preparation for eternal life.

## Classroom Chant

*"Patience, trust, and honesty,*

*Guide us all in unity.*

*Islamic values, pure and bright,*

*Lead us always to the light!"*

Teaching Tip: Ask pupils to give **examples of Islamic values in action** (e.g., showing patience when waiting, persevering in studies, relying on Allah in sickness).

## Term 1: Weeks 10-12

### Theme 4: History of Islam

#### Sub-theme: The First Revelation

**Learning outcome:** The child understands and appreciates the messages the prophet received from God for meaningful religious practices and effective communication in daily life interaction with others.

## Prophet Muhammad (PBUH) and the First Revelation

### 1. Visit to Mount Hira

Prophet Muhammad (PBUH) often went to **Mount Hira**, near Mecca.

He spent time in reflection, prayer, and meditation away from the city's corruption.

### 2. Receiving the First Revelation

At age 40, while in the cave of Hira, the Angel **Jibreel (Gabriel)** appeared.

This happened in the year **610 CE** during the month of **Ramadan**.

### 3. Time and Place

**Place:** Cave of Hira, on Mount Hira near Mecca.

**Time:** Night of Ramadan, when Prophet Muhammad was meditating.

#### 4. Reaction to Jibreel

Jibreel commanded: **“Iqra!” (Read/Recite).**

Prophet Muhammad replied: **“I cannot read.”**

Jibreel repeated the command three times, then revealed verses of **Surah Al-‘Alaq (96:1-5).**

Prophet Muhammad was frightened and rushed home to his wife **Khadijah**, who comforted him.

#### 5. Jibreel’s Message and Muhammad’s Response

Jibreel’s message: *“Read in the name of your Lord who created, created man from a clot. Read, and your Lord is Most Generous, who taught by the pen, taught man what he did not know.”*

Prophet Muhammad accepted the mission, becoming Allah’s final messenger.

He began spreading Islam, starting with his family and close companions.

### Exercise 10

1. Where did Prophet Muhammad receive the first revelation?
2. Who brought the revelation to him?
3. What was Prophet Muhammad’s reaction to Jibreel?
4. Which Surah was revealed first?



#### Suggested Answers

1. In the Cave of Hira on Mount Hira.
2. Angel Jibreel (Gabriel).
3. He was frightened and said he could not read.
4. Surah Al-‘Alaq (verses 1–5).

## Classroom Chant

*"Iqra! Read in God's name,*

*Knowledge is light, never the same.*

*From Hira's cave the truth began,*

*Guidance for all, woman and man!"*

**Teaching Tip:** Pupils can role-play the scene—one acting as Prophet Muhammad, another as Jibreel, and another as Khadijah comforting him—to make the story memorable.

## The First Revelation

### 1. Content of the First Revelation

Angel Jibreel revealed verses from **Surah Al-'Alaq (96:1–5)**: *"Read in the name of your Lord who created, created man from a clot.*

*Read, and your Lord is Most Generous, who taught by the pen, taught man what he did not know."*

This emphasized **knowledge, creation, and reliance on Allah**.

### 2. Prophet Muhammad's Age

He was **40 years old** when he received the first revelation in the **Cave of Hira** near Mecca.

### 3. Prophet Muhammad's behavior

He was frightened and confused after the encounter.

He said: *"I cannot read."* showing humility and honesty.

He trembled and rushed home seeking comfort.

### 4. What His Wife Did (Khadijah)

Khadijah comforted him, covered him with a blanket, and reassured him.

She encouraged him, saying Allah would never disgrace him because he was kind, honest, and helped the poor.

She took him to her cousin **Waraqah ibn Nawfal**, a Christian scholar, who confirmed that Muhammad had received a divine message.

### Exercise 11

1. What was the content of the first revelation?
2. How old was Prophet Muhammad when he received it?
3. How did Prophet Muhammad react to Jibreel?
4. What did Khadijah do after the revelation?



### Suggested Answers

1. Surah Al-'Alaq verses 1–5 about reading in the name of Allah.
2. He was 40 years old.
3. He was frightened, said he could not read, and rushed home.
4. She comforted him, reassured him, and took him to Waraqah ibn Nawfal.

### Classroom Chant

*"At forty years, in Hira's cave,*

*The angel came, the message gave.*

*'Read in God's name,' the words were clear,*

*Khadijah calmed him, removed his fear!"*

**Teaching Tip:** Pupils can **act out the scene**—one as Prophet Muhammad, one as Jibreel, and one as Khadijah—to make the lesson memorable.

## TERM II

### Term 2: Weeks 1-3

#### Theme: Reading of the Qur'an

#### Sub-theme: Vowels in Arabic

**Learning outcome:** The child understands, appreciates and applies Arabic knowledge in religious interactions for effective communication.

#### Arabic Vowels (Harakaat)

Arabic has **short vowels** represented by small marks above or below letters. These are not separate letters but **diacritical marks** that guide pronunciation.

##### 1. Fatha ( ا )

A small diagonal stroke above a letter.

Sound: short “a” (like *cat*).

Example: بَ = *ba*.

##### 2. Kasra ( اِ )

- A small diagonal stroke below a letter.
- Sound: short “i” (like *sit*).
- Example: بِ = *bi*.

##### 3. Dhamma ( اُ )

A small curl-like mark above a letter.

Sound: short “u” (like *put*).

Example: بُ = *bu*.

##### 4. Sukun ( اْ )

A small circle above a letter.

Shows that the letter has **no vowel** (silent after consonant).

Example: بَ = b (stops sound).

### Exercise 1

1. Which vowel mark gives the sound “a”?
2. What is the sound of Kasra?
3. What does Sukun show?
4. Write the sounds of بَ, بُ, بِ, بْ.



### Suggested Answers

1. Fatha.
2. Short “i”.
3. That the letter has no vowel.
4. ba, bi, bu, b.

### Classroom Chant

Code

Fatha gives us “a”,

Kasra gives us “i”,

Dhamma gives us “u”,

Sukun stops the sound, you see!

**Teaching Tip:** Use flashcards with one letter (like ب) and change the vowel marks. Pupils can chant the sounds together: بَ, بُ, بِ, بْ.

### Arabic Alphabet & Vowels

The Arabic alphabet has **28 letters**, and vowel marks (harakaat) are added to guide pronunciation.

## 1. Short Vowels (Harakaat)

- **Fatha (َ)** → short *a* sound (بَ = *ba*)
- **Kasra (ِ)** → short *i* sound (بِ = *bi*)
- **Dhamma (ُ)** → short *u* sound (بُ = *bu*)
- **Sukun (◌ْ)** → no vowel, silent stop (بْ = *b*)

## 2. Shadda (ّ)

- A small “w”-shaped mark above a letter.
- It means the consonant is **doubled or stressed**.
- Example: بّ = *bb* (strong *b* sound).
- Word example: رَبّ (rabb = Lord).

## 3. Madda (آ)

- A small tilde-like mark above **Alif (ا)**.
- It shows a **long “aa” sound**.
- Example: آ = *aa*.
- Word example: قرآن (Qur’aan = Qur’an).

## Exercise 2

1. What sound does Shadda give to a letter?
2. Which vowel mark makes the long “aa” sound?
3. Write the sounds of بْ, بُ, بِ, بَ.
4. Give one word example with Shadda.



## Suggested Answers

1. It doubles or stresses the consonant.
2. Madda.
3. *ba, bi, bu, b*.
4. رَبّ (*rabb*).

## Classroom Chant

Fatha is a, Kasra is i,

Dhamma is u, Sukun is free.

Shadda doubles, Madda is long,

Together they make our Arabic strong!

**Teaching Tip:** Pupils can practice by writing one letter (like ب) and adding each vowel mark, then chanting the sounds aloud.

## Arabic Alphabet & Vowels

The Arabic alphabet has **28 letters**, and vowel marks (harakaat) are added to guide pronunciation.

### 1. Short Vowels (Harakaat)

**Fatha ( َ )** → short *a* sound ( َ = *ba*)

**Kasra ( ِ )** → short *i* sound ( ِ = *bi*)

**Dhamma ( ُ )** → short *u* sound ( ُ = *bu*)

**Sukun ( ْ )** → no vowel, silent stop ( ْ = *b*)

### 2. Shadda ( ّ )

A small “w”-shaped mark above a letter.

It means the consonant is **doubled or stressed**.

Example: ّ = *bb* (strong *b* sound).

Word example: رَبّ ( *rabb* = Lord).

### 3. Madda ( ّ )

A small tilde-like mark above **Alif (ا)**.

It shows a **long “aa” sound**.

Example: َ = aa.

Word example: قرآن (*Qur’aan* = Qur’an).

### Exercise 3

1. What sound does Shadda give to a letter?
2. Which vowel mark makes the long “aa” sound?
3. Write the sounds of َ, ُ, ِ, ّ.
4. Give one word example with Shadda.



### Suggested Answers

1. It doubles or stresses the consonant.
2. Madda.
3. ba, bi, bu, b.
4. رَبَّ (*rabb*).

### Classroom Chant

Fatha is a, Kasra is i,

Dhamma is u, Sukun is free.

Shadda doubles, Madda is long,

Together they make our Arabic strong!

## Term 2 Weeks 4-6

### Theme: Tawhiid (Faith)

#### Sub-theme: Important of Divine Books

**Learning outcome:** The child recognizes and appreciates the contents of the Holy / Divine books and practices what they teach for harmonious living.

## Content of the divine books

### 1. Zaburi (Psalms)

Revealed to **Prophet Dawud (David)**.

Contains **songs, praises, and hymns** glorifying Allah.

Focuses on **worship, devotion, and trust in God**.

Teaches believers to remain faithful and thankful.

### 2. Tawrat (Torah)

Revealed to **Prophet Musa (Moses)**.

Contains **laws, commandments, and guidance** for the Children of Israel.

Emphasizes **justice, obedience, and monotheism**.

Provides rules for living a righteous life.

## Exercise 4

1. What kind of content is found in the Zaburi?
2. To whom was the Tawrat revealed?
3. What lessons do Muslims learn from the Tawrat?



### Suggested Answers

1. Songs, praises, and hymns glorifying Allah.
2. Prophet Musa (Moses).
3. Justice, obedience, and monotheism.

### Classroom Chant

Zaburi sings with praise so high,

Tawrat teaches laws to live by.

Songs and justice, side by side,

Allah's guidance is our guide!

### 3. Injil (Gospel)

Revealed to **Prophet Isa (Jesus)**.

Contains teachings of **love, mercy, forgiveness, and righteousness**.

Calls people to **repentance, compassion, and faith in God**.

Emphasizes caring for the needy and living a holy life.

### 4. Qur'an

Revealed to **Prophet Muhammad (peace be upon him)**.

Contains **complete guidance for all humanity** in spiritual, moral, social, and legal matters.

Preserved without change since revelation.

Covers topics such as **worship, justice, family life, charity, and laws**.

Serves as the **final and universal book of guidance**.

### Exercise 5

1. What kind of teachings are found in the Injil?
2. To whom was the Qur'an revealed?
3. Why is the Qur'an considered the final revelation?



#### Suggested Answers

1. Teachings of love, mercy, forgiveness, and righteousness.
2. Prophet Muhammad (peace be upon him).
3. Because it is complete, preserved, and meant for all humanity.

### Classroom Chant

Injil teaches mercy and love,

Qur'an guides from Allah above.

Forgiveness, guidance, side by side,

Allah's word is our guide!

**Teaching Tip:** Pupils can role-play Prophet Isa teaching mercy from the Injil and Prophet Muhammad guiding people with the Qur'an, to make the lesson lively and memorable.

**5. Zaburi (Psalms)**

Revealed to **Prophet Dawud (David)**.

Contains **songs, praises, and hymns** glorifying Allah.

Focuses on **worship, devotion, and trust in God**.

**6. Tawrat (Torah)**

Revealed to **Prophet Musa (Moses)**.

Contains **laws, commandments, and guidance** for the Children of Israel.

Emphasizes **justice, obedience, and monotheism**.

**7. Injil (Gospel)**

Revealed to **Prophet Isa (Jesus)**.

Contains teachings of **love, mercy, forgiveness, and righteousness**.

Calls people to **repentance, compassion, and faith in God**.

**8. Qur'an**

Revealed to **Prophet Muhammad (peace be upon him)**.

Contains **complete guidance for all humanity** in spiritual, moral, social, and legal matters.

Preserved without change since revelation.

Serves as the **final and universal book of guidance**.

### Exercise 5

1. What kind of content is found in the Zaburi?
2. To whom was the Tawrat revealed?
3. Mention two teachings found in the Injil.
4. Why is the Qur'an considered the final revelation?



### Suggested Answers

1. Songs, praises, and hymns glorifying Allah.
2. Prophet Musa (Moses).
3. Love and forgiveness.
4. Because it is complete, preserved, and meant for all humanity.

### Classroom Chant

Zaburi sings, Tawrat law,

Injil mercy for all we saw.

Qur'an guides both night and day,

Allah's word to show the way!

**Teaching Tip:** Pupils can role-play each prophet receiving their book—one group singing praises (Zaburi), another acting laws (Tawrat), another showing mercy (Injil), and the last reciting verses (Qur'an).

### Term 2: Weeks 7-9

#### Theme: Fiqh Practice

#### Sub-theme: Dua after Adhan

**Learning outcome:** The child recognizes, appreciates and practices Dua after Adhan in appropriate religious situations.

## Dua Recited After Adhan

### Arabic Text

اللَّهُمَّ رَبِّ هَذِهِ الدَّعْوَةِ النَّائِمَةِ، وَالصَّلَاةِ الْقَائِمَةِ، آتِ مُحَمَّدًا الْوَسِيلَةَ وَالْفَضِيلَةَ، وَابْعَثْهُ مَقَامًا مَحْمُودًا الَّذِي وَعَدْتَهُ

### Translated Form

“O Allah, Lord of this perfect call and established prayer, grant Muhammad the means and the virtue, and raise him to the praised station You have promised him.”

### Meaning

The Dua praises Allah as the Lord of the Adhan and Salah.

It asks Allah to grant Prophet Muhammad (PBUH) a special rank (Al-Wasilah and Al-Fadilah).

It requests Allah to raise him to the **Maqam Mahmood** (Praised Station) on the Day of Judgment.

Muslims recite this Dua after hearing the Adhan as a way of showing love and respect for the Prophet and seeking Allah’s blessings.

## Exercise 6

1. What is recited after the Adhan?
2. What does the Dua ask Allah to grant Prophet Muhammad?
3. What is the “Maqam Mahmood”?

### Suggested Answers

1. A special Dua praising Allah and asking blessings for Prophet Muhammad.
2. Al-Wasilah (means), Al-Fadilah (virtue), and the Praised Station.
3. The honored position promised to Prophet Muhammad on the Day of Judgment.

## Classroom Chant

After Adhan we pray,

Blessings for the Prophet each day.

Allah grant him rank so high,

Maqam Mahmood in the sky!

**Teaching Tip:** Pupils can **recite the Dua together in Arabic**, then repeat the meaning in their own language to connect the words with understanding.

## Term 2: Weeks 10-12

### Theme: Moral and Spiritual Teachings

#### Sub-theme: Laws

**Learning outcome:** The child appreciates and applies the moral and spiritual teachings about divine laws in various situations for a peaceful living.

## Law

A **law** is a set of rules made to guide human behavior and maintain order in society.

Laws help ensure **justice, peace, and discipline**.

### Categories of Law

#### 1. Man-Made Laws

Created by human beings (governments, leaders, communities).

**Examples:** traffic laws, school rules, national constitutions.

**Purpose:** regulate daily life, protect rights, and maintain social order.

## 2. **Divine Laws (Laws by God)**

Revealed by Allah through His prophets in the divine books.

**Examples:** Qur'an, Tawrat, Injil, Zaburi.

**Purpose:** guide believers in worship, morality, and spiritual life.

They are eternal and cannot be changed by humans.

### **Exercise 7**

1. Define law in simple terms.
2. Give two examples of man-made laws.
3. Mention two divine laws revealed by God.
4. Why are divine laws considered eternal?



### **Suggested Answers**

1. A set of rules that guide human behavior and maintain order.
2. Traffic laws, school rules.
3. Qur'an and Tawrat.
4. Because they come from Allah and cannot be changed by humans.

### **Classroom Chant**

Law from man, law from God,

Guides our steps where we trod.

Man-made rules keep order here,

Divine laws guide us clear!

Teaching Tip: Pupils can **list laws they follow at school (man-made)** and compare them with **laws from the Qur'an (divine)** to see how both guide behavior.

## Types of Laws

### 1. Laws of the State

Made by the government or parliament.

Examples: traffic laws, tax laws, criminal laws.

Purpose: maintain peace, justice, and order in the country.

### 2. Family Laws

Rules that guide relationships within the family.

Examples: respect for parents, caring for children, inheritance rules.

Purpose: promote harmony, love, and responsibility at home.

### 3. School Laws (Rules)

Rules set by teachers and school administration.

Examples: attending classes on time, wearing uniform, respecting teachers.

Purpose: maintain discipline and order in learning institutions.

### 4. Divine Laws (Laws by God)

Revealed by Allah through His prophets in the divine books.

Examples: Qur'an, Tawrat, Injil, Zaburi.

Purpose: guide worship, morality, and spiritual life.

Eternal and cannot be changed by humans.

## Exercise 8

1. What are laws of the state? Give one example.
2. Mention two family laws.
3. Why are school laws important?
4. What makes divine laws different from man-made laws?

### Suggested Answers

1. Laws made by government to maintain order, e.g., traffic laws.
2. Respect for parents, inheritance rules.
3. They maintain discipline and order in schools.
4. They are revealed by Allah and cannot be changed by humans.

### Classroom Chant

State laws guide the land,

Family laws keep love at hand.

School laws bring discipline true,

Divine laws guide me and you!

Teaching Tip: Pupils can **list examples of laws they follow at home, school, and in the country**, then compare them with divine laws to see how all work together for peace and order.

### Purpose of Laws

#### 1. Orderliness

Laws create rules that organize society.

They prevent chaos and ensure people live peacefully together.

#### 2. Equity (Fairness)

Laws ensure everyone is treated fairly regardless of status, wealth, or background.

They promote justice and equality.

#### 3. Protection of the Weak

Laws safeguard vulnerable groups such as children, the poor, and the disabled.

They prevent exploitation and abuse.

#### 4. Promotion of State Policy

Laws help governments implement policies for development.

Examples: education laws, health laws, environmental laws.

#### 5. **Control of Selfish Tendencies**

Laws discourage greed, corruption, and harmful behavior.

They encourage people to respect others' rights.

#### **Exercise 9**

1. Why are laws important for orderliness in society?
2. How do laws protect the weak?
3. Give one example of a law that promotes state policy.
4. What does it mean to control selfish tendencies through laws?



#### **Suggested Answers**

1. They prevent chaos and organize society.
2. By safeguarding vulnerable groups from exploitation.
3. Education laws that ensure children go to school.
4. It means discouraging greed and harmful behavior to respect others' rights.

#### **Classroom Chant**

Laws bring order, laws bring peace,

Fairness and justice will increase.

Protect the weak, control the wrong,

Guide the nation, keep it strong!

**Teaching Tip:** Pupils can **list examples of laws they know** (like traffic rules, school rules, Qur'an laws) and match them to these purposes to see how laws work in everyday life.

## Term III

### Weeks 1-3

#### Theme: History Of Islam

#### Sub-theme: Khadijah and the Revelation

**Learning outcome:** The child understands and appreciates the important of continuous revelation occurrences right from the time of the prophet (PBUH) to the present-day religious experiences.

### Events After the First Revelation

#### 1. Khadijah's Reactions

When Prophet Muhammad (PBUH) rushed home frightened after meeting Angel Jibreel, Khadijah comforted him.

She covered him with a blanket and reassured him that Allah would never disgrace him.

She reminded him of his good character: honesty, kindness, helping the poor, and supporting relatives.

Khadijah showed strong faith and became the first believer in Islam.

#### 2. The Role of Waraqah ibn Nawfal

Khadijah took Prophet Muhammad to her cousin **Waraqah ibn Nawfal**, a Christian scholar.

Waraqah confirmed that Muhammad had received a divine message similar to those given to earlier prophets.

He explained that Angel Jibreel had brought revelation from Allah.

Waraqah predicted that Muhammad would face opposition from his people but assured him that he was chosen as Allah's messenger.

### Exercise 10

1. How did Khadijah comfort Prophet Muhammad after the first revelation?
2. Who was Waraqah ibn Nawfal and what did he do?
3. What lesson can we learn from Khadijah's reaction?



### Suggested Answers

1. She covered him, reassured him, and reminded him of his good character.
2. He was Khadijah's cousin, a Christian scholar, who confirmed Muhammad's message was divine.
3. We should support and encourage loved ones during trials.

### Classroom Chant

Khadijah calmed with love so true,

Waraqah confirmed the message too.

From Hira's cave the light was shown,

Allah's guidance to mankind known!

**Teaching Tip:** Pupils can **role-play the scene**—one as Prophet Muhammad, one as Khadijah, and one as Waraqah ibn Nawfal—to make the lesson memorable.

### Rites

**Rites** are formal religious practices or actions performed to show respect and devotion to Allah.

They prepare a believer spiritually and physically before engaging in worship or sacred acts.

## Rites Performed Before Reading the Qur'an

### a) Wudhu (Ablution)

Wudhu is the washing of specific parts of the body: face, arms, wiping the head, and washing the feet.

It removes minor impurities and ensures cleanliness.

Qur'an 5:6 commands believers to perform Wudhu before prayer, and by extension, before handling or reciting the Qur'an.

**Value:** It shows respect for the Qur'an and prepares the believer to approach it in purity.

### b) Saying Istidha and Bismillah

**Istidha:** Saying "*A'udhu billahi min ash-shaytanir-rajim*" (I seek refuge in Allah from the accursed devil).

- Purpose: Protects the reader from Satan's whispers and distractions.
- Qur'an 16:98: "*So when you recite the Qur'an, seek refuge in Allah from Satan, the expelled.*"

**Bismillah:** Saying "*Bismillahir-Rahmanir-Rahim*" (In the name of Allah, the Most Gracious, the Most Merciful).

- Purpose: Invokes Allah's mercy and blessings before beginning the recitation.
- It reminds the reader that the Qur'an is divine guidance and should be read with humility and reverence.

## Exercise 11

1. **Define the term rites.**
  - Rites are special religious practices or actions done to show respect and devotion to Allah.
2. **Why is Wudhu important before reading the Qur'an?**
  - Wudhu (ablution) makes the body clean and pure.
  - It shows respect for the Qur'an and prepares the believer to read it in purity.

3. **Write the Arabic words of Istidha and explain their meaning.**
  - Arabic: أعوذ بالله من الشيطان الرجيم (A'udhu billahi min ash-shaytanir-rajim)
  - Meaning: *I seek refuge in Allah from the accursed devil.*
  - Purpose: It protects the reader from Satan's whispers and distractions.
4. **What is the purpose of saying Bismillah before reciting the Qur'an?**
  - Arabic: بسم الله الرحمن الرحيم (Bismillahir-Rahmanir-Rahim)
  - Meaning: *In the name of Allah, the Most Gracious, the Most Merciful.*
  - Purpose: It invites Allah's mercy and blessings, reminding the reader to begin with respect and humility.

### Classroom Chant

*"Before Qur'an we must be clean,*

*Wudhu makes our body serene.*

*Say Istidha, seek Allah's might,*

*Bismillah brings mercy and light!"*

### Recognizing the Vowels

In Arabic, vowels are not separate letters but **marks (diacritics)** placed above or below consonants. The three short vowels are:

- **Fatha ( َ )** → "a" sound (as in *bat*)
- **Kasra ( ِ )** → "i" sound (as in *sit*)
- **Damma ( ُ )** → "u" sound (as in *put*)

There are also long vowels formed with letters:

- **Alif (ا)** → "aa"
- **Ya (ي)** → "ii"
- **Waw (و)** → "uu"

### Formation of Words Out of Combined Letters

- Arabic words are formed by combining **consonants with vowels**.
- Example:
  - بَ = َ + ب (*ba*)

- بَ = َ + ب (bi)
- بُ = ُ + ب (bu)
- By joining letters, we form words:
  - أَب = ا + ب (baba) → father
  - أُب = ا + ب (buti) → a simple word formation

### Pronouncing Words (Letters with Vowels)

Each consonant becomes pronounceable only when a vowel is added.

- Examples:
  - كَ = ka
  - كِ = ki
  - كُ = ku
- Combined:
  - كَتَبَ = *kataba* (he wrote)
  - دَرَسَ = *darasa* (he studied)
  - قُرِئَ = *quri'a* (it was read)

### Exercise 12

1. Write the three short vowels in Arabic and their sounds.
  - Fatha ( َ ) → sound a
  - Kasra ( ِ ) → sound i
  - Dhamma ( ُ ) → sound u
2. Form three words using the letter ب with different vowels.
  - بَ = ba
  - بِ = bi
  - بُ = bu
3. Pronounce the word كَتَبَ and explain its meaning.
  - Pronunciation: *kataba*
  - Meaning: *He wrote*
4. Which long vowel is formed by the letter و?
  - The letter و forms the long vowel uu.

### Classroom Chant

"Fatha is a, Kasra is i, Damma is u, say them with me! Add Alif for aa, Ya for ii, Waw makes uu, so easy to see!"

## Recognizing the Vowels

In Arabic, vowels are not separate letters but **marks (diacritics)** placed above or below consonants. The three short vowels are:

- **Fatha (َ)** → “a” sound (as in *bat*)
- **Kasra (ِ)** → “i” sound (as in *sit*)
- **Damma (ُ)** → “u” sound (as in *put*)

There are also long vowels formed with letters:

- **Alif (ا)** → “aa”
- **Ya (ي)** → “ii”
- **Waw (و)** → “uu”

## Formation of Words Out of Combined Letters

Arabic words are formed by combining **consonants with vowels**.

Example:

- $\text{بَ} = \text{ا} + \text{ب}$  (*ba*)
- $\text{بِ} = \text{ا} + \text{ب}$  (*bi*)
- $\text{بُ} = \text{ا} + \text{ب}$  (*bu*)

By joining letters, we form words:

- $\text{بَابَ} = \text{بَ} + \text{بَ} + \text{ا}$  (*baba*) → father
- $\text{بُتِيَ} = \text{بُ} + \text{تَ} + \text{ا}$  (*buti*) → a simple word formation

## Pronouncing Words (Letters with Vowels)

Each consonant becomes pronounceable only when a vowel is added.

Examples:

- $\text{كَا} = \text{ك}$
- $\text{كِ} = \text{ك}$
- $\text{كُ} = \text{ك}$

Combined:

- كَتَبَ = *kataba* (he wrote)
- دَرَسَ = *darasa* (he studied)
- قُرِئَ = *quri'a* (it was read)

### Exercise 13

1. Write the three short vowels in Arabic and their sounds.
2. Form three words using the letter ب with different vowels.
3. Pronounce the word كَتَبَ and explain its meaning.
4. Which long vowel is formed by the letter و?

### Classroom Chant

*"Fatha is a, Kasra is i,*

*Damma is u, say them with me!*

*Add Alif for aa, Ya for ii,*

*Waw makes uu, so easy to see!"*

### The Unique Nature of the Qur'an

#### 1. Miracle

The Qur'an is considered the greatest miracle of Prophet Muhammad (peace be upon him).

Unlike other miracles limited to time and place, the Qur'an remains eternal.

Its unmatched eloquence, style, and depth challenge anyone to produce its equal (Qur'an 2:23).

#### 2. Universality of Its Message

The Qur'an was revealed for **all people**, not just one tribe or nation.

Its guidance applies across cultures, languages, and generations.

It addresses spiritual, moral, social, and political aspects of life.

### **3. Comparison with Other Holy Books**

**Tawrat** (Torah) revealed to Prophet Musa (Moses).

**Zabur** (Psalms) revealed to Prophet Daudi (David).

**Injil** (Gospel) revealed to Prophet Isa (Jesus).

**Qur'an** revealed to Prophet Muhammad as the final and complete guidance.

Unlike the earlier scriptures, which were altered or lost over time, the Qur'an remains preserved.

### **4. Authenticity**

Allah promised to protect the Qur'an from corruption (Qur'an 15:9).

It has remained unchanged since its revelation over 1,400 years ago.

Millions have memorized it word-for-word, ensuring its preservation.

Copies of the Qur'an worldwide are identical, showing its authenticity.

### **Exercise 14**

1. Why is the Qur'an considered a miracle?
2. Explain the universality of the Qur'an's message.
3. Name the prophets to whom Tawrat, Zabur, Injil, and Qur'an were revealed.
4. How has the Qur'an remained authentic since its revelation?

### **Classroom Chant**

Qur'an is miracle, shining bright,

Guides all nations, day and night.

Other books came, then passed away,

Qur'an preserved till Judgment Day!

**Teaching Tip:** Pupils can role-play comparing the Qur'an with other holy books, showing how the Qur'an remains unchanged and universal.

## Weeks 4-6

### Theme: Fiqh (Practice)

#### Sub-theme: Impurities and Toilet Manners

**Learning outcome:** The child appreciates and practices the teaching about impurities, Najasah and Istinjaal for meaningful performance of Wudhu in order to live a healthy religious life.

#### Najasah

**Najasah** means **impurity** in Islamic law.

It refers to anything that makes a person, place, or object ritually unclean, preventing valid acts of worship such as **Salat (prayer)**, **Wudhu (ablution)**, and **reading the Qur'an**.

Purity (*taharah*) is a condition for worship, so avoiding Najasah is essential.

#### Types of Impurities

##### 1. Minor Impurities

Removed by performing **Wudhu**.

Examples: passing wind, sleeping deeply, touching private parts without barrier.

##### 2. Major Impurities

Removed by performing **Ghusl (ritual bath)**.

Examples: sexual intercourse, menstruation, wet dreams, childbirth bleeding.

##### 3. Physical Impurities

Substances considered unclean in Islam.

Examples: urine, feces, blood, vomit, alcohol, dead animals not slaughtered Islamically.

### Examples of Impurities Affecting Worship

#### a) On Salat (Prayer)

Praying with urine or feces on clothes.

Performing Salat without Wudhu.

Praying in a place contaminated with blood or filth.

#### b) On Wudhu (Ablution)

Wudhu is broken by minor impurities such as:

- Passing wind.
- Sleeping deeply.
- Urinating or defecating.

Without Wudhu, Salat and Qur'an recitation are invalid

#### c) On Reading the Qur'an

Touching the Qur'an without Wudhu is not allowed.

Reading while in a state of major impurity (e.g., menstruation, janabah) is prohibited until Ghusl is performed.

Physical impurities (like blood or dirt) on the body or clothes show disrespect to the Qur'an.

### Exercise 15

1. Define the term *Najasah*.
2. Distinguish between minor and major impurities.

3. Give two examples of impurities that break Wudhu.
4. Why is it forbidden to touch the Qur'an without Wudhu?

### Classroom Chant

Code

Najasah means impurity,

Cleanliness is priority.

Minor needs Wudhu, major needs Ghusl,

Purity makes our worship full!

Teaching Tip: Pupils can role-play checking their clothes and hands before prayer, reminding each other to perform Wudhu and avoid impurities.

## Weeks 7-9

### Theme: Moral and Spiritual Teachings

#### Sub-Theme: Dua

**Learning outcome:** The child understands, appreciates and participates in the practice of Duas for appropriate occasions in order to acquire meaningful religious experiences and relationships with others.

### Dua for Knowledge

#### Arabic Texts

a) رَبِّ زِدْنِي عِلْمًا وَارْزُقْنِي فَهْمًا (*Rabbi zidni 'ilman warzuqni fahman*)

b) زَكِّنْ فَهْمًا لِمَنَاحُ (simplified form often taught to pupils)

## Translation

*Lord, advance me in knowledge and grant me wisdom (understanding).*

## Meaning

This Dua asks Allah to increase our knowledge.

It also asks Allah to give us wisdom so we can use knowledge in the right way.

Pupils learn that knowledge is a gift from Allah and should be used to help others.

## Importance of Seeking Knowledge to a Muslim

- a) Knowledge helps Muslims understand the Qur'an and Hadith.
- b) It guides them to live according to Allah's commands.
- c) It helps Muslims distinguish between right and wrong.
- d) Knowledge makes Muslims useful to their families, communities, and the world.
- e) Seeking knowledge is an act of worship because it pleases Allah.
- f) Prophet Muhammad (PBUH) encouraged Muslims to seek knowledge from cradle to grave.

## Exercise 16

1. What does the Dua *Rabbi zidni 'ilman* mean?

**A:** It means *Lord, increase me in knowledge.*

2. Why do Muslims recite this Dua?

**A:** To ask Allah for more knowledge and wisdom.

3. What two things are asked for in this Dua?

**A:** Knowledge and wisdom.

4. Who gives true knowledge and wisdom?

**A: Allah.**

### **Classroom Chant**

Rabbi zidni 'ilman,

Warzuqni fahman,

Knowledge and wisdom,

Come from Allah's hand!

## **Weeks 10 – 12**

### **Theme: History of Islam**

#### **Sub-Theme: The Call**

**Learning outcome:** The child understands and appreciates the call and mission of Prophet Muhammad (PBUH) in order to enrich the daily religious experiences in different life situations

#### **The Call of Prophet Muhammad (PBUH)**

##### **1. The Beginning of the Call**

After receiving the first revelation in the Cave of Hira, Prophet Muhammad (PBUH) was chosen by Allah as His messenger.

He began preaching Islam quietly and carefully.

##### **2. The First People Who Received His Call**

His wife **Khadijah** was the first to believe.

His cousin **Ali ibn Abi Talib** accepted Islam while still young.

His close friend **Abu Bakr** also accepted the message.

His servant **Zayd ibn Harithah** believed in him.

### **3. The Approach Prophet Muhammad (PBUH) Used to Preach**

He preached **secretly at first** to family and close friends.

He used **gentle words and good character** to attract people.

He showed **patience and wisdom** when teaching.

Later, he preached **openly in Mecca**, calling people to worship only Allah.

### **Exercise 17**

1. Who was the first person to accept Prophet Muhammad's message?

**A:** His wife Khadijah.

2. Name two other early believers.

**A:** Ali ibn Abi Talib and Abu Bakr.

3. How did Prophet Muhammad (PBUH) begin preaching?

**A:** He preached secretly to family and close friends.

4. What approach did he use in preaching?

**A:** He used kindness, patience, and wisdom.

### **Classroom Chant**

Khadijah believed, Ali was young,

Abu Bakr joined, Zayd came along.

Muhammad preached with gentle care,

The call of Islam spread everywhere!

## The Reactions to His Call

### 1. Positive Reactions

Some people accepted his message immediately.

His wife **Khadijah** believed and supported him.

His close friends like **Abu Bakr**, **Ali ibn Abi Talib**, and **Zayd ibn Harithah** accepted Islam.

These early Muslims encouraged others to follow the Prophet.

### 2. Negative Reactions

The pagan Quraysh rejected his call.

They mocked him and called him names.

They feared losing power, wealth, and traditions.

Some persecuted Muslims by beating them or forcing them to leave their homes.

### 3. Prophet Muhammad's (PBUH) Response

He remained patient and continued preaching.

He used kindness, wisdom, and good character.

He trusted Allah and never gave up.

## Exercise 18

1. Who accepted Prophet Muhammad's call first?

**A:** His wife Khadijah.

2. How did the Quraysh react to his call?

**A:** They rejected, mocked, and persecuted him and his followers.

3. How did Prophet Muhammad (PBUH) respond to opposition?

**A:** He remained patient, kind, and continued preaching.

4. Why did some Quraysh leaders reject his message?

**A:** They feared losing power, wealth, and traditions.

### **Classroom Chant**

Some believed, some said no,

Khadijah first, her faith did show.

Quraysh opposed with anger and fight,

Muhammad preached with patience and light!

### **Immediate Problems Faced by Prophet Muhammad (PBUH)**

#### **1. Rejection by the Quraysh**

Many Quraysh leaders refused to accept his message.

They mocked him and called him names.

#### **2. Persecution of Muslims**

Early believers were beaten, tortured, and forced to leave their homes.

Some were even killed for accepting Islam.

#### **3. Loss of Support**

The Prophet lost protection after the death of his uncle Abu Talib and his wife Khadijah.

This made him more vulnerable to attacks.

#### **4. Economic and Social Boycott**

The Quraysh stopped trading and socializing with Muslims.

Muslims suffered hunger and hardship in Mecca.

5. **Fear and Threats**

The Quraysh threatened to kill him.

He had to remain patient and trust Allah.

**Exercise 19**

1. Who rejected Prophet Muhammad's (PBUH) message?

**A:** The Quraysh leaders.

2. What happened to early Muslims who accepted Islam?

**A:** They were persecuted, beaten, and tortured.

3. Which two close supporters of the Prophet died, leaving him vulnerable?

**A:** His uncle Abu Talib and his wife Khadijah.

4. What did the Quraysh do to make Muslims suffer economically?

**A:** They imposed a boycott, stopping trade and social ties.

5. How did Prophet Muhammad (PBUH) respond to these problems?

**A:** He remained patient, trusted Allah, and continued preaching.

**Classroom Chant**

Problems came, Quraysh said no,

Muslims suffered, pain did grow.

With patience strong, the Prophet stood,

Trusting Allah, doing good!

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